Self-Study for External Academic Review
February 2012
INTRODUCTION AND CHARGE TO THE EXTERNAL REVIEW TEAM

This self-study document was prepared by a faculty committee of the Department of Agricultural Economics. The committee drew data from many sources and engaged faculty, staff and students in the process of distilling and describing the important issues outlined in the report. This Academic Program Review is closely coordinated with the review of the Intercollegiate Faculty of Agribusiness and is being conducted by one External Review Team so that the many shared resources and joint objectives can be evaluated in a more complete fashion. This self-study document is focused on the four degree programs under the direct control of the Department of Agricultural Economics. While there is a chapter which provides descriptive information on the two degree programs of the Intercollegiate Faculty of Agribusiness, the full self-study for that Faculty and its degree programs is contained in a separate document. Copied below is the charge by the Provost to the External Review Team. While the review is focused mainly on our academic degree programs, information is also provided relating to research and extension as these responsibilities of our department are closely intertwined with teaching activities and help provide context for the external team’s evaluation.

Charge to the Peer Review Team
Department of Agricultural Economics and Intercollegiate Faculty of Agribusiness
Academic Program Review

This letter provides you with an introduction to the degree programs offered by the Department of Agricultural Economics and the Intercollegiate Faculty of Agribusiness at Texas A&M University, and explains the expectations for our upcoming external review. The IFA is an interdisciplinary program, administered through the Provost’s office and includes faculty from the Department of Agricultural Economics and the Mays School of Business. As interdisciplinary degrees, the IFA degrees are considered university degrees and not awarded by either of the Colleges.

This is a coordinated review of four degree programs offered by the Department of Agricultural Economics and two degrees by the Intercollegiate Faculty of Agribusiness (IFA). The Review Team is asked to provide a review of these degree programs recognizing that they are offered by two different entities. Both the Department and the IFA are included in this coordinated review, recognizing the essential linkages between them in terms of resources, course offerings and faculty. Two of the six-member review team are designated to lead the IFA component of the review. The Review Team should separately address these two administrative programs and their degrees in two reports. The work of the committee and its schedule during its visit will be coordinated in a way that allows for this separate assessment and such the unique shared issues can be addressed.
There are four (4) degrees currently offered by the Department of Agricultural Economics: a Bachelor of Science in Agricultural Economics, a Bachelor of Science in Agribusiness, thesis and non-thesis options in the Master of Science in Agricultural Economics, and a Doctor of Philosophy in Agricultural Economics. The IFA offers two degrees, a Master of Agribusiness (MAB) and a recently established Doctor of Philosophy in Agribusiness and Managerial Economics. The charts below provide information on the number of degrees the department has awarded over the last six years.

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<tr>
<th>Degree Offered</th>
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<td>04-05</td>
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<tr>
<td>B.S. in AgEcon</td>
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<td>B.S. in Agribusiness</td>
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<td>M.S. (non-thesis)</td>
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<tr>
<td>M.S.(thesis)</td>
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<td>Ph.D</td>
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<th>Degree Offered</th>
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<td>Master of Agribusiness</td>
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<tr>
<td>Ph.D in Agribusiness &amp; Managerial Economics</td>
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This activity is part of a periodic review of all Texas A&M University academic programs, and offers an opportunity to assess the standards of the programs and to learn from review team members’ experiences with similar programs.

The review team is requested to examine the undergraduate program, the graduate program, and the teaching and research programs for graduate and undergraduate students of the Department of Agricultural Economics and the Intercollegiate Faculty of Agribusiness using the materials in a self-study that will be provided, information you gain through personal interactions while visiting Texas A&M University, and any additional information that you might request. While evaluating the program, please consider the allocation of resources within the department and the IFA (both human and fiscal) and the absolute level of support the department and the IFA receives from the university. Please comment as appropriate on current and potential leveraging of these resources, as well as the current and potential interaction with other departments and groups, both on campus and off.
Please address the issue of learning-based outcomes:

- Does the department and IFA have ongoing and integrated planning and evaluation processes that assess its programs and services, that result in continuing improvement, and that demonstrate that each entity is effectively accomplishing its mission?
- Has the department and IFA identified expected outcomes for its educational programs?
- Does the department and IFA have evidence of improvement based upon analysis of results?

Lastly, please address the department’s and IFA’s contributions to two guiding strategic initiatives developed by Texas A&M University. The first of these is a document developed in 1999, entitled Vision 2020: Creating a Culture of Excellence, and identifies twelve specific areas of focus for Texas A&M’s future. The other is the more recent Action 2015, intended to build on our gains made since the inception of Vision 2020. Both documents may be referenced at [http://provost.tamu.edu/strategic-planning-2010](http://provost.tamu.edu/strategic-planning-2010) Summaries of both documents will be provided upon your arrival at Texas A&M University.

Along with the Provost’s Office, our department faculty, staff and students welcome you to campus and thank you for sharing your expertise and time with us by doing this review.

John P. Nichols
Professor and Head

January 2012
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SELF-STUDY OVERVIEW

This self-study provides an in-depth examination of the Department of Agricultural Economics at Texas A&M University, including each of the Department’s main functions and degree programs. In addition to Department indicators, the self-study provides faculty-specific indicators where appropriate to identify issues that may affect the Department in the future. These individual indicators are not comprehensive and do not provide a comprehensive analysis for individual faculty members. Providing these indicators not only makes this self-study unique to the Department in the College of Agriculture and Life Sciences (COALS), but also provides information as the Department moves forward in hiring a new Department Head.

This self-study is the accumulation of several months of work. A committee consisting of four faculty members and one staff member initiated the report by obtaining and summarizing data on the Department. Throughout the process, additional faculty members assisted with the compilation by providing necessary data. After the initial draft, members of the self-study committee met with staff, undergraduate students, and graduate students to discuss their issues and concerns. Drafts of comments made in the graduate student and staff meetings along with submitted written comments were made available to students and staff for additional input. A faculty meeting addressed the self-study draft. Faculty members reviewed and commented on a revised draft of the report and ranked the issues raised therein. In addition to this collaborative effort, following the Drive to Excellence section, historical trends are summarized and issues are raised that may affect the future of the Department.

The data in the study comes from a variety of sources. The Texas A&M University Office of Institutional Studies and Planning (OISP) provided data on enrollment, graduation rates, student demographics, and salaries for tenure-track and instructional faculty members. The Office of the Registrar provided class specific data. Departmental sources provided various fiscal and budget data (which in turn, are based on College and Agency allocations and records), awards, publications, and instructional and extension program activities and outcomes. Departmental sources also provided data on applications, acceptance, admissions, and fall enrollment. Individual faculty members provided information on other professional activities and contributions. Given the diversity of data sources, the reader may find some inconsistency in time frame or depth covered in the various sections. The data are for fiscal years for budgetary issues, but most of the other data are on a calendar year basis.

Because the Department of Agricultural Economics hosts the Intercollegiate Faculty of Agribusiness (IFA), a partial description and evaluation of the IFA is included in this self-study. A more thorough evaluation is contained in the self-study created by the IFA Director and Faculty.
DRIVE TO EXCELLENCE

“If you don't know where you are going, any road will get you there.”
Lewis Carroll

The charge to the Department was to prepare a descriptive and evaluative self-study prior to the academic review. Given that the Department is currently in transition (budget reductions, faculty member resignations and retirements, and search for a new Department Head), we have prepared a self-study of the entire Department and not just the academic programs. This document provides basic information about the Department including student, faculty, and staff assessments of the Department. Although the University’s standard timeframe for the data included in the self-study is five years, this document contains data from a longer time frame in most cases because the last program review was in 2003 and only covered the PhD program.

The Department consists of a complex blend of faculty, staff, and students dedicated to its mission to “... engage people in the use of economic analysis.” As demonstrated in the following pages, the overall quality of the programs in the Department is good. The three general program areas of research, teaching, and extension are strong and vibrant. The large size of the Department simultaneously lends itself to diversity in the programs and creates interesting and unique challenges.

The Department hosts the Intercollegiate Faculty of Agribusiness (IFA), an interdisciplinary faculty that supports the Master of Agribusiness and PhD in Agribusiness and Managerial Economics degree programs. The IFA is a partnership between the Department of Agricultural Economics and the Mays Business School resulting from a long-standing working relationship between faculty members in these colleges. The IFA is relatively unique in the Land Grant University System. Faculty members are also involved in several other interdisciplinary programs on campus.

Extension education has a strong reputation for meeting stakeholders’ needs through executive education. Teaching and research faculty members have gained increased visibility within the private sector for advanced training in quantitative methods and applied econometric modeling, along with the use of business executives in the classroom. These programs have the potential to build visibility and generate revenue in executive-type programs. Furthermore, an increasing number of graduates are achieving positions in mid- and upper-level management and are seeking opportunities to refresh their skills or gain advanced analytical techniques. The lack of a continuing education center, coordination and technical support, however, may undermine the incentive for faculty members to engage in these opportunities.

Demand for and quality of the Department’s programs shows in part through increasing enrollments, continuing job placement, recognition of faculty members (including the highest level awards from national and regional associations), numerous publication outlets, and numerous contacts with clients. Increasing enrollment and client contacts also suggest the Department should continue to be forward-looking to maintain and improve the overall quality of the Department.
OVERALL PERSPECTIVE OF DEPARTMENT PROGRAMS

“You start with a vision and it manifests in its own interesting fashion”
Lois Trombley

1. Are the Department’s Vision, Mission, and Strategic Plans relevant and appropriate? How does the Department monitor progress across the programs?

Much of the Department’s mission statement, vision, strategic action plans, and websites need updating. Further, the University states the review documents need to show unit level plans detailing outcomes (not inputs or processes) and status reports for academic programs. Developing this self-study revealed that University, College, and Departmental record keeping are not centralized, are incomplete, and are in need of improvement. The Department needs to consider unit level reports that detail outputs and inputs. An overall year-end report placed on a revised website may be a way to develop plans, create an assessment of such plans, review on a yearly basis, and provide a relevant source of data for future endeavors.

Streamlining the process by taking advantage of web-based interfaces in which faculty and staff input required data should be considered. This could also be used to interface with the Department publication and award databases on the Department’s web site.

2. What is the optimal Department size and number of programs, given limited resources? How does the Department best reach this optimal size and number of programs?

Historically, the overall strength in the Department has been its size. Unlike many smaller agricultural economics departments, the large size of the faculty has allowed specialization in research, teaching, and extension programs. Historically, this size has allowed the Department to institute new degrees and offer a wide variety of courses. Growth in student numbers in the Department, a decrease in faculty full time equivalents (FTE’s), and a lack of access to classes are starting to cause problems in teaching and material covered in classes in all degree programs. What is the necessary faculty and student critical mass in a program area or degree option to remain viable?

Many of the most productive faculty members (teaching and research) are older (here older refers to age in years, whereas rank refers to assistant, associate, and full professor), nearing retirement age. The issue is not one of age, but rather how to replace retiring faculty members. Should the Department develop a comprehensive policy to address new hires, document who, when, and why faculty members have left the Department, and have a plan in place for what to do when faculty members retire? For example, do we replace older faculty members and their
expertise in the classroom with new assistant professors or with a mixture of younger and older faculty members? Or, conversely, should new areas of expertise be cultivated by new hires?

The size issue needs to be addressed thoughtfully. Should the Department be everything for everyone within all programs? Should the Department specialize? Thoughts on how we can differentiate ourselves from business or economics might be fruitful – an energy specialization and a Department name change (the issue of which keeps arising but the faculty cannot reach a consensus) are possibilities.

3. How should the Department pursue diversity across its programs, faculty, staff, and students?

Following the College’s Strategic Plan, the Department needs to recruit and recognize quality people from diverse backgrounds to broaden the educational environment of our Department. The Department, however, must not pursue diversity at the expense of quality. Diversity at the University is defined as “the inclusion, welcome, and support of individuals from all groups, encompassing the various characteristics of persons in our community. The characteristics can include, but are not limited to age, background, citizenship, disability, education, ethnicity, family status, gender, gender identity/expression, geographical location, language, military experience, political views, race, religion, sexual orientation, socioeconomic status, and work experience.” [http://diversity.tamu.edu/whatsdiversity/definition.aspx](http://diversity.tamu.edu/whatsdiversity/definition.aspx)

**TEACHING PROGRAMS**

“Tell me and I forget. Teach me and I remember. Involve me and I learn.”

Benjamin Franklin

4. How should the Department maintain and improve quality of teaching in this era of accountability while maintaining quality in other program areas?

Overall, the quality of the program is good; the curriculum generally prepares graduates to address current trends in the discipline. The majority of courses are taught by full professors, which is viewed as a very positive aspect of the Department. The potential inability to fill vacant positions and new vacancies from pending retirements, however, may lead to less experienced professors, lecturers, and graduate students teaching courses. Generally, students prefer faculty members in the classroom to graduate students. Although younger faculty members bring energy and new views into the classroom, they may not bring experience. Should a select number of new hires be at the associate level? How do we best reach the new millennium students? What is the proper mix of traditional teaching methods and new methods, including the use of technology?
5. What should be the priorities for curriculum reviews?

All degree programs may benefit from a curriculum review. The course catalog and any Department advertising need to match the material actually covered in the courses. The last curriculum review was in 2003 and only covered the PhD in Agricultural Economics degree.

**BS degrees** – What is the need for the options in the AGEC degree? Few students graduate from two of the options. In addition, few courses exist that are available for the finance and real estate option. Do we need to develop another option of personal finance? Of the various alternatives, one approach may be to have one degree in AGEC and provide certificates instead of options. Students in the AGEC degree have limited access to Mays Business School courses. Should the Department provide instruction in areas that students desire from the Mays Business School? Are AGEC majors getting what is advertised? What are the limiting factors? Does the Department have the critical mass and dedication to support an honors program? Would an honors program help students prepare for the next level of education?

**MS & MAB degrees** – Is using the same master level courses consistent with the needs of MS and MAB students? Are students graduating with a MS degree prepared to continue into the PhD program? As a specific example, does AGEC 621 prepare students for a terminal degree or for continuing on to obtain a PhD? Is the non-thesis option meeting the needs of students or simply serving as an easier track to obtain an advanced degree?

**PhD degrees** – Does the high fail-rate of the economics qualifier indicate material in the core courses is not adequately covered? How do we best provide opportunities for students to publish? What will be the impact of the new PhD in Agribusiness on the Agricultural Economics PhD program? Should we have a single prelim or maintain the various options? How best to recruit students into the Agribusiness program without hurting the Agricultural Economics PhD program since the two programs should be complementary and not competitive? Can increased access to Mays Business School classes be negotiated? How should the Department continue to support the Agribusiness PhD program given its current low enrollment? What is the best way to engage faculty members with research reputations and interests to work with Agribusiness PhD students?

6. What should / can be done to provide broader learning experiences, such as internships, international experiences, and opportunities to attend and participate in national meetings and organizations?

The Department at the undergraduate level has been proactive in providing these experiences. Study abroad trips each summer and participation in national competitions by students the Department supports; however, such opportunities are limited by student and Department budgets. At the MS and PhD level very few opportunities exist. The one exception is faculty funding students to attend professional meetings, usually to present papers.

“How could youths better learn to live than by once trying the experiment of living? Me thinks this would educate their minds as much as mathematics”

*Henry David Thoreau*
7. **Should the Department manage (limit) enrollment in all or some of its degree programs?**

Growing enrollments have led to increasing class size in courses, especially at the undergraduate and MS level. As enrollment increases, given increasing faculty workloads, will faculty members have the time to be involved with students? How do we manage numbers while recruiting the best students? Are the classrooms appropriate for the growing size and how faculty members are teaching? Given decreasing funding for graduate students, how do we best handle the age-old issue of graduate student funding and admissions?

8. **Should the Department be more involved in placement of graduates and in seeking feedback from former students and employers to help improve the Department’s programs?**

Current placement is ad hoc based on faculty members' business contacts and interactions with individual students or University and College expositions and career fairs. Proactive involvement by the Department is seen as increasingly important in today’s world. Involvement should most likely differ for the different degree levels. For example, the Department may consider a placement PR web page with links to individual PhD student web pages. Such an undertaking may not be appropriate at the undergraduate level. Is a full-time placement person needed? Should the Career Placement Center “Ag” specialist provide the necessary interactions, especially at the undergraduate level? This is significant as placement and department rankings go hand in hand. Is the Department teaching what graduates need? Do we have any way of measuring what graduates need? What are the data needs? How do we best reach potential employers to determine skills they value in our graduates?

9. **Are the Department’s learning outcomes appropriate, relevant, and useful?**

Assessment of learning outcomes is relatively new to the Department and the University. As such, when is the appropriate time to revise the outcomes? Can we learn from other departments’ experiences with the process?

10. **How can the Department best increase interactions among faculty, students, and administration?**

Overall, students and faculty felt interactions between and among the groups could be improved. The very nature of many faculty positions at the University and the move towards concrete measures of accountability, however, may limit any improvements. Undergraduate students felt there was a conspicuous lack of involvement by the administration and faculty outside the class environment in their academic program.
Undergraduate – Students generally felt the faculty was caring and provided help when needed. Students’ interaction with the Department, however, is limited to AGEC 105 and AGEC 217 in a normal sequence of their first two years in the Department. Should the Department add an AGEC 101 course? What material should be included? Who would teach such a course? Students felt administration and faculty could show more interest in Department clubs and Professor for a Day activities. How should the Department increase student participation in club and Department activities?

Graduate – Most faculty members participate in advising MS students. The MS program also has a strong presence of research, teaching, and extension. By design, the MAB program has less faculty involvement. However, some faculty members with research appointments are not advising MS students. At the PhD level, faculty involvement in advising is much more limited; 72% of PhD committees are chaired by six faculty members. The aging issue previously discussed is particularly relevant here as several are nearing retirement age. Faculty and student involvement in seminars is poor at best. Seminars need to be more congenial. How should the Department make seminars meaningful?

RESEARCH PROGRAMS

“The way to gain a good reputation is to endeavor to be what you desire to appear.”
Socrates

11. Is the Department’s research portfolio relevant, focused on important issues, communicated, and used by decision makers?

The Department’s research program focuses on leading issues across a broad spectrum of topics ranging from natural resource and environmental economics to markets and information economics to agribusiness and managerial economics. The demand for the Department’s research product is evidenced by the contracts and grants and appropriated funding for conducting research. Results from these research efforts are communicated to a wide variety of professional audiences through journal articles, invited papers, trade publications, newsletters, speeches and outreach presentations. Citations indicate there is a strong demand for use of our publications and presentations.

<table>
<thead>
<tr>
<th>Journal Type for All Authors</th>
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<tbody>
<tr>
<td>Publication Type</td>
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<td>Business</td>
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<tr>
<td>Other</td>
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</table>

The Drive to Excellence involves becoming a top department, including research. The Department’s overall research component is a strong program with both international and domestic issues being considered. Both the number of publications and diversity of publications remain strong. Since 2003, faculty members have published in approximately 200 different
journals. In terms of number of articles authored by our faculty members, the journals most commonly being published in are *Journal of Agricultural and Applied Economics, American Journal of Agricultural Economics, Journal of Agricultural and Resource Economics, Journal of Food Distribution, Agribusiness, Applied Economics*, and *Review of Agricultural Economics*. A limited number of faculty members, however, are involved in journal publication, which is mostly dominated by 11 faculty members (one of whom has left the Department). Further, many of the most productive faculty members are nearing retirement age.

12. How should the Department increase faculty productivity measured in publication numbers and quality?

In light of increasing demands on faculty time in other program areas, the challenge faced by the Department is to maintain and increase faculty research publications while maintaining research quality. How do we keep older faculty members involved? How do we engage younger faculty members? In the increasing age of accountability, consideration on how to measure quality and quantity tradeoffs should be explored. Any method adopted needs to be transparent and promptly communicated.

13. How should the Department increase grants and contracts, including partnerships with the private sector?

Additional grants and contract opportunities for research are necessary and partnerships between faculty and the private sector need to be explored and encouraged. In real terms, research expenditures have increased by 1.1% between 2003 and 2010. State appropriated expenditures have decreased by 10.8%. Contracts and grants have increased by 8.4% during the same period. Since peaking in 2006, grant and contract expenditures, however, have decreased by 36.6%. The Department has strong relationships with various federal agencies including the USDA, EPA, and Farm Credit Administration.

Ways to increase interactions between older and younger faculty members may need to be explored and encouraged. The inability to fund graduate students for research independent of grants and contracts stifles the ability to pursue new research areas. Should the Department sponsor or encourage attendance in programs designed to improve grant writing? The Department and College also need to recognize the availability of funding varies widely by discipline and subject matter.

**EXTENSION PROGRAMS**

“Intellectual growth should commence at birth and cease only at death.”

Albert Einstein

14. How does the Department continue to provide in-depth analysis and training in the light of budget reductions that may constrain faculty specialization?

Historically, the Extension unit has been large enough for faculty members to specialize and provide in-depth analysis and educational training. Given the continuing erosion of state and federal base funding, maintaining the current extension faculty numbers and depth of
specialization may be difficult. Increased efforts to obtain grant and contract funding, increased funds generated from workshop registration fees and sponsorships, and creative collaborations with industry partners may be needed to offset declining state and federal base funding. In addition, plans may need to be developed for optimal position adjustments.

15. How does the Department serve both commercial operators and small farm/ranch clientele?

Changing audience demographics resulting from industry consolidation, and a growing bimodal distribution in the size of farming and ranching operations are leading to smaller commercial audiences, and a need to serve a growing small farm/ranch clientele. The Extension unit has developed a reputation for quality in-depth educational programs, based on clientele/industry input regarding educational needs, clientele/industry/academic input on program/product design, and extensive evaluation/industry feedback and reporting of educational impacts and economic benefits. The changing demographics of clientele groups demands a continued emphasis on identifying both existing and new clientele educational needs as well as the best methods to deliver those educational products.

16. How does the Department make more effective use of technology such as web sites, webinars, and social media to deliver educational programs?

Changing technology such as expanding web presence, use of webinars, Internet videos, and social media are providing both challenges and opportunities for program delivery. While Extension faculty members utilize many outlets to provide education, analysis, and information to clientele, the possibilities keep expanding. Increased emphasis/resources may need to be directed to improving capacity/skills/support for the optimal use of new technology to provide products and services to clientele in the most timely, effective, and efficient manner. While these technologies may reduce travel costs and expand our ability to deliver education in new ways, they may also increase the competition Texas AgriLife Extension faces from extension programs in other states, other higher education institutions expanding their continuing education portfolios, and private companies.

### PERSONNEL AND BUDGETS

“If your actions inspire others to dream more, learn more, do more and become more, you are a leader.”

John Quincy Adams

17. How should the Department provide motivation and incentives to faculty, staff, and students to continue to strive for excellence?

The Department needs to continue to strive for excellence in personnel management and strive for fair treatment of staff, faculty, and students. Interactions within and between all groups (students, staff, faculty, and administration) in the Department are seen as congenial and generally conducive to a good work environment. Improvements suggested include more interaction between administration and undergraduate students; a higher level of support by
faculty towards staff attending Department functions; improved staff development opportunities; and more opportunities for assistant professors to interact with full professors. Although staff, faculty, and administration overall positively interact and enjoy working in the Department, both staff and faculty had the perception the administration unfairly provided people with similar job descriptions different opportunities. The perception is that some people are treated differently from others.

18. How should the Department address the overall salary inequities between this Department and the rest of the College and University?

The Department’s productivity is respectable. Budget issues will always be present and beyond the control of the Department. Increasing grants and contracts, along with charging more for programs are often seen as ways of increasing budgets. However, increasing budgets in this manner is not always realistic. Stating we need more money is not a viable option. Salaries are and will always be an obvious issue. Using University numbers, faculty salaries as a percent of our peer group have declined from 97% in 2002 to 82% in 2010. During this same time, University and College percentages have remained between 90% and 95%. Staff members also felt their salaries were below those of their peers at the University.

19. How can the Department be proactive in responding to anticipated changes in funding and clientele?

Budget uncertainties, reductions, and changes in funding sources are most likely a reality into the foreseeable future. Rather than reacting and stating we need more funds to operate our program, the Department should see this issue as an opportunity to discuss our future and revamp as necessary. For example, the use of the internet and webinars to deliver programs may be a way to reach more clients and students with fewer funds. Development costs of the use of such technology, along with ongoing costs, need to be compared to the benefits. Are there any potential gains in efficiencies in the use of our limited resources?

20. How can the Department do a better job demonstrating the impacts of its programs?

In the age of accountability and budget reductions, increasing the Department’s visibility at the College, University, and state level is one approach to possibly help alleviate some of the potential budget reductions. Unlike the private sector, research, extension, and teaching activities do not have a bottom line evaluation such as profitability. How can we make faculty outputs more visible?

21. How does the Department identify additional funding sources and potential changes in those sources while making more effective use of current sources such as IE/EF?
The Department may benefit from aggressively exploring the identification of additional funding sources and reviewing the use of current sources. Use of Instructional Enhancement /Equipment Fee (IE/EF) funds, Endowed Funds, and yearly gifts in the Department’s operations needs clarification and transparency.

Limited development efforts have been successful to solicit funds, but additional opportunities may exist. Current efforts have been individualized with little transparency. Given the working relationships between the Department and many business firms and former students, an organized Departmental effort may provide additional funds. IE/EF funds provide an additional revenue source that has become a large part of the Department’s overall teaching operating funds. The use of these funds, however, is tightly restricted. Increased flexibility in the use of revenue may be desirable. An example of a potential increase in flexibility is that the Department should explore with the College whether to reduce or eliminate IE/EF funds and replace them with differential tuition. Further, the use of these funds by faculty is inconsistent, with some faculty members being able to use funds generated by their courses and others not being given this opportunity. Revisiting the fees by course and use of such fees may be necessary. How can the Department best use the current endowed chairs and new endowed professorships and/or chairs to attract experienced new faculty members and retain current faculty members?

22. How can the Department increase faculty involvement in all areas of the Department and programs?

If the Department is striving to be a top department, should we explore changing the practice of using appointment splits to justify research output to a paradigm where everyone must teach and conduct research and extension? Publishing, for example, should involve all faculty, research, teaching, and extension. A good program in any one of these areas involves the pursuit of knowledge, which should lead to publications. All faculty members need to be encouraged and rewarded for involvement in all areas of the Department.
“Without continual growth and progress, such words as improvement, achievement, and success have no meaning.”
Benjamin Franklin

ISSUES SUMMARY

Overall Perspective of Department Programs

1. Are the Department’s Vision, Mission, and Strategic Plans relevant and appropriate? How does the Department monitor progress across the programs?
2. What is the optimal Department size and number of programs, given limited resources? How does the Department best reach this optimal size and number of programs?
3. How should the Department pursue diversity across its programs, faculty, staff, and students?

Teaching Programs

4. How should the Department maintain and improve quality of teaching in this era of accountability while maintaining quality in other program areas?
5. What should be the priorities for curriculum reviews?
6. What should/can be done to provide broader learning experiences, such as internships, international experiences, and opportunities to attend and participate in national meetings and organizations?
7. Should the Department manage (limit) enrollment in all or some of its degree programs?
8. Should the Department be more involved in placement of graduates and the seeking of feedback from former students and employers to help improve the Department’s programs?
9. Are the Department’s learning outcomes appropriate, relevant, and useful?
10. How can the Department best increase interactions among faculty, students, and administration?

Research Programs

11. Is the Department’s research portfolio relevant, focused on important issues, communicated, and used by decision makers?
12. How should the Department increase faculty productivity measured in publication numbers and quality?
13. How should the Department increase grants and contracts, including partnerships with the private sector?

Extension Programs

14. How does the Department continue to provide in-depth analysis and training in light of budget reductions that may constrain faculty specialization?
15. How does the Department serve both commercial operators and small farm/ranch clientele?
16. How does the Department make more effective use of technology such as websites, webinars, and social media to deliver educational programs?
PERSONNEL AND BUDGETS

17. How should the Department provide motivation and incentives to faculty, staff, and students to continue to strive for excellence?
18. How should the Department address the overall salary inequities between this Department and the rest of the College and University?
19. How can the Department be proactive in responding to anticipated changes in funding and clientele?
20. How can the Department do a better job demonstrating the impacts of its programs?
21. How does the Department identify additional funding sources and potential changes in those sources while making more effective use of current sources such as IE/EF?
22. How can the Department increase faculty involvement in all areas of the Department and programs?

ISSUES RANKING

After developing the 22 issues, faculty members and extension program specialists evaluated each issue separately on a one to five scale. The link to evaluate the issues was sent to 60 active faculty members and specialists. Of these 60 faculty and specialists, 19 responded. Their responses are summarized below. Ranking is based on the average score for each question.
<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Scale</th>
<th>Average</th>
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<tr>
<td>1</td>
<td>Are the Department’s Vision, Mission, and Strategic Plans relevant and appropriate? How does the Department monitor progress across the programs?</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>What is the optimal Department size and number of programs, given limited resources? How does the Department best reach this optimal size and number of programs?</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>18</td>
<td>How should the Department address the overall salary inequities between this Department and the rest of the College and University?</td>
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<td>3</td>
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<tr>
<td>13</td>
<td>How should the Department increase grants and contracts, including partnerships with the private sector?</td>
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<td>2</td>
</tr>
<tr>
<td>20</td>
<td>How can the Department do a better job demonstrating the impacts of our programs?</td>
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<td>2</td>
</tr>
<tr>
<td>4</td>
<td>How should the Department maintain and improve quality of teaching in this era of accountability while maintaining quality in other program areas?</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>Should the Department be more involved in placement of graduates and seeking feedback from former students and employers to help improve the Department’s programs?</td>
<td>1</td>
<td>2</td>
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<tr>
<td>11</td>
<td>Is the Department’s research portfolio relevant, focused on important issues, communicated, and used by decision makers?</td>
<td>1</td>
<td>1</td>
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<tr>
<td>5</td>
<td>What should be the priorities for curriculum reviews?</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>19</td>
<td>How can the Department be proactive in responding to potential changes in funding and clientele?</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>Are the Department’s learning outcomes appropriate, relevant, and useful?</td>
<td>2</td>
<td>1</td>
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<td>16</td>
<td>How does the Department make more effective use of technology such as web sites, webinars, and social media to deliver educational programs?</td>
<td>1</td>
<td>4</td>
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<tr>
<td>17</td>
<td>How should the Department provide motivation and incentives to faculty, staff, and students to continue to strive for excellence?</td>
<td>1</td>
<td>3</td>
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<tr>
<td>12</td>
<td>How should the Department increase faculty productivity measured in publication numbers and quality?</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>14</td>
<td>How does the Department continue to provide in-depth analysis and training in the light of budget reductions that may constrain faculty specialization?</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>What should / can be done to provide broader learning experiences, such as internships,</td>
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</table>
international experiences, and opportunities to attend and participate in national meetings and organizations?

<table>
<thead>
<tr>
<th>Question</th>
<th>Scale: 1- Do Not Include, 3- Neutral, and 5- Definitely Include</th>
<th>Value</th>
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<tbody>
<tr>
<td>22 How can the Department increase faculty involvement in all areas of the Department and programs?</td>
<td>2 2 6 6 3</td>
<td>3.32</td>
</tr>
<tr>
<td>21 How does the Department identify additional funding sources and potential changes in sources while making more effective use of current sources such as IE/EF?</td>
<td>3 2 6 2 4</td>
<td>3.12</td>
</tr>
<tr>
<td>15 How does the Department serve both commercial operators and small farm/ranch clientele?</td>
<td>4 1 5 5 3</td>
<td>3.11</td>
</tr>
<tr>
<td>7 Should the Department manage (limit) enrollment in all or some of its degree programs?</td>
<td>5 3 3 5 3</td>
<td>2.89</td>
</tr>
<tr>
<td>3 How should the Department pursue diversity across its programs, faculty, staff, and students?</td>
<td>3 3 6 5 1</td>
<td>2.89</td>
</tr>
<tr>
<td>10 How can the Department best increase interactions among faculty, students, and administration?</td>
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<td>2.44</td>
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</tbody>
</table>

1) Scale used was 1- Do Not Include, 3- Neutral, and 5- Definitely Include. Value is the number of faculty members indicating each.
DEPARTMENT OVERVIEW

The Department of Agricultural Economics at Texas A&M University strives to be a premier source of education, research, and leadership development. Faculty appointments are divided among teaching, research, and extension. The Department is part of the Texas A&M University, College of Agriculture and Life Sciences, Texas AgriLife Research, and Texas AgriLife Extension Service.

Vision, Mission, and Strategic Plan

*Our Vision:* The Department of Agricultural Economics strives to be a premier source of education, research, and leadership development.

*Our Mission:* The Department of Agricultural Economics engages people in the use of economic analysis for making decisions involving agribusinesses, natural resources, and communities through the pursuit of learning, leadership, diversity, professional development, and excellence.

*Our Discipline:* The discipline of agricultural economics is concerned with improving the economic rationality of decisions made within the agriculture, food, fiber, natural resource, and public sectors of the economy. This includes both group decision making and individual firm decision making. Policy analysis provides input into group decision making processes at the federal, state, and community levels. Work in management, marketing, and finance, for example, provides input to the decisions of individuals and business firms. In today's information-based economy, one of the Department's most important roles is to create, apply, interpret and communicate new knowledge for the well-being of society. Economics also plays a key role in enhancing the value of publicly funded research. Economists provide research institutions with the tools and analysis they need to be accountable to society and better able to set research priorities and design research programs that are consistent with public policy objectives while meeting the standards of good science.

The Department’s vision and mission statements (http://agecon.tamu.edu/department/department_planning_and_vision.html) are compatible with the COALS 2010–2015 strategic plan (see http://aglifesciences.tamu.edu/about-the-college/strategic-plan-2010-2015/).

Goals and Priority Objectives

**Goals**

1. Respond to high-priority issues facing society in agribusiness (including food and fiber production, supplying inputs, processing products, and marketing), natural resources, environmental quality, and communities.
2. Teach students how to use economic and business principles and develop their leadership and communication skills to prepare them for employment and to continue life-long learning.
3. Conduct applied research programs to analyze business and public policy issues and respond to high-priority societal needs.
4. Enhance the use of economic principles and research methods in solving economic problems through disciplinary research and graduate education.
5. Develop targeted extension and outreach educational programs to deliver relevant information and teach the use of economic and business principles in making decisions.
6. Collaborate with scientists and educators in other disciplines to incorporate economic analysis into multi-disciplinary programs.
7. Develop a network with former students to enhance student learning experiences and placement and facilitate achievement of the Department’s goals.
8. Create a professional environment conducive to promoting teamwork among faculty, staff, and students as they strive for excellence in the pursuit of the Department’s goals.

Priority Objectives

The Department will target several priority objectives to support and implement its vision, mission, and goals. These objectives describe the targets for specific actions. They are quantifiable interim steps toward achieving the Department's mission and goals. They include teaching, research, and extension dimensions. They are not listed in order of importance.

The objectives are organized under two headings: Program Objectives and Operational Objectives. The Program Objectives relate to the changing needs and subject matter emphases for the future. They speak to changing program content and include University-related issues related to internationalization (student, faculty and staff) and information technology.

These objectives were developed at the time of the 2006 evaluation conducted by then Dean Elsa Murano. The objectives were established at a time when the Department had a somewhat different faculty make-up, a different budget situation, and possibly a different idea of future direction. As such, the objectives are now dated. The aim in 2006 was to examine potential new initiatives or goals and objectives. It was assumed that on-going, mainstream productive teaching, research and extension activities would continue. The objectives listed below need to be re-addressed.

Program Objectives

1. Create a Center for Technology and Information Management Economics.
2. Establish a Natural Resource Economics and Policy Center.
3. Expand capabilities for federal and state public policy analysis.
4. Develop an area of emphasis in rural entrepreneurship.
5. Expand efforts in community economics and policy.
6. Develop a Center for Agribusiness Studies.
7. Expand the Agribusiness Education in the Americas program.
8. Emphasize the knowledge and skills needed to anticipate and manage change.

Operational Objectives

1. Develop discipline-based solutions to research problems while maintaining a strong customer-driven applied economics research.
2. Elevate the stature of the Department's graduate programs to the top ten among all institutions granting similar degrees.
3. Manage enrollment and respond to demand for service courses to enhance the quality of the Department's undergraduate teaching programs.
4. Enhance core extension programs and develop new programs to more effectively respond to the needs of agricultural producers, agribusinesses, food and fiber industries, and communities.
5. Integrate international dimensions into the Department's programs by fostering a supportive institutional environment.
6. Design the Department's administrative structure to enable the organizational agility needed for excellence.

A Brief History of the Department of Agricultural Economics

Agricultural Economics courses at Texas A&M University were first offered in the divisions of General Studies (Department of Economics) and Agriculture (Departments of Agronomy and Animal Science). In 1905, the Division of Agriculture offered a course in farm management which covered topics in farm equipment selection and labor management; offerings in 1908 included topics in cost of production; in 1912, with a course offering “A Comprehensive Study of the Farm from an Economic and Business Viewpoint.” In 1914, the Agronomy Department, within the Division of Agriculture, offered a four-year option labeled Farm Management and Marketing. In the Division of General Studies (Department of Economics), course offerings, as early as 1914, included agricultural economics courses in rural economics, cooperative credit and marketing, and rural problems.

The Department of Agricultural Economics at Texas A&M University came into existence in 1922 when a BS in Agricultural Economics was offered. A preexisting BS in Agricultural Administration became part of the new Department’s offerings. Course offerings in the Agricultural Economics program included topics in accounting, agricultural economics, statistics, transportation, and marketing.

Department Heads over the last 90 years have been:

Frederick A. Buechel 1922–1927
Virgil P. Lee 1927–1935
J. Wheeler Barger 1935–1947
Letcher P. Gabbard 1947–1953
Daniel I. Padberg 1984–1989
A. Gene Nelson 1990–2005
John P. Nichols 2005–present

While the Department of Agricultural Economics at Texas A&M University was officially founded in 1922, it evolved and coalesced, like the profession, from other disciplines and departments. In subsequent years, it also fostered other departments and curricula at the
University while staying solidly rooted in the land grant tradition. Our mission is to encourage people in the use of economic analysis for making decisions involving agriculture, agribusiness, natural resources, and communities. Today our Department is home to approximately 50 faculty members, 700 undergraduate students, and 170 graduate students. The Department offers undergraduate degrees in Agribusiness and five different options in Agricultural Economics. We also provide graduate programs at the MS and PhD level in both Agricultural Economics and Agribusiness. Our students come from many parts of the United States and countries all over the world. To date, the Department has awarded 9,219 bachelor of science degrees, 1,673 master’s degrees, and 355 PhD degrees.

**Historical Timeline**

1922  Department of Agricultural Economics established
1923  First BS degree awarded
1926  100\(^{th}\) graduate
1927  Department divided into four Departments: 1) Accounting and Statistics, 2) Agricultural Economics, 3) Farm and Ranch Management, 4) Marketing and Finance
1928  First MS degree awarded
1937  500\(^{th}\) graduate
1939  First MS degree awarded to international student
1942  1000\(^{th}\) graduate
1947  Separate research, teaching and extension components of agricultural economics brought together into Department of Agricultural Economics and Sociology, which then offered a PhD program
1949  First PhD degree awarded
1950  First PhD awarded to international student
1960s  International work began; over the decade and the next, faculty members contribute to projects in Argentina, the Dominican Republic, Tanzania, Kenya, Syria, and Guatemala
1962  2000\(^{th}\) graduate
1964  Texas Electronic Farm Accounting (TEL-FAC) program initiated
1969  Texas Agricultural Market Research and Development Center established
1972  First Master of Agriculture degree offered in Agribanking and Land Economics and Real Estate; Texas Real Estate Research Center established
1974  Department hosted annual AAEA meeting on A&M campus
1983  5000\(^{th}\) graduate; Agricultural and Food Policy Center established
1990  Approval of Agribusiness undergraduate degree and beginning of partnership with the Mays Business School; International Food and Agribusiness Management Association (IAMA) and congressional internship program founded
1994 Center for North American Studies established  
1995 Department moved to Blocker Building  
1997 Texas Risk Management Education Program established  
1998 Intercollegiate Master of Agribusiness program established  
2001 Southwest Dairy Marketing Endowed Chair established  
2003 10,000th graduate  
2008 Quiz Bowl team won 3rd consecutive AAEA Quiz Bowl national championship  
2009 PhD in Agribusiness and Managerial Economics established  
2011 Department moved to Agricultural and Life Sciences Building

Research

Research programs in the Department are funded through the University, Texas AgriLife Research, grants, and contracts. Faculty publications in refereed journals have established the Department among the top in the country in research output. Major research programs address areas of natural resource and environmental economics, markets and information economics, agribusiness, and management. Many research projects emphasize multidisciplinary collaboration.

Undergraduate Teaching

The Department's undergraduate program includes traditional emphasis on agricultural economics and a program in Agribusiness. The undergraduate degree in agribusiness is jointly offered by COALS and the Mays Business School, and is the first of its kind in the country. These students can graduate from either COALS or the Mays Business School. Total undergraduate enrollment for Fall 2011 was 695 students.

Graduate Teaching

Graduate programs of the Department are well established and closely linked to research and extension education activities. Enrollment in the graduate program for Fall 2011 was 174 students: 86 PhD, 39 MS, and 49 MAB. The Master of Science degree provides professional training for students seeking the skills in marketing, policy analysis, and decision-making needed in today's business world. The PhD degree in Agricultural Economics is tailored to produce highly skilled applied economists focused on quantitatively-based economic research and analyses. The Intercollegiate Faculty of Agribusiness administers the Master of Agribusiness (MAB) program, which is jointly administered by the College of Agriculture and Life Sciences and Mays Business School, and the PhD in Agribusiness and Managerial Economics. This PhD degree program was approved in 2009 and has accepted its first student. The MAB program began in 1998 and has maintained a consistent enrollment of approximately 40 students each fall semester.
Extension

Extension education programs within the Department respond to the increasing complexity of the issues facing agriculture, agribusiness, and rural communities. This complexity arises, in part, from the increased industrialization and globalization of the agricultural sector. On-going, in-depth programs to address needs of farmers, ranchers, agribusinesses, and communities are nationally recognized in agricultural policy, financial and risk management assistance, and marketing education. Success in obtaining external grants, contracts, and user fees has contributed to the development of these highly innovative programs.

Administrative Organization and Committees

The Department administration structure is provided in Figure O.1. Reporting directly to the Department Head are an Administrative Coordinator and a Business Administrator. Six faculty members serve as the Administrative Team for teaching operations, research, extension, graduate programs, undergraduate activities, and graduate programs in agribusiness.

Department Committees

Committees associated with the Department’s day-to-day operations are:

1. Faculty Advisory Committee
2. Staff Advisory Council
3. Grievance Committee
4. Graduate Advisory Committee
5. Undergraduate Advisory Committee
6. Research Advisory Committee
7. Extension Advisory Committee
8. Department Seminar Committee
9. Learning Outcome Assessment
10. Faculty Evaluation Committee
11. Peer Evaluation of Teaching
12. Department Awards Committee
   A. Research and Publication
   B. Extension Awards
   C. Teaching Awards
   D. Fellows and Other
   E. Support Staff Awards
   F. Former Student Awards
   G. Undergraduate Student Awards
   H. Graduate Student Awards
13. Commons Committee
14. Computer & IT Services Advisory Committee
Figure O.1. Agricultural Economics Department Organization
Department Governance

The Department does not have an established set of bylaws. Instead, policies and regulations governing the Department’s activities are set forth in a Policy and Procedures Manual (PPM) and other documents. The PPM sets forth Departmental policies and regulations regarding faculty governance including: (1) curricula and teaching programs; (2) academic standards, including admission, graduation, and retention; (3) hiring, retention, tenure, promotion, and evaluation of faculty; and (4) allocation and utilization of Department resources. Other procedures addressed include faculty and student grievance resolution, peer evaluation and course evaluations, and support procedures. Specific sections of the PPM and related documents have been updated in recent years, including the Faculty Tenure and Promotion Evaluation Procedures document revised in February 2009. Other sections are dated and may benefit from review.

Department Rankings

Rankings are few and far between in the agricultural economics profession. All rankings have major limitations; even so, they can be informative. In a study by Georgetown Center on Education and the Workforce, based on the 2009 American Community Survey (http://cew.georgetown.edu/whatsitworth/), the median earnings of people with a bachelor’s in agricultural economics (full-time full-year workers with a bachelor’s degree) was $60,000/year, the second largest yearly salary in the agricultural and natural resource major group behind only food sciences at $65,000/year. Median income for the agricultural and natural resources group was $50,000. The agricultural economics major was ranked number 10 in terms of people with full-time employment. In addition, the agricultural economics major was ranked eighth in employment rate, with 98% of graduates with agricultural economics degrees being employed.

In a recent ranking by the National Research Council, our Department’s PhD program was ranked along with 28 other agricultural economics departments (although one of the 28 is an applied economics department). According to the report:

“The assessment was designed to help universities improve the quality of their programs through benchmarking and to provide prospective students and the public with accessible information on doctoral programs nationwide. . . . [using] data collected from 5,004 doctoral programs at 212 universities for the academic year 2005–2006, as well as national data matched to program faculty. The data include characteristics of the faculty, such as their publications, citations, grants, and diversity; characteristics of the students, such as their GRE scores, financial support, publications, and diversity; and characteristics of the program, such as number of PhDs granted over five years, time to degree, percentage of student completion, and placement of students after graduation. The data permit comparison of programs using any of the categories in which data were collected.” (http://sites.nationalacademies.org/PGA/Resdoc/index.htm)

Further, the National Research Council provided a 5 and 95 percentiles to allow for uncertainty in the rankings. Based on this study, the Department’s rankings are presented in Table O.1.
Table O.1. Department of Agricultural Economics Rankings Based on the National Research Council

<table>
<thead>
<tr>
<th>Criteria</th>
<th>5th Percentile</th>
<th>95th Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression based rankings – overall</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>Survey based rankings – overall</td>
<td>19</td>
<td>23</td>
</tr>
<tr>
<td>Research</td>
<td>12</td>
<td>22</td>
</tr>
<tr>
<td>Student support &amp; outcomes</td>
<td>22</td>
<td>26</td>
</tr>
<tr>
<td>Diversity</td>
<td>15</td>
<td>27</td>
</tr>
</tbody>
</table>

The Chronicle of Higher Education ranked departments based on an index of faculty scholar productivity. For the 2006 rankings, our Department was not ranked in the top ten; however, in the 2007 rankings, we were ranked at number four, behind departments at Iowa State University, University of California at Davis, and University of California at Berkeley. [http://chronicle.com/stats/productivity/page.php?year=2007&primary=2&secondary=18&bycat=Go](http://chronicle.com/stats/productivity/page.php?year=2007&primary=2&secondary=18&bycat=Go)

Although disappointing, the low position in some of the rankings reflect a large graduate program with MS thesis and non-thesis options with a low number of research outputs and a larger number of students not on funding in the Department (see graduate section of this report).

In studies conducted in the 1990s, our Department ranked between the 7th and 12th nationally ranked department. A study in 2000 of PhD- and MS-granting programs in agricultural economics ranked our PhD program 10th and our MS program 16th among all institutions (Perry, G.M. "Ranking MS and PhD Programs in Agricultural Economics" unpublished manuscript, Department of Agricultural and Resource Economics, Oregon State University, 2000). In a 2004 updated ranking, our Department’s PhD program was ranked 12th and our MS program was not ranked in the top 15 (Perry, G.M. “Ranking M.S. and Ph.D. Programs in Agricultural Economics – Spring 2004, unpublished manuscript available at [http://arec.oregonstate.edu/sites/default/files/faculty/perry/Ranking2004.pdf](http://arec.oregonstate.edu/sites/default/files/faculty/perry/Ranking2004.pdf)).

National rankings for overall Departments of Agricultural Economics are not available.

Previous Evaluations

2003 Review Action Items and Action Taken

The Department’s last external academic review was in 2003 and addressed only the PhD program. This review contained 10 proposed actions to improve the PhD program. These items addressed strategic issues and not tactical issues. Changes in funding and the 2007–2009 recession and resulting budget crisis should be considered when examining the proposed actions and responses.

Action 1 – Seek increased University funding for graduate assistantships.

Response – Submitted students to the University for funding.

Action 2 – Maintain excellence through faculty hiring and replacement.

Response – Three hires through the University program.
Action 3 – Pursue development of a PhD degree offered by the Faculty of Agribusiness

Response – PhD program developed and implemented.

Action 4 – Explore changing the degree name to emphasize its broad scope.

Action – Discussed; no consensus reached.

Action 5 – Enhance student recruitment by investing faculty time and budget.

Response – Graduate office recruiting increased at annual meetings.

Action 6 – Expand efforts to market the PhD program and to place students.

Response – Revised website.

Action 7 – Develop an outreach center emphasizing economic analysis.

Response – Attempts to get Center funded through a State legislative initiative were not successful.

Action 8 – Strategically review the international component of the PhD program.

Response – None.

Action 9 – Prepare for the NRC doctoral program assessment process.

Response – Stress importance of participating faculty. Faculty provided information to the NRC assessment process.

Action 10 – Foster improved student body interaction and collaboration.

Response – Improved seminar series including graduate student involvement both in attendance and presentation. A workshop series was implemented that involves faculty and students. Graduate Student Association (GSA) implemented a faculty/staff/student social meeting on a semester basis.

2006 Murano Review

In 2006, the Department prepared a review document for then Dean Elsa Murano. The review was internal within the Department and presented to College administration. This review notes the following. In the mid-to-late 1990s, the Department developed its strategic plan which was internally revised in 2001. In 2004, the Agricultural Economics Extension unit also conducted significant planning efforts consistent with Texas Cooperative Extension guidelines. The development of the Teaching, Science, and Extension Road Maps in 2005 provided a basis for faculty discussion and input.

All previous reviews, except the National Research Council review, are dated and provide little valuable input to the current status of the Department.

Endowed Chairs and Professorships

The Stiles Professor of Agriculture – The Stiles Professorship in Agriculture was established in 1969. The Stiles Farm Foundation Trust Fund was established through the will of Mr. Hadley Alva Stiles. The intent of the trust is to “assist in the education or training of men and women engaged in agricultural production or in preparing themselves for careers in the field of agriculture.” Dr. John Hopkin, who joined the faculty from the University of Illinois, was the initial holder of this professorship. He later became the head of the Department of Agricultural
Economics. Dr. John Penson succeeded Dr. Hopkin as holder of the professorship in September 1988.

**The Roy B. Davis Professorship in Agricultural Cooperation** – In 1970, the Roy B. Davis professorship was established by members of the Texas Agricultural Cooperative Council, and represents a formal relationship between the University and the Texas cooperative community. The Cooperative Council expects a close and productive relationship from this professorship and remains an influential partner for the University. The current holder of the Chair is Dr. John Park. The work outlined by the professorship is in direct alignment with the Texas AgriLife Extension strategic roadmap, and helps to accomplish stated objectives of increased rural sustainability and improved producer profitability.

The professorship is expected by its clientele to be conversant and demonstrate expertise on a wide variety of topics including agricultural policy, trade, business management, risk management, business finance, commodity marketing, product marketing, leadership, personnel management, business strategy, and, to a lesser extent, tax and legal issues. In addition, cooperative activity crosses many commodities and products. The professorship assists cooperatives and producer and consumer groups with assessment of value-adding opportunities and their impacts on the food system. The professorship is often used as a resource by cooperatives in strategic planning exercises. A stated purpose and goal of the professorship is to educate cooperative managers and directors about cooperative theory and the promotion of best practices.

**The Southwest Dairy Marketing Endowed Chair** – Dr. Oral Capps, Jr. currently occupies the Southwest Dairy Marketing Endowed Chair. The holder of this position addresses topic areas such as the current dairy market situation, drivers of demand for dairy products, identification of market segments, and marketing strategies and product development for dairy products. Analysis and understanding of these areas by the dairy industry aids in developing strategies to maximize the competitive position of the dairy industry in the marketplace.

In 2001 the Southwest Dairy Farmers entered into an agreement with the University to endow the Southwest Dairy Marketing Chair to develop and enhance research, outreach, and education programs related to expanding the demand for dairy products consistent with the Act and Order. The broad goals of this research chair are to (1) expand the demand for dairy products; (2) study the health and nutritional impacts of dairy products, and (3) enhance market development and promotion efforts for dairy products.

An advisory committee works with the chair holder and is charged with providing guidance and oversight in assessing research results and in developing effective programs that are consistent with research findings.

**The Thomas M. O’Connor Professorship in Ranch Management** – The Thomas M. O’Connor Professorship in Rangeland Ecology and Management (now in the Ecosystem Science and Management Department) was established at the University to “. . . provide the vehicle for an increased level of professional competence focused directly on increasing rangeland productivity and the profitability of ranching operations, especially on the Texas Coastal
Dr. J. Richard Conner was appointed to the Professorship in 1989 and is the current holder. Activities and accomplishments during the past 22 years have been directed at increasing rangeland productivity and profitability of ranching operations. While these efforts have usually had broad geographic application, they are certainly applicable in South Texas and the Texas Coastal Prairie.

Specifically, research work in examining the economic implications of alternative livestock marketing strategies, grazing systems, brush management strategies and enterprises (including domestic and exotic wildlife) were directed at improving the productivity of rangeland and profitability of ranch operations. In addition, the primary aim of computer/web-based Decision Support Systems development work has been to improve the use, efficiency, and sustainability of rangeland resources. Clearly, the level of accomplishment in these activities during the past 22 years could not have been reached without the funds provided by the Thomas M. O’Connor Professorship.

Howard G. Buffett Chair in Conflict and Development – In 2011 Dr. Edwin C. Price was named as the first holder of the Howard G. Buffett Foundation Chair in Conflict and Development at Texas A&M University. The Buffett Chair holder will provide innovative economic and social science analyses and solutions in the study of conflict and development around the world. Based in the Department of Agricultural Economics, the chair will lead academic programs in conflict and development in the Department and collaborate with other units across the University, including the Bush School for Government and Public Service. The Buffett Chair in Conflict and Development is a component of a larger cooperation between the Howard G. Buffett Foundation and the Norman Borlaug Institute for International Agriculture.

Affiliated Programs

The Department interfaces with a number of other academic units at the University. This includes Mays Business School, the Department of Economics, and the Bush School of Government. Many members of the Agricultural Economics faculty participate in a variety of intercollegiate/interdisciplinary faculties, including the Intercollegiate Faculty of Agribusiness, the Interdisciplinary Water Management and Hydrologic Science Faculty, and the Faculty of Food Science and Technology.

Intercollegiate Faculty of Agribusiness (IFA) – The Master of Agribusiness degree program and PhD in Agribusiness and Management Economics are intercollegiate degrees administered by the Intercollegiate Faculty of Agribusiness which comprises faculty members from the Department of Agricultural Economics and Mays Business School. The creation of the IFA was approved by the Texas Higher Education Coordinating Board in 1999.

Mays Business School – In addition to the IFA affiliation, the undergraduate Agribusiness degree program is jointly offered by the College of Agriculture and Life Sciences and Mays Business School. The Texas Higher Education Coordinating Board approved the degree program in 1992.

Department of Economics – The Department of Economics provides economic theory courses for all of our degrees, BS, MS, MAB, and PhD. Many Department of Economics faculty
members serve on AGEC MS and PhD advisory committees. They also provide input for the PhD qualifying exam. Many of our faculty members serve as committee members for MS and PhD students in the Department of Economics.

*Bush School of Government and Public Affairs* – A few Department faculty members have affiliations with the Bush School of Government and Public Affairs and teach courses in natural resources and international economic development.

*Other Affiliations* – A number of Agricultural Economics faculty members are members of the Interdisciplinary Water Management and Hydrologic Science Faculty. Students in that program often enroll in AGEC courses. Several Agricultural Economics faculty members are members of the Faculty of Food Science and Technology. Although they do not formally teach courses in Food Science, they have actively interacted and collaborated with colleagues within the Faculty of Food Science and Technology on various research, teaching, and outreach related activities. Also, several faculty members work with the Texas Transportation Institute.

**AgriLife Research and Extension Centers**

The Department Extension program has faculty and support staff located at Research and Extension Centers throughout the state. A description of these Centers is provided in Appendix O.1.

**Department Centers**

*Agricultural and Food Policy Center (AFPC)* – This center conducts analyses of the impacts of government policy proposals and/or implementation procedures on farmers, farm organizations, agribusinesses, taxpayers, and consumers. Its primary constituency is the U.S. Congress, particularly the agricultural committees. Extension education of policy options and their economic impacts on farmers is an important aspect of the AFPC’s activities. Since 2000, the AFPC has expanded its research to include economic feasibility studies of alternative renewable fuels and the impacts of renewable fuels on the prices of agricultural products, food prices, and energy prices.

*Agribusiness, Food, and Consumer Economics Research Center (AFCERC)* – This center provides analyses, strategic planning, and forecasts of market conditions impacting domestic and global agricultural, agribusiness, and food industries. High-quality, objective, and timely research supports strategic decision-making at all levels of the supply chain from producers to processors, wholesalers, retailers, and consumers. Expertise on consumer economics adds depth to AFCERC research on the behavioral and social aspects of health, nutrition, and food safety. Through research and outreach programs and industry collaborations, AFCERC has become a leading source of knowledge on how food reaches consumers efficiently and contributes to safe and healthy lives. The research goal of AFCERC is to enhance the flow and quality of information along the farm-to-consumer market channel to improve decision-making and enhance the competitive position of our clients in national and global markets.
Center for North American Studies (CNAS) – This center was created by the Enterprise for the America’s Act of 1992 and was first funded in the FY1994 Agricultural Appropriations bill. CNAS meets high-priority national needs to provide objective analyses for rapid, precise responses to emerging trade and international policy issues. Priority programs include (1) response to national and state priorities with economic impact analysis; (2) identification and analysis of crucial emerging international trade trends and issues; and (3) development and implementation of extension programs to educate key business and policy leaders.

Texas Center for Rural Entrepreneurship (TCRE) – The TCRE is a nonprofit organization whose primary goal is to create jobs and wealth in rural communities by stimulating and supporting private and public development of entrepreneurs. TCRE accomplishes this by matching resources (mainly educational programs and technical assistance) to the needs of rural entrepreneurs and to organizations and communities embracing entrepreneurship as an economic development strategy. TCRE activities also target political representatives at local and state levels as they consider policy changes that will enhance entrepreneurship efforts in their communities. TCRE partners are also involved with school teachers and administrators implementing youth entrepreneurship programs. The Texas Leadership Program, which offers a variety of fee-based educational workshops to economic developers, business owners and others, recently became a program of TCRE after existing as a separate nonprofit under the direction of the Lower Colorado River Authority for many years. TCRE also offers Entrepreneur Ready Community and Entrepreneur Guide certification programs, business boot camps and economic development planning facilitation. Although not an explicit center in the Department, TCRE is run by a Department faculty member.

Southern Region Risk Management Education Center (SRRMEC) – This center was established by Texas AgriLife Extension Service in 2001 and is located in Stephenville, Texas. The SRRMEC is funded by a grant through USDA/NIFA (CSREES). The SRRMEC goal is to maximize the success of and recognition for the risk management education activities of grant recipients. Public and private sector grant recipients assist agricultural producers and their families in using improved risk management skills developed by attending the educational programs funded by the SRRMEC. In 2009, further funding for the SRRMEC was not awarded. At this time, the Center is completing administration of grants awarded in 2008 and 2009.

Physical Facilities

In June 2011, the Department moved to a new building providing modern, professional workspace for teaching, research and extension programs. The Agriculture and Life Sciences Building (AGLS) also houses two other social science departments within the College and the administrative offices for the College and Agencies. The Department is the largest unit in AGLS and occupies 34,000 square feet of usable space covering 1.5 floors. The space design includes approximately 55 faculty offices; 27 staff offices; office space for 110 graduate students; five conference rooms; a graduate computing laboratory; undergraduate learning center (study area); several project and general use rooms; and three break rooms. Undergraduate and graduate program offices provide both waiting and advising space for students and professional advisors of the Department.
Also located in the building are seven state-of-the-art classrooms and a 72-station computer teaching classroom/open access lab. Other classrooms are available within walking distance on the “West Campus” allowing for appropriate adjustment in our class scheduling after the move. With recent budget-driven reduction in faculty and staff positions, the Department now has space to comfortably accommodate some growth in programs in the future.

The AGLS building also has the advantage of proximity to our colleagues in the Department of Economics, located in the Bush School complex, and the Mays Business School located in the Wehner Building. Eleven of the 14 departments of the College are also located nearby, thus promoting opportunities for engagement and collaboration. Members of the Intercollegiate Faculty of Agribusiness are also faculty members of the Department or the Mays Business School and are housed in these two buildings. The IFA administrative office is co-located with the graduate office of the Department.
DEPARTMENT BUDGET OVERVIEW

Fiscal year expenditures are used to provide a view of the Department’s budget. The gold plate budget, state-appropriated amounts at the beginning of each year, is covered at the end of this section and in Figure B.6. In general, the gold plate budget and actual appropriated expenditures are within 13% of each other except for 2008 and 2009 for research. In these two years, the Department was awarded an influx of federal funds that were intended to offset a loss in earmark funds. The goal here is to avoid all the nuances of the budget process but still provide an overview of the Department’s spending. Expenditures through 2010 are included in the analysis, as 2011 expenditures are not available. As such, the effects of budget cuts in 2011 are not shown. All expenditures are in nominal terms and for the fiscal year, September 1 – August 31.

Aggregated Expenditures

Figure B.1
- The total budget increases until 2006 and then remains fairly constant.
- Extension and teaching expenditures (College and IE/EF) show a slight upward trend.
- Research expenditures increase until 2006 and then trend downward.

Teaching Expenditures

Figure B.2
- Teaching expenditures show an upward trend since 2004.
- Appropriated funds (Educational & General and Designated) show an upward trend.
- Appropriated funds as a percentage of total teaching expenditures average 90% in 2003 to 87% in 2010.
- Instructional Enhancement/Equipment Fees (IEEF) – Student fees also show an upward trend as the Department increased the amount of these fees on classes. (Records on the amount of IEEF funds are not available before 2006.)
- In 2010, IEEF expenditures were approximately 8% of the total expenditures.
- Expenditures by endowed chairs remain fairly constant.

Research Expenditures

Figure B.3
- Research expenditures increase until 2006 and then decrease until 2010.
- Appropriated funds trend slightly downward until 2008.
- Additional federal funds were received by the Department in 2008 and 2009 to offset the loss of earmarked funds, but expenditures decrease after this one-time increase.
- Appropriated funds are between 25%–38% of total research expenditures (ignoring 2008 and 2009).
- Grants and contracts as given by restricted funds increase until 2006 and then decrease until 2009.
- Grants and contracts constitute 62%–75% of total research expenditures (ignoring 2008 and 2009).
Figure B.1. Departmental Expenditures by Teaching (COALS+IE/EF), Research, and Extension Including All Sources of Funds Except Designated for Research and Extension

Figure B.2. Teaching Expenditures by Source
Figure B.3. Research Expenditures by Source

Figure B.4. Extension Expenditures by Source
Extension Expenditures

Figure B.4
- Total extension expenditures increase until 2009.
- Appropriated funds (E&G) range from 61 to 68% of total extension expenditures, averaging 65%.
- Appropriated funds show a slight decreasing trend until 2007 and then a slight upward trend to 2009 and then begin to decline again in 2010.
- Grants and contracts (restricted) expenditures increase until 2008 and then decrease.
- Grants and contracts range from 32 to 39% of total extension expenditures.

All Salaries as a Percent of Total Expenditures

Figure B.5
- Salaries constitute by far the largest percent of teaching, research, and extension expenditures and total expenditures.
- Considering all expenditures, salaries average 73% of expenditures.
- The percent of each expenditure category spent on salaries average 84% of teaching expenditures, 70% of research expenditures, and 73% of extension expenditures.
- The percent of expenditures on salaries from appropriated expenditures categories average 87% of teaching appropriated expenditures, 93% of research, and 88% of extension.
- Operations average 15% of total expenditures with other (utilities, scholarships, and capital expenditures) averaging 11% of expenditures.

Other Sources of Income and Expenditures

The Department’s endowed accounts total approximately $3.2 million. The three largest endowments are the Southwest Dairy Marketing Chair, Donald S. Moore Fund, and Shirley and Joe Swinbank Rural Entrepreneurship accounts, which account for more than $2 million of the endowments. Disbursements from endowments and yearly gifts vary by year, but average more than $100,000 per year. With the exception of the Southwest Dairy Chair, Moore Fund, and Rural Entrepreneurship disbursements, the majority of expenditures go toward scholarships.

Gold Plate Budget

To illustrate the potential effect of budget cuts for 2011 and 2012 (expenditures are not available), the Gold Plate Budget for teaching, research, and extension is provided in Figure B.6. The Gold Plate Budget includes only appropriated funds and is used for planning purposes.

Figure B.6 – Gold Plate Budgets
- Decreasing budgets are seen since 2009 for extension and since 2010 for teaching and research.
- Between 2006 and 2012, the gold plate budget increases 22.5% for teaching, and decreases 11.7% for research and 9.7% for extension.
Figure B.5. All Salaries as a Percent of Total Expenditures by Teaching (COALS+IE/EF), Research, and Extension

Figure B.6. Department of Agricultural Economics Gold Plate Budgets
PERSONNEL OVERVIEW

A listing of faculty and staff in the Department is provided in Appendix Tables P.1–P.4. At the beginning of the 2011 fiscal year, total FTE’s for the Department were 79.7. These approximately 80 FTE’s consist of 47 FTE’s for faculty and faculty equivalents, slightly more than 14 FTE’s for extension program specialists, and 18.7 FTE's for professional and other support staff (which includes research associates). Because of less than 12-month appointments, a faculty FTE does not necessarily translate into one faculty position. The faculty FTE’s include research, teaching, and extension.

Award-Winning Faculty and Staff

Appendix Tables P.5 & P.6

- Numerous organizations have recognized the Department’s faculty members’ contributions.
- Awards presented to faculty members range from recognition by the College and University to lifetime achievement awards.
- Two examples of prestigious awards are Regent Professors / Fellows Service Awards, (the most distinguished award given by the University) and being named Fellows of the American Agricultural Economics Association (the most distinguished award given in the agricultural economics profession).
  - Six faculty members have been named Regents Professors.
  - Two faculty members have been named Regents Fellows.
  - Two faculty members have been named Fellows by the American Agricultural Economics Association.
- Professional and support staff members have been presented with awards from the College, University and Association of Former Students.
  - Staff awards include the Vice Chancellor Award for Administrative Support On-Campus, the Texas Cooperative Extension Epsilon Sigma Phi State Award for Meritorious Support Service, and Student Led Award for Teaching Excellence.

Faculty Service Activities beyond Teaching, Research, and Extension

Appendix Table P.7

- Besides teaching, research, and extension activities (see separate sections) faculty members are involved in numerous professional activities.
- Twelve faculty members are currently involved in editorships and assistant editorships.
- Faculty members serve on more than 40 national or international committees.
- Faculty members serve on more than 20 association committees or councils.

Trends in Total FTE’s

Figure P.1

- An overall increasing trend in total FTE’s is seen from 2005 through 2010.
A sharp decline in FTE’s between 2011 and 2012 fiscal years is seen because of budget cuts associated with the economic recession. The Other category in the graphs, which includes professional and support staff and research associates, shows a sharp decline over the past couple of years.

Faculty FTE’s

*Figure P.2*
- A sharp decline in faculty FTE’s is seen between 2003 and 2004.
- There was an overall increasing trend in faculty FTE’s between 2004 and 2010.
- FTE’s for faculty under research shows a downward trend throughout the time period.
- Teaching faculty FTE’s increase until 2009 and then decrease.
- Extension faculty FTE’s show a flat to slight decreasing trend.

Research FTE’s

*Figure P.3*
- As expected, research is the most variable of the three categories (research, teaching, and extension) because of the dependence on grants and contracts.
- A sharp increase in FTE’s was experienced in 2005. The sharp decrease in FTE’s starting in 2010 is caused by a decrease in the "Other" category (which includes research associates).

Teaching FTE’s

*Figure P.4*
- As expected, teaching FTE’s are the least variable of the three categories.
- The Other teaching category is decreasing throughout the period.
- Faculty FTE’s for teaching have been decreasing since 2009.

Extension FTE’s

*Figure P.5*
- Overall there has been a decrease in total FTE’s for extension.
- The decrease in total FTE’s is a function of decreasing FTE’s in Program Specialists and the "Other" category.
Figure P.1. Total Full Time Equivalents for Faculty, Program Delivery, and Other Support

Figure P.2. Total Full Time Equivalents for Faculty by Teaching, Research, and Extension
Figure P.3. Total Full Time Equivalents for Research

Figure P.4. Total Full Time Equivalents for Teaching
Figure P.5. Total Full Time Equivalents for Extension

Faculty New Hires and Departures

Table P.1

- Research / Teaching Funds
  - The Department had 20 new hires and 19 departures since 2003; these numbers include appointment changes, retirements, and rehires.
  - Two hires include appointments with less than two months associated with the Department (mainly tenure-oriented appointments).
  - Three hires were non-tenure track.
  - Four hires / departures involved moving from the Dean’s office back to the Department or retirements and rehires.
  - The remaining 11 new hires / changes were in tenure track positions with one position being located in Vernon.
  - Of the 11 new hires listed above, five of the younger faculty members have already departed from the Department.

- Extension Funds
  - Eight hires in the extension program, including one hired back at 50% time.
  - Ten departures including the one faculty member who was hired back at 50% time.
<table>
<thead>
<tr>
<th>Year</th>
<th>Research/Teaching</th>
<th>Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hires / Appointment Change</td>
<td>Departures</td>
</tr>
<tr>
<td>2003</td>
<td>Richard Gallagher</td>
<td>John Park</td>
</tr>
<tr>
<td></td>
<td>Desmond Ng</td>
<td>Lonnie Jones (Ret.)</td>
</tr>
<tr>
<td></td>
<td>Yanhong Jin</td>
<td>Paul Mitchell</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Douglas Shaw</td>
</tr>
<tr>
<td></td>
<td>Ximing Wu</td>
<td>Luis Ribera</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wayne Hayenga</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(50%)</td>
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<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2006</td>
<td>David Newburn</td>
<td>Marco Palma</td>
</tr>
<tr>
<td></td>
<td>Dusty Menzies (non-tenure track)</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>Gabriel Power</td>
<td>George Davis</td>
</tr>
<tr>
<td></td>
<td>Dmitry Vedenov</td>
<td>Rob Hogan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mark Welch</td>
</tr>
<tr>
<td>2008</td>
<td>Richard Dunn</td>
<td>Rebekka Dudensing</td>
</tr>
<tr>
<td></td>
<td>Piya Abeyanunawardena</td>
<td>Greg Taylor</td>
</tr>
<tr>
<td></td>
<td>(Admin. Location- Borlaug Institute- 0.1215 FTE)</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>Lindsey Higgins (non-tenure track)</td>
<td>Rudy Nayga</td>
</tr>
<tr>
<td></td>
<td>Oral Capps</td>
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<td></td>
<td>(Appointment change to non-tenure track)</td>
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<td></td>
<td>Ariun Ishdorj</td>
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<tr>
<td></td>
<td>Joshua Woodard</td>
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### Research/Teaching

<table>
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<tr>
<th>Year</th>
<th>Hires / Appointment Change</th>
<th>Departures</th>
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<th>Departures</th>
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<td>2010</td>
<td>Seong Park (located at Vernon - non-tenure) A. Gene Nelson (Temporary Position)</td>
<td>Curtis Lard (Ret.)</td>
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<tr>
<td>2011</td>
<td>A. Gene Nelson (Change to 50% non-tenure track) John Nichols (Change to non-tenure track)</td>
<td>Wade Griffin (Ret.) Steve Fuller (Ret.) Joshua Woodard Lindsey Higgins Alan Love David Newburn Gabriel Power</td>
<td>Greg Taylor (Ret.) Jose Pena (Ret.)</td>
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### Faculty Salaries

University guidelines suggest including faculty salaries in the self-study. Included are several graphs that illustrate faculty salaries relative to their peer groups as provided by the University [link](http://www.tamu.edu/customers/oisp/faculty-reports/#faculty_salary_aade). Salaries relative to peer groups are more meaningful than absolute levels. Salary figures cover only teaching/research (tenured and tenure track faculty members). Figures do not include salaries of extension faculty.

**Figure P.6 – Salaries as a Percent of Peer Group (see link above) by Rank based on the OUS 5-year Study**

- The Department’s salaries in 2002–2003 were just slightly below our peer group.
- Salaries as a percent of our peer groups have steadily declined since 2002–2003.
- Using all ranks’ salaries as the benchmark, salaries in the Department as a percent of our peer group have declined from 97% to 82%.
- Assistant and associate professors’ salaries relative to their peer group being approximately 76% to 86% may be one reason the Department is losing good, young faculty members.
Figure P.7 – Salaries as a Percent of Peer Group by Department, College, and University
- The University’s salaries (all ranks and all departments) have remained constant, ranging between 92 and 94% of the peer group.
- The College’s salaries (all ranks and all departments) have remained constant, ranging between 90 and 94% of the peer group.
- Department of Agricultural Economics salaries as a percent of our peer groups have steadily declined over the same period.

Figure P.8 – All Ranks Salary Levels for the Department and Peer Group
- The Department’s salaries have not been increasing as fast as our peer group.
- In 2002, the difference between salaries of the Department and the peer group for all ranks was $-2,709, whereas in 2011 the difference was $-18,980.
- In 2005, the differences in salary surpassed the $10,000 mark.
- Although not shown for full faculty salaries, the differences in 2002 and 2011 are $-975 and $-19,893.
- Although not shown for associate faculty salaries, the differences in 2002 and 2011 are $-5,208 and $-16,035 respectively.
- Although not shown for assistant faculty salaries, the differences in 2002 and 2011 are $-9,315 and $-19,080 respectively.

Figure P.9 – Differences in Salaries for the Department, College and University All Ranks
- The College’s salary minus its peer group varies between $-3,991 in 2006 to $-9,526 in 2011.
- University salary differences between their peers ranged from $-4795 in 2003 to $-8,759 in 2011.
- The Department’s salary differences in 2011 exceed twice the College or the University’s differences.

Diversity
Diversity reflects the environment in which we teach and conduct research and extension activities. (In the following list, some categories may reflect double counting.)

- At the professorial rank, the Department has five females, one African American, one Native American, and two Hispanic faculty members.
- Eleven faculty members are of international origin.
- Domestic faculty members have a broad U.S. geographic representation.
Figure P.6. Department of Agricultural Economics Faculty Salary by Rank as a Percent of Peer Group (Note: Because of small numbers for associate and assistant professor ranks, all ranks and professor are considered the better indicators.)

Figure P.7. Department of Agricultural Economics, the College, and University Faculty Salary as a Percent of Peer Group for All Ranks
Figure P.8. Department of Agricultural Economics and Peer Group Salaries for All Ranks

Figure P.9. Difference between the Department of Agricultural Economics, the College, and University Faculty Salaries and their Peer Groups for All Ranks
STATE AND STUDENT INPUT

Staff Input

The following comments are based on a meeting of the self-study committee and staff members. All staff members were invited to attend or provide written comments. When reading the following comments, keep in mind, potentially, a comment was made by an individual staff member; there was no attempt to reach any consensus among the group.

Staff plays a vital role in the mission of the Department from managing offices and activities to advising students. Roles differ based on factors such as teaching, research, and extension affiliations and the faculty member to which a staff member is assigned. Technology, budget cuts, and other changes over the years have changed how the Department operates, which has also affected staff members and their workloads. Workloads are variable; reassignment has occurred over time for a variety of reasons in an attempt to provide manageable workloads, avoid personality conflicts, and take advantage of individuals’ skills. Many staff members have bachelor’s or advanced degrees. Further, many staff members have taken development courses offered by the University and elsewhere. Working in an academic environment is not just a job, but a career choice for most staff members.

Overall, staff members like working in the Department and enjoy working for their assigned faculty or administration personnel. However, there are areas the Department administration and faculty could improve that would lead to an enriched working environment. (No particular order)

Recognition of Staff – Incentives

- The obvious incentive is raises, but for the most part, raises are beyond Department control except in a few individual cases. Staff recognizes this issue, but other forms of recognition exist.
  - The Department should fight for comparable salaries for similar positions across the University.
  - If faculty members receive across-the-board raises, staff members should also.
- Recognize / respect the value of the work provided; give credit, say thanks, improve web site to acknowledge value of the staff (examples include mission statement and staff contact lists that do not reflect value).
- Encourage excellence; include staff in group awards and nominate more staff members for awards.
- Support staff in attending Department-sanctioned events, such as Friday coffee or professional development activities.
- Require supervisory training for faculty and staff in supervisory roles.
- Rudeness and disrespect toward staff from students and faculty cannot be tolerated.

Role of Staff Advisory Committee (SAC)

- SAC’s role has changed from its original intent to offer a confidential communication source between staff and administration and offer developmental activities to more of a social committee.
- Should SAC be revamped or eliminated?
The Commons committee has been a successful social committee, incorporating both faculty and staff.

If SAC is eliminated, what would take its place if anything?

Revised SAC – What would be its role?

- Faculty and administration would need to support the committee.
- One potential purpose would be to promote networking among staff members and provide opportunities for professional training by bringing individuals/courses to the Department.
- Funding is necessary to have a viable SAC.

**Communication, Communication, Communication**

- The backbone of any working relationship, communication provides a foundation for expectations between faculty, administration, and staff.
- Faculty members need to communicate with staff members – specific examples include
  - Provide account information if faculty members expect staff members to interact with the business office.
  - Provide schedules of faculty members so staff members assigned to them can do their jobs competently.
- Administration needs to provide full communication to staff members of Department issues, plans, future expectations, etc.
- Include staff members in instructional/informational meetings so they have access to the information necessary to do their jobs.

**Development and Training**

- Develop an in-house training program for staff.
  - Provide a training session for staff members on how to process University-related travel matters.
  - Provide a network where staff members can interact and share their expertise.
- Provide support (funding and other) for developmental activities.
  - Funds to attend classes, workshops, webinars, and conferences.
  - Encourage staff to attend workshops and activities during staff recognition week.
- Provide opportunities for all staff members (professional and support) regardless of position description.
- Support staff members who are willing to personally fund development activities. (For example, allow staff members to attend such activities on University business and not have to take personal leave.)

**Evaluations**

- Make evaluations meaningful to both faculty and staff.
- Make evaluations ongoing throughout the year and not just an end-of-the-year task.
- Evaluations must be more fairly considered; for example, faculty and staff expressed concerns that some evaluations are completed as ‘all excellent’ to avoid conflict, which they considered unfair to those whose evaluations are more thoughtfully completed.
Other

- Current conflict resolution procedures leave staff members with the feeling conflicts will not be resolved or changed.
- Examine the need for a separate grievance committee for staff (SAC does not provide this opportunity).
- Faculty and staff use of leave and sick time needs to be more consistent.
- Examine offices and workload for efficiency and other improvements.
  - Reorganize the location of the business office personnel so they can work in closer proximity.
  - Reorganize undergraduate and graduate offices so visitors are greeted by staff as opposed to students or no one at all.
  - Centralize activities for efficiency, such as travel.
  - Position and workload assessment guidelines.
  - Faculty and administration leadership in Department’s offices.
- Building environment – consider increasing student friendliness to encourage academic interactions.
  - Extend hours for easier access for student activities.
  - Provide space for students to interact beyond the learning center.
  - Recognize the relocation of the Department to a new building requires additional time to conduct University and personal activities.
- Provide expectations on the use of common areas to graduate students, faculty, and staff, especially since the Department shares these areas with other departments.
- Provide expectations on dress code and be consistent across all positions.
- Staff members liked the interaction between Extension and Research and Teaching associated with the placement of offices on the 3rd floor.

Undergraduate Student Input

The self-study committee met with approximately 40 undergraduate students at the Department’s SKYP (Students Know Your Professors – a monthly meeting with students) Luncheon. All undergraduate students were invited by e-mail. Students were made aware of the self-study effort underway and the external academic review this coming February. After a brief introduction, students were asked to indicate: what the Department was doing well; what the Department should do to improve the two undergraduate degree programs; and related issues that would improve student experiences as they prepare for a career upon graduation. Overall, the students appreciate the faculty and staff and have had positive learning experiences within the Department. The students value the AGEC / AGBU degrees; they expect the degrees will provide them value throughout their careers.

One important theme arose during the discussion. On many occasions the Department provides a good start on some issues but fails to keep up; more follow through is necessary. Further, students did not understand the concept of education vs. technical training. Some students stated they attended college specifically to get technical training in preparation for future employment.
When reading the following comments, keep in mind they are based on a small number of students. Potentially, a comment was made by an individual student; there was no attempt to reach any consensus among the group.

**Student Advising**

- Communications between students and advisors is good. Advisors are available, personable, and know students’ names. Personal touch was mentioned several times.
- Although overall positive concerning advising, students felt improvements could be made.
  - More information about substitutions for required courses and consistency between students concerning substitutions.
  - Advice based on individual needs rather than on majority needs and history of classes.
  - Consistency between what is in the catalog and what is available.
  - More information on availability of certificates.
- Department Head, Associate Heads, and faculty need to engage and interact more with undergraduate students.
  - Students felt the Fall Kickoff was a good start but interaction stopped after the Fall Kickoff.
  - Students felt the Department Head and faculty members could interact more with clubs, especially when the club meetings feature guest speakers.
  - Students would like Department Head and faculty should get to know students for the “long haul.”

**Employment**

- The Department could stress more that, to obtain jobs and internships, students need to start early and work hard; students felt that preparation for a job is not reinforced enough in classes and advising.
- Students were concerned with what the Department could do to make students more marketable to prospective firms.
  - Students asked if the Department could provide more help in placement.
  - Concerns were raised about the ability of their degrees to compete with other agricultural economics degrees and other degrees in the market.
  - The department should reinforce the need of students to start their job searches before their senior year; this message starts in AGEC 217, but then many students may not hear this information again in their classes.
- Students thought the Department should do more to market the qualifications of AGEC and AGBU graduates. Students felt that potential employers did not understand the applied nature of the degree programs offered. The Department can help industry/firms recognize our graduates' skills.
- Students desire more on-campus interfacing with companies. Students felt the Department should do more to reach out to employers and seek out more opportunities beyond classes.
The faculty should have industry visitors interact with students when they make visits to classes. Better sharing of information on industry visits and more visibility of Department administration to welcome them.

A long discussion concerning Agriculture Career Exposition (ACE) Day occurred. It was clear the students’ expectations of ACE Day and the objectives of ACE Day do not coincide. ACE Day is a career exposition run by the College and is not a job fair. With this established, comments made by the students are presented. With the misperceptions and discussion, the issue may be that the Department needs to convey concerns to College level administration about how ACE Day operates.

- The Department should do more to promote ACE Day.
- The practice of some instructors telling students to have company representatives at ACE Day to sign a paper to confirm they attended is interfering with serious interviewees.
- Many agribusiness firms attend job fairs at Mays Business School but do not attend ACE Day. More networking with industry by the Department is suggested.
- ACE Day needs to be more focused on jobs and not just internships.

Students felt the emphasis in the Department was too heavy on sales-related jobs and not on other opportunities.

Courses

- Students expressed a need for a freshman-level seminar to help new students meet other students in the Department, learn about the Department, and make connections in the Department. AGEC 105 is their only contact with the Department for freshmen, and then for many students there is no contact for several semesters.
- Overall, the students felt the Department had shifted towards better TA’s especially when it comes to English language skills; however, they noted TA’s need to be in class, accessible to students, and able to communicate with students.
- Class use of prerequisites and capstone courses building on required courses was a concern.
  - Students felt most courses did use the material from the prerequisite.
  - Students felt capstone courses do not build on prerequisites, but rather introduced new material.

Course content / material discussion garnered mixed comments from the students.

- Some students felt their classes do not cover the basics of the topic and emphasized programming over fundamentals.
- Other students like the more technical aspects such as computer assignments than the theory or basics.
- Many students felt the classes overlap in material, such that a lot of time was spent on non-constructive reviewing of concepts rather than relying on prerequisites.
- Students felt in several classes the material needed to be updated because issues from the 1990s are being discussed that no longer reflect current attributes. Material needs to be fresh and relevant.
- Use broader examples in classes, not just agricultural examples; many students will not go into agricultural fields, and several AGEC options are broader than agriculture.
- Speaker focus in classes should relate to the class and not just the speaker’s interests.
- Students mentioned that course coverage differs substantially depending on who the instructor is for that course and semester.

**Course operations**
- All instructors need to make their grading policy clear up front. Faculty members need to adhere to a clear and available grading policy.
- Students appreciate and felt they learned from instructors who hold review sessions outside of class time prior to exams.
- Students prefer professors' notes to textbooks; the notes are more useful and less expensive than textbooks.
- Some faculty members frequently miss class during the semester. Reliance on substitutes and TAs has a negative impact on student learning. If a faculty member expects students to attend classes, the students expect faculty members to be there as well.
- Students prefer no formal attendance policy.

**Students taking AGEC 460 as an easy substitute for a capstone course often have no interest in participating in an academic bowl. Given capped enrollment, some wanting to participate in an academic bowl cannot enroll in the class.**

**Students appreciate the applied nature of courses; this is seen as helpful when meeting with prospective employers.**

**More exposure to Mays Business School classes would be beneficial, particularly in the areas of finance and real estate.**

**Classroom Technology**
- Faculty members use many different technologies in class. Time constraints did not allow discussion of all technologies, such as web-based interactions, films, faculty-recorded videos, PowerPoint slides, on-line course offerings, etc. Students generally liked the use of technology; a limited discussion of one technology took place to illustrate students’ views.
- i>clickers – This technology is good for student involvement and participation.
  - Helps engage students; they see is as a relevant technology.
  - i>clicker use is appreciated but students feel it should not constitute a major part of a final grade.
  - It is a good gage for instructors to assess in-class teaching.

**Students see the cost outweighing the benefits unless the technology is used in more than one class.**

**New Building**
- Policy on open access labs and course-specific computer labs needs to be clarified.
- Students’ accessibility to the new building is poor.
- Students mentioned that business students can swipe card to gain access to their building.
- Access to printers in the lab is a limiting resource.
- Students see the lack of a place where they can socially interact in the building after classes as a detriment.
**Department Website**

- Needs improvement; poor portal to potential employers and prospective students. Should be more descriptive of degree programs and potential fields of employment.
- Students identified a number of website interface issues.

**Graduate Student Input**

The self-study committee met with approximately 12 graduate students (1 MAB, 3 MS and 8 PhD). All graduate students were invited by e-mail. Students were made aware of the self-study effort underway and the external academic review this coming February. After a brief introduction, students were asked to indicate what the Department was doing well; identify what the Department can do to improve the graduate degree programs; and related issues that would improve student experiences as they prepare for a career upon graduation. Overall, the students appreciate faculty and staff and had positive experiences within the Department.

One important issue arose during the discussion with the students: does the Department have a strategic / tactical plan, and if so, what is the plan?

When reading the following comments, keep in mind they are based on a small number of students. Potentially, a comment was made by an individual student and no attempt for consensus among the group was made. Comments are in no order of importance and include written and verbal comments received from students outside the meeting.

**Student Advising**

- Students were very positive concerning the graduate office, especially the welcoming atmosphere, helpfulness, and individualized advising they received.
- Students like the fact they did not have to form a committee and file a degree plan when they first entered the Department. They like the ability to get to know the Department before making any commitments.
- Communications between students and advisors is good. Advisors are available, know students’ names, and are personable. Personal touch was mentioned several times.
- The picture board in the office was useful not only to staff and faculty but also students for learning names.
- Overall students felt the open-door policy maintained by most faculty members is a major positive over some of the other departments.
- Staff and faculty encouraging participation by students in Departmental activities help make the students feel part of the Department.
- Although overall positive concerning advising, students felt improvements could be made:
  - Students are receiving many e-mails that are marked urgent (overly dramatic) but are not actually urgent.
  - Advising could be more personalized; examine transcripts and interests closer and match them up for less cookie cutter schedules with repetitive classes from undergraduate training. This is especially relevant for students from other universities and programs.
Students appreciated the care and interest shown to them, but at the same time felt they were being treated as children or with a lack of respect.

- The Help Desk was seen as a major positive component of the Department; however, students pointed out the quality of help depends on who is hired into the position. Students felt more could be done to increase awareness of the Help Desk.
- Students felt they have little interaction with the Department Head.

**Student Recruitment and Placement**
- Students felt the Department’s recruitment was more individualized than what they received from other departments.
- PhD students questioned the recruitment and admission of students; there may be a need for a revised policy.
  - The Department should only recruit students who have a high probability of success in the program and only recruit an amount of students that still allows for funding of those students.
  - Students saw two practices as negative: bringing in many students who then fail out of the program, and not offering enough funding for all students.
  - The Department needs to be clearer in funding expectations. Some students may have misinterpreted the expectations associated with acceptance and funding letters.
- Good placement in academic positions impacts the Department’s ranking which has a feedback effect on student placement; the Department should improve placement effects.
  - The Department should provide web space for personal web sites for students who are job hunting, which may also attract employers and new students.
  - Examples from other AGECON programs:
    - [http://are.berkeley.edu/student_directory.php](http://are.berkeley.edu/student_directory.php) and [http://dyson.cornell.edu/grad/job.php](http://dyson.cornell.edu/grad/job.php).
  - E-learning updates caused this semester to include more information for graduate students, and it was seen as an improvement.
- Publications and placement – PhD students realize good placement requires publications and noted faculty members stress this, but:
  - Lack of flexibility in the program limits opportunities to publish.
  - Faculty members note the need for publications, but do not show a willingness to work with students unless it is dissertation work.
  - Implementation of a research paper requirement similar to other universities may be beneficial:
    - [http://www.econ.yale.edu/graduate/desc/aep_req.htm](http://www.econ.yale.edu/graduate/desc/aep_req.htm) and [http://areweb.berkeley.edu/empirical.php](http://areweb.berkeley.edu/empirical.php).
  - Funding of all students who have passed qualifiers may help provide the flexibility for this requirement, as it would eliminate some of the need for students to hold outside jobs.

**IT and the New Building**
- The printer in the graduate computer lab is too small for the workload.
- A printer on the 4th floor would improve efficiency.
- Wireless access is not available in all offices.
- IT help – IT help for graduate students would improve by providing additional information on Departmental resources and decrease the time it takes between requesting help and receiving help.
Graduate web site needs updating not only for current students but also for recruitment.
  - Faculty listing of research activities needs to reflect what people do.
  - Web site is not current for the current degree plans and course offerings.

**PhD Program** – Given the number of PhD students present, obviously PhD issues dominated the discussion.

- Students felt our MS program did not prepare them for our PhD program.
  - Graduates of our MS thesis program were less prepared than students from other U.S. departments.
  - MS and MAB students may have different goals, and are lumped together into one class for AGEC 621 and AGEC 622.
  - Maybe the Department should include a PhD track within the MS program for those students who want to continue their education. Students, however, recognize the limited resources facing the Department.
  - Include a course such as linear algebra and real analysis in the MS program.

- Much discussion centered on the PhD qualifier, including many misconceptions.
  - Students felt they were being compared to economics graduate students even though there are two different qualifiers.
  - If students are going to be compared to economics students, a more standard timetable in terms of classes taken and available time to study is necessary.
  - Students felt the Department math camp helped in classes and also in passing qualifiers. Students questioned why the Department stopped hosting the camp.

- Discussion on acceptance of transfers into the PhD program raised several interesting points concerning the future of the program.
  - Some students felt transferring from the Department of Economics should not be a consolation prize for students failing the economics qualifier.
  - The question was raised whether accepting transfers who failed the economics qualifier lowers the value of the PhD Agricultural Economics degree.
  - Are students who transfer from the economics department committed to the Agricultural Economics program, research, and classes?
  - Felt transfers where treated differently than students originally accepted in the program.

- The seminar program was also discussed.
  - Improve the quality of seminars. If money is an issue, seek out people from across the University.
  - Use the seminars to enhance collaboration and interaction between faculty members and students and among students.
  - Develop a mechanism where PhD students present research results.

**Other**

- Balance applied programming with theory in classes; do not become a cookbook class without the basics, especially at the MS level.
- Provide more explicit faculty expectations on the workload for TA’s. Workloads are highly variable between faculty members.
- GSA socials, and the frequency at which they are held, are good.
 Increase flexibility in the programs.
 Do a better job in teaching students how the math they are learning in class will be used
in research and careers.
 ECON 607 and ECON 611 contain no new concepts, just math.
 FINC 642 is not a substitute for ECON 611.
 Fund a greater number of students and increase the amount provided to each student.
 Make average GREs and GPAs for accepted students available to help potential students
make enrollment decisions.
 Students bemoaned the lack of a social and studying room like the one in the Blocker
building (the Fishbowl).
 Can the Department do anything concerning parking in lot 100 and having to vacate those
spots at 2 am?

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RESEARCH AND SCHOLARLY ACTIVITIES

Research programs in the Department are funded primarily through the University, AgriLife Research, and external grants and contracts. In addition to the usual academic outlets, findings and results are provided to public policy decision makers, agricultural businesses, and related agribusiness organizations. Many research projects involve multidisciplinary collaboration.

Major research programs are conducted in many areas that can be classified into three main areas: Natural Resource and Environmental Economics, Markets and Information Economics, and Agribusiness and Managerial Economics.

Natural Resource and Environmental Economics

Work in the Natural Resource and Environmental area addresses interdependencies between natural resources, the environment, and economic activities. Further complicating the issue is the fact that most environmental and natural resources are not traded in economic markets. Unique difficulties arise in the efficient use of these resources.

Sub-Areas

- **Environmental / Natural Resource / Agricultural Policies** – The analysis and design of policies in light of interactions with the natural environment and tradeoffs that decision makers must make.
- **Water Resources** – Examines economic issues associated with water management from examining increasing water supplies to pricing at the city level.
- **Nonmarket Valuation** – Use and development of methods to value resources not traded in the marketplace.
- **Climate Economics** – Economic assessments of global climate change effects, adaptation, and mitigation, along with studies of the value of climate forecasts.
- **Energy** – Research on economic conditions involved with a continuum of energy issues ranging from biofuels to nuclear waste disposal.
- **Biosecurity** – Studies on the effects of disease outbreaks, policy, terrorism-related strategy formation, carcass disposal, and approaches to non-cooperative behavior.

Markets and Information Economics Area of Research

The Markets and Information Economics research area covers studies that explore the extent to which markets and other institutions process and convey information. Many of the problems of markets and other institutions result from costly information, and many of their features are responses to costly information. So, while information influences many economic decisions, it also complicates many economic theories.

Sub-Areas

- **Agricultural and Food Policy** – Covers analysis of impacts of government policies and implementation on farmers, agribusinesses, taxpayers, consumers, and international trade.
- **Demand Analysis and Production Economics** – Emphasizes empirical analysis of demand and production relationships.
International Trade – Explores basic elements of international trade theory and its application including classical trade theory and new theories of imperfect competition in international markets.

Macroeconomics of Agriculture and Finance – Analyzes the interactions of the macro economy with the food and fiber industry and financial management issues.

Time-Series Econometrics – Develops and applies time series approaches as data sets used in agricultural economics research are often observed over time, where the order of observation is an integral part of the analysis.

Agribusiness and Management

The Agribusiness and Management research area covers the application of theory and decision analysis to problems in the food and fiber industry. Studies of linkages among the sectors in this industry and their interdependency are combined with studies on the operation of agribusiness firms. Firm studies range from farm input manufacturers and suppliers, and food processors and fiber manufacturers to wholesale and retail trade firms.

Sub-Areas

- Strategic Management – Provides a qualitative assessment on market effects of alternative market strategies, based upon both quantitative and descriptive information.
- Market Organization, Structure, and Contract Theory – Elements of industrial organization theory are used in theoretical and empirical applications to agricultural and natural resource markets.
- International Agribusiness – Explorations of basic elements of international business including international trade patterns and the effects of protection within the context of competitive markets.
- Agribusiness Finance – Addresses credit and portfolio analysis and institutional strategies for coping with credit, collateral, liquidity, and interest rate risk.
- Forecasting in Agribusiness – Develops and applies forecasting theory in an agribusiness context.

Research Highlights / Impacts – Sampling of Research and Impacts

- Policy makers are increasingly using market-based approaches for environmental services. Research conducted has contributed directly to improved design and better assessment of such programs in the areas of carbon trading, water quality, and fisheries management.
- The economic impacts of U.S. exports and trade agreements have been analyzed to examine the effects on income and employment. Expanded U.S. agricultural exports to Cuba, for example, have been estimated to add $1.1 billion in economic activity and 6,000 jobs to the economy. Impacts of the U.S. – Colombian Trade Agreement were estimated to increase economic activity by $1.6 billion, adding 20,400 jobs nationwide.
- Research contracts with EPA OTAQ have led to University personnel being involved with the regulatory setup of the Energy Independence and Security Act, in terms of the renewable fuel standard requirements.
Research has been done on national impacts of climate change and climate change mitigation and adaptation, with team members playing an important role in global policy deliberations through IPCC, USDA, DOE, and EPA.

Faculty examined households’ attitudes and reactions toward arsenic concentrations in drinking water. Findings suggest that water quality matters when choosing to drink bottled water, but other factors, such as taste, influence the amount consumed per month, and average monthly willingness-to-pay to reduce risks is significant and in sync with estimates of average actual treatment costs.

Researchers at Texas A&M University and the University of Tennessee collaborated to examine the relationship between smokers who are men in China and their self-reported health score. The study found that Chinese men who report that they are in better health can be heavy smokers.

A study estimated that additional water supplied by controlling brush in eight Texas watersheds would cost from $20.82 to $258.84 per acre-foot if a governmental entity created a cost share program with landowners. This information has formed the basis for two ongoing brush control programs estimated to provide an additional 185 billion gallons of water over 10 years.

A web version of FLIPSIM developed in the Department that allows farmers to examine the return and risk consequences of policies and decisions was used more than 410,000 times by farmers. It is credited with increasing farm income $123 million over 10 years. Additionally, more than 70 policy analyses using FLIPSIM have been requested by U.S. Congressional Agricultural Committees due to its policy analysis capabilities.

Increasing incidents of fever ticks on South Texas ranches have raised concerns about the ability to continue to control fever ticks and keep them in the quarantine zone. A study estimated the total cost for one year to control a smaller, limited outbreak in Texas would be $123 million dollars.

Department economists estimate that a biological control program for controlling giant reed along the Rio Grande River would contribute $9 to $18 million per year to the South Texas economy by 2025 and create an additional 197 to 351 jobs. Estimates of the benefit-cost ratio were from $4.38 to $8.81 per control program dollar. This has resulted in the implementation of a biological control program for giant reed in the Rio Grande River Valley.

Recent research estimates that, in a developed cellulosic ethanol industry, energy sorghum could increase Texas agricultural income by $818 million and the Texas economy by almost $7 billion annually, accounting for 11,000 new jobs.

Joint machinery ownership between independent agribusinesses can increase net returns and can be financial risk-reducing.

Lamb producers would benefit from a deeper understanding of the quality considerations desired by Americans of different ethnicities.

Analyses suggest a new intermodal terminal in west Texas’ intensive cotton production region would be economically viable, would handle nearly 30% of Texas’ average cotton production, would reduce roadway maintenance costs by $1 million annually, would reduce CO₂ emission by 42 to 47%, and would reduce truck-travel in the Dallas-Ft. Worth area by 13,800 to 16,700 trucks per year.

Non-whites tend to exhibit higher obesity rates, greater access to fast food establishments and higher consumption of fast-food meals compared to their white counterparts.
Distance to the nearest restaurant is a statistically significant predictor of obesity status for non-whites. Decreasing the distance to the nearest restaurant by one mile would increase the obesity rate by 8.3 percentage points.

- New econometric methods have been developed to deal with problems encountered in our analyses of real world economic problems.
- Analyses have been done on the interrelationship between climate change and animal disease, showing climate change has increased the probability of avian influenza outbreaks by nearly 50%.

**Hatch Projects**

*Table R.1*

- Illustrates the diversity of faculty research topics and interests.

**Demand for Services**

*Table R.2 – Budgets*

- The values are for fiscal years. At the time of this report, the most recent expenditure data was fiscal year 2010, which reflects conditions nearly two years ago.
- Appropriated Expenditures
  - In nominal terms, expenditures are generally constant showing a slight increase between 2003 and 2010.
  - Expenditures show an influx of federal dollars in 2008 and 2009, to replace earmarked dollars.
  - In nominal terms, the 2010 expenditures are 4.9% larger than in 2003.
  - In real terms, the 2010 expenditures are 10.8% less than in 2003.
- Contracts and Grants
  - In nominal terms, expenditures increase until 2006 and then show a general decline.
  - In nominal terms, 2010 amount is 27.5% larger than in 2003.
  - In real terms, 2010 amount is 8.4% larger than in 2003.
  - In nominal terms, 2010 amount is 29.7% less than in 2006.
  - In real terms, 2010 amount is 36.6% less than in 2006.
  - A listing of contracts and grants awarded in 2010 and 2011 are given in Appendix R.1 to R.3.
Output

Table R.3 – Publication Type

- Faculty members use numerous publication types to publish their research and education activities.
- For the eight years 2003–2010, the Department averaged approximately 61 refereed journal articles per year.
- For the years 2003–2010, the Department averaged approximately 90 presented invited (42) and selected (48) papers, per year.
- A large number of newsletters, and Extension, center, and outreach presentations were also provided.

Table R.4 – Journal Main Focus

- As expected, the main journal focus is agricultural economics.
- Journals with a natural resources focus is the second largest journal focus outlet.
- Economics is the third largest focus area.
- The diverse areas of focus are expected, given the faculty’s diverse research interests.

Table R.5 – Publications / Presentations by Faculty

- Publications are dominated by professors and faculty with university appointments; this is expected given the faculty makeup and appointments.
- Appointment is an influential factor in the choice of outlet type.
- Journal articles in additional detail (because the main focus of this review is academics).
  - From 2003 to early 2011, nine faculty members had 20 or more journal publications. Of these one has left the Department.
  - From 2003 to early 2011, 11 faculty members had more than 15 journal publications, but of these members, one has left the Department and one’s appointment is adjunct.
  - Twenty faculty members had 10 or more journal articles. Of these 20, four have left the Department.
- The number of journal publications being published in the Department is dominated by only a few individuals.
- Citations indicate there is a strong demand for use of the Department’s publications and presentations.
<table>
<thead>
<tr>
<th>Principal Investigator(s)</th>
<th>Project Title</th>
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</thead>
<tbody>
<tr>
<td>David A. Bessler</td>
<td>Machine Learning &amp; Econometrics for Agriculture Policy</td>
</tr>
<tr>
<td>Frederick O. Boadu</td>
<td>Natural Resource/Institutional Economics</td>
</tr>
<tr>
<td>Henry L. Bryant III</td>
<td>Effects of Biofuels Technology Development and Fossil Energy Extraction Conditions on World Agricultural Markets and Trade</td>
</tr>
<tr>
<td>Oral Capps, Jr.</td>
<td>Analysis of Consumer Behavior and Market Information in Assessing the Demand for Food and Beverage Products</td>
</tr>
<tr>
<td>J. Richard Conner</td>
<td>Economic Evaluation of Range-related Resources Management Alternatives</td>
</tr>
<tr>
<td>Richard A. Dunn</td>
<td>Consumer Behavior, Environment &amp; Health</td>
</tr>
<tr>
<td>Ronald C. Griffin</td>
<td>Institutional Mechanisms for Accessing Irrigation District Water</td>
</tr>
<tr>
<td>Ariun Ishdorj</td>
<td>Analysis of Food &amp; Nutrition Assistance Programs &amp; Demand for Food</td>
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<tr>
<td>Eluned Jones</td>
<td>Modeling for Strategic Decision Making</td>
</tr>
<tr>
<td>Ronald D. Lacewell</td>
<td>Policy and Institutional Implications of Water Conservation and Alternative Water Sources</td>
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<tr>
<td>Kerry K. Litzenberg and James W. Mjelde</td>
<td>Economic Analysis of Information: Needs, Uses, &amp; Value in Agribusiness, Agriculture, &amp; Natural &amp; Human Resources</td>
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<td>Bruce A. McCarl</td>
<td>Biosecurity in the Agribusiness &amp; Food Supply Chain and Impact Analyses and Decision Strategies for Agricultural Research (NC1003) Biobased Energy Research and Information Exchange Committee</td>
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<td>Desmond W. Ng</td>
<td>Research in Strategy and Agribusiness</td>
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<td>Agriculture Lending Decisions: Impacts of Changing Macroeconomics &amp; Farm Program</td>
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<td>James W. Richardson</td>
<td>Analysis of Agriculture, Macroeconomic and Trade Policy on U.S. Agriculture and Agribusiness</td>
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<td>M. Edward Rister</td>
<td>Economic Evaluation of Water Conservation and Alternative Water Sources</td>
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<td>C. Parr Rosson III</td>
<td>Economic Impacts of International Trade and Domestic Policies on Southern Agriculture</td>
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<td>Victoria S. Salin</td>
<td>Asset Valuation and Strategic Analysis of Agribusiness Investment Activities</td>
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<td>W. Douglass Shaw</td>
<td>Incorporating Risk Perceptions into Behavioral Models in Environmental &amp; Health Economics</td>
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<td>John W. Siebert</td>
<td>Research on Students and Food Industry Management Careers</td>
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<tr>
<td>Dmitry Vedenov</td>
<td>Analysis and Modeling of Decision-making under Uncertainty by Agri-Producers and Agribusiness Firms</td>
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<td>Gary W. Williams</td>
<td>Globalization and Texas Agricultural and Food Product Markets</td>
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<td>Richard T. Woodward</td>
<td>The Economics of the Environment and Natural Resources: Applied Problems Related to Sustainability and Market-based Instruments</td>
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<td>Ximing Wu</td>
<td>Econometric Methods for Agricultural &amp; Applied Economics</td>
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Table R.2. Research Expenditures in Nominal and Real Dollars by Appropriated and Contracts and Grants

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<tr>
<th>Expenditures</th>
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<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
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<td>4,318,237</td>
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<td>5,528,475</td>
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<td>30.3</td>
<td>15.3</td>
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<td>-6.7</td>
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<td>-10.6</td>
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<td>3,230,484</td>
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<td>2.6</td>
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<td>Appropriated - Nominal</td>
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<td>1,673,088</td>
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<td>% Change 2006–2010 Nominal</td>
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1 Inflation Rate based on CPI Inflation Calculator [http://data.bls.gov/cgi-bin/cpicalc.pl?cost1=1.00&year1=2009&year2=2010](http://data.bls.gov/cgi-bin/cpicalc.pl?cost1=1.00&year1=2009&year2=2010)
Table R.3. Publication Types for All Authors by Calendar Year

Source: Departmental Publication Database Based on Faculty CV’s submitted to the Department and Departmental Interpretation. (Data is incomplete)

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<th>Publication Type</th>
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</table>
Table R.4. Journal Type for All Authors by Calendar Year
Source: Departmental Publication Database Based on Faculty CV’s submitted to the Department and Departmental Interpretation. (Data is incomplete)

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<th>Publication Type</th>
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Table R.5. Selected Avenues of Publications and Presentations by Rank and Individuals by Calendar Year
(Individual and by Rank Includes Multiple Authorship – sum will not equal all)
Source: Departmental Publication Database Based on Faculty CV’s submitted to the Department and Departmental Interpretation, 2003–early 2011. (Data is incomplete)

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* No longer in the Department.

The Journal Articles category includes both refereed and non-refereed; the Departmental Publications category includes Departmental Papers, Center Papers, and Government/University/Research Reports; the Outreach category includes Popular Press and Newsletters.
UNDERGRADUATE TEACHING ACTIVITIES

Undergraduate Program Overview

The Department offers two degree programs at the undergraduate level. The Agribusiness (AGBU) degree program was added in 1992 to the Department’s Agricultural Economics (AGEC) degree program. Options offered under the AGEC degree program were revised approximately eight years ago to better inform prospective students of the potential career opportunities under this degree program. A general overview of the Department’s undergraduate programs is presented before discussing each program’s specifics.

Both of the Department’s undergraduate degrees require 120 hours of course work, with 43 hours of that credit associated with the University’s Core Curriculum defined by the Faculty Senate. The Agribusiness degree is oriented toward preparing students for employment in the corporate world, with a rigid curriculum that contains seven to 10 hours of general electives. The Agricultural Economics degree includes 24 hours of general and directed electives, enabling students flexibility in course selection associated with career-oriented options: Finance and Real Estate, Food Marketing Systems, Policy and Economic Analysis, and Rural Entrepreneurship. These programs/options span more than 25 course offerings that include international and internship-related learning experiences. Descriptions of the requirements for each of these options, certificates, and course descriptions can be found in Appendix U.1 through U.8.

Several of the Department’s courses are taught during only one semester of the year, reflecting student demand and faculty resource availability. The prerequisites specified for the Department’s undergraduate courses are enforced for both majors and non-majors.

Undergraduate Recruitment and Placement

The Department relies on two approaches in recruiting new students to our undergraduate degree programs. An informal approach relies heavily on former students assisting in establishing contacts for prospective students. Faculty members also periodically have opportunities to interact with prospective students and organizations during travel around the state. Finally Aggie Reps, a student organization, is involved with presentations at area high schools.

A more formal approach involves the Department’s participation in scheduled activities on campus such as Aggieland Saturday, Transfer Information Day, Freshman Information Day, Stars Camp and the Summer Fun with Recruiters event at which students and their families can learn more about our undergraduate academic programs, scholarship opportunities, and career paths followed by recent graduates from our Department. The Department also participates in the College of Agriculture and Life Sciences Recruiting Council which is designed to help coordinate recruitment efforts.

Undergraduate majors upon graduation seek employment in a wide variety of opportunities while others continue their education or enter the military.
Enrollment

Figure U.1 – Total Fall Enrollment

- Total enrollment declined from a peak of 848 undergraduates in 1999 to 496 students in 2005, a drop of approximately 42%.
- Total enrollment has increased steadily since 2005 until Fall 2011 where enrollment dropped from 716 to 695 undergraduate students.
- Some of the enrollment changes are the result of strategic decisions such as stronger increased transfer requirements, revised degree options, etc. to manage student numbers.
- The decline in Fall 2011 is attributed to a number of factors, including raising the minimum GPR for AGEC students from 2.5 to 2.75 on a 4.0 scale. Students are also required to have, at minimum, a 2.75 GPR on all Table 1, Track E (found in the University's Undergraduate Catalog) priority courses attempted. The new admission policy also requires students to have completed MATH 141 and MATH 142 and at least six hours in ACCT 209 (for AGEC majors) or ACCT 229 (for AGBU majors), ACCT 210 (for AGEC majors) or ACCT 230 (for AGBU majors), ECON 202, ECON 203, and AGEC 105. Finally, students are expected to explain in an essay why they want an AGEC or AGBU degree and how this degree will help them reach their career goals.

Figure U.2 – Total Fall Enrollment by Degree Program

- Total enrollment in the AGBU degree program exceeded the AGEC degree program during 1999–2001, but fell sharply during the 2002–2006 period.
- Total enrollment in the Fall 2011 semester consisted of 398 majors in the AGEC degree program and 297 majors in the AGBU program, down 1.5% and 4.8% respectively from one year earlier.

Table U.1 – Department Undergraduate Headcount

- First-time transfer students into the undergraduate program constitute a larger contribution to the Department’s total undergraduate student enrollment than students enrolling in our degree programs when entering college for the first time.
- Of the 716 students in the Department’s undergraduate degree programs in the Fall 2010 semester, 101 students were transfer students as compared to 63 students entering the University the first time. The remainder was accounted for by seven re-admitted students and 545 continuing students.
- Re-admission applicants, for the most part, are students that the Department has dismissed because of poor grade performance or students from other majors that were dismissed for similar reasons. Students with poor grade performance would not normally meet our admission GPR requirement of 2.75, therefore, not be accepted for re-admission.
Figure U.1. Total Fall Undergraduate Enrollment
Source: Office of Institutional Studies and Planning

Figure U.2. Fall Enrollment by Degree Program
Source: Office of Institutional Studies and Planning
Table U.1. Department Undergraduate Headcount

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<th>Semester</th>
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<th>1st time transfer</th>
<th>Readmitted</th>
<th>Continuing</th>
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<td>496</td>
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Source: Office of Institutional Studies and Planning; based on official headcount as of 12th day of class

Demographics

Figure U.3 – Five-year Degree Profile by Gender – Both Degree Programs

- Of the 167 students who graduated with either an AGBU or AGEC degree during the 2005–2006 academic year, 104 students, or 63%, were male, and the remaining 38% were female.
- The balance between male and female students changed significantly for the last three years for which data is available.
- Of the 225 students who graduated with either an AGBU or AGEC degree during the 2009–2010 academic year, 164 students, or 73%, were male, and the remaining 27% were female.

Figure U.4 – Five-year Degree Profile by Gender by Degree Programs

- The greatest growth in numbers of undergraduate degree graduates is in the AGEC degree, where the number of male graduates increased from 69 students in 2005–2006 to 112 students in 2009–2010.
- Male AGEC majors accounted for approximately one-half of all undergraduate students graduating from the Department in 2009–2010.
- The second greatest growth in numbers of undergraduate degree graduates is in the AGBU degree, where the number of male graduates increased from 35 students in 2005–2006 to 52 students in 2009–2010.
- The 30 female AGBU majors graduating from the Department in 2009–2010 represented an increase over the 17 students graduating in 2005–2006.
- Female AGEC majors graduating from the Department in 2009–2010 fell to 31 students as compared to 46 students in 2005–2006.
Table U.2 – May 2011 Undergraduate Degree Recipient Survey Demographics

- Male students graduating in May 2011 accounted for 64% of total undergraduate degrees awarded by the Department, with female students accounting for the remaining 36%.
- Caucasian students graduating in May 2011 accounted for 93% of total undergraduate degrees awarded by the Department. Hispanic students accounted for 5%. Asian/Pacific Islanders accounted for less than 2%, and African American students accounted for less than 1%.

Figure U.3. Five-year Degree Profile by Gender, Both Degree Programs
Source: Office of Institutional Studies and Planning
Figure U.4. Five-year Degree Profile by Gender
Source: Office of Institutional Studies and Planning

Table U.2. May 2011 Undergraduate Degree Recipient Demographics

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<th>AGBU</th>
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<th>Total</th>
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</table>

Source: Undergraduate Office, Department of Agricultural Economics
Courses Taught
A complete list of the undergraduate courses taught by AGEC can be found in Appendix U.8.

Table U.3 – History of Courses Taught by Student Enrollment
- The Department offers a diverse set of courses, some of which are required by the two undergraduate degree programs and some courses that are either directed or general electives.
- There is a large variability in course enrollment.
- Some courses like AGEC 105 Introduction to Agricultural Economics are taken by majors and non-majors. AGEC 105 is a service course for many other departments in COALS and also represents a social science elective for students in other colleges.
- Many 400-level courses serve as capstone courses required under the Department’s two degree programs.

Table U.4 – Semester Hours Taught by Rank
- The vast majority of the undergraduate courses taught in the Department are taught by full professors.
- The relatively few undergraduate courses taught by assistant and associate professors reflect the relatively small number of faculty members in this rank.

Table U.5 – Course Enrollment by Major, 2010–2011 Academic Year
- The Department offers an important service to non-majors.
- Enrollment in AGEC 105 during the 2010–2011 academic year shows that non-majors represent the majority of students enrolled in this course.
- Of the 473 students enrolled in AGEC 105 in the Fall 2010 semester, 323 students (69%) were non-majors.
- The largest enrollments in courses offered by the Department are courses taken by majors and non-majors; principally AGEC 105 (Introduction to Agricultural Economics), AGEC 314 (Marketing Agricultural and Food Products), AGEC 315 (Food and Agricultural Sales), AGEC 330 (Financial Management in Agriculture), and AGEC 340 (Agribusiness Management).

Degrees Awarded

Figure U.5 – Graduation of Undergraduate Students by Major
- The number of undergraduate students graduating from the Department has increased from 172 students in the 2005–2006 academic year to 241 students in the 2010–2011 academic year.
- 152 of the students (63%) graduating in the 2010–2011 academic year were AGEC majors.
- The increase in graduation numbers after 2006–2007 may be due in part to the 2005–2006 change in hours required by Department degree programs from 132 hours to 120 hours.
Table U.6 – Six-year Major Graduation Rates for First Time in College Students

- This table documents the number of first-time students retained within their initial major in the Department and graduating with an undergraduate degree within six years from the time they entered.
- The number of students in this table is low because most of the Department's majors are transfer students from off-campus locations or other departments on campus as opposed to students declaring AGEC or AGBU in their freshman year (see Table U.1).
- Within the context of this analysis, the percent of first-time students entering with a major in the Department graduating within six years is higher than for the University as a whole.
- Approximately one-half of the students starting out as freshmen in 2004 graduated within six years as a major in the Department as compared to roughly one-third campus-wide.
### Table U.3. History of Courses Taught by Student Enrollment

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Source: Office of Institutional Studies and Planning; October 17, 2011

1 Originally taught as Environment of Agbus
2 Originally taught as Agricultural Law
3 Originally taught as Farm & Ranch Management
4 Originally taught as Farm & Ranch Appr & Org
5 New course; originally taught as AGEC 489
Table U.4. Semester Credit Hours Taught by Instructor’s Rank

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Source: Office of Institutional Studies and Planning

The Other category includes professional staff non-faculty and graduate teaching assistants (GATS).
### Table U.5. Undergraduate Enrollment by Major, 2010–2011 Academic Year

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Source: Office of Institutional Studies and Planning
Figure U.5. Graduation of Undergraduate Students by Major
Source: Office of Institutional Studies and Planning

Table U.6. Six-year Major Graduation Rates for First Time in College

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Source: Office of Institutional Studies and Planning
Trends in Undergraduate Student Credit Hours

Figure U.6 – Undergraduate Student Credit Hours – Both Degree Programs
- Student credit hours (SCH) numbers over the 2003–2004 to 2010–2011 period were higher in the fall semester than the spring semester.
- Total SCH numbers for the entire academic year increased from 13,219 in 2003–2004 to 17,192 in 2010–2011.
- SCH levels for the summer semester have fallen from 8.4% of the total academic year in 2003–2004 to 5.4% in 2010–2011.

Annual Undergraduate Student Enrollment by Course and Semester

Table U.7 – Annual Undergraduate Student Enrollment
- The numbers of major and non-major students enrolled in undergraduate courses offered by the Department are highest for the 100 and 200 level courses.
- AGEC 105 is typically offered in all three semesters during the academic year, and satisfies the requirements for a University-wide social science elective.
- Many of the 400 level courses are capstone courses required by either the AGEC or AGBU degree programs.

Figure U.6. Undergraduate Student Credit Hours, Both Degree Programs
Source: Office of Institutional Studies and Planning
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Table U.7. Annual Undergraduate Student Enrollment
Courses Taught by Instructor

Table U.8 – Enrollment in Undergraduate Courses by Instructor 2009–2011
- Many of the Department’s undergraduate courses are taught in multiple sections each semester.

Table U.9 – Undergraduate Courses Met by Instructor During 2009–2011
- The majority of the courses taught at the undergraduate level during the Fall 2009–Fall 2011 period (57.3%) were taught by full professors.
- This information is not available prior to Fall 2009.
- Approximately 14% of the undergraduate courses were taught by lecturers or GAT’s.
- Undergraduate courses taught by faculty members who have either retired, have announced retirement at the end of this academic year, have resigned, or have indicated plans to resign, totaled 16.5%.
- The remainders of the undergraduate courses (12.2%) were taught by either associate or assistant professors.

Course Evaluations

Figure U.7 – Undergraduate Course Evaluations
- On a five-point scale (one being the lowest and five the highest), the Department’s average course evaluation is 4.36 for all questions.
- 100 and 200 level course average evaluation is 4.33; for 300 level courses the average is 4.41; and for 400 level courses the average is 4.26.
- No statistical differences are seen between the different course levels.

Honors Program

The Department recently added honors courses to be offered for qualified, academically talented, and highly motivated students. An honors student’s college experience is enriched by following a challenging curriculum, engaging in inquiry-based learning, and discovery. Honors class sizes are usually small. Students get an opportunity to develop problem solving and critical thinking skills.

There were two honors section courses offered during the Spring 2011 semester. AGEC 217 Honors had two students and AGEC 350 Honors had one student. Additional honors sections were offered in the Fall 2011 semester. AGEC 105 Honors had 11 students. AGEC 217 Honors had two students, and AGEC 350 Honors had one student.

In addition to satisfying the requirements for the Agricultural Economics or Agribusiness majors, honors students must maintain a cumulative Texas A&M University GPR of at least 3.50, a GPR in honors classes of at least 3.25, and no grade in an honors course below a “C.” An honors candidate is a student who has a 3.5 cumulative GPR and has completed at least nine hours of honors course work in residence at Texas A&M University. Only honors candidates are eligible for honors course contracts or honors independent study. Honors students must engage in experiential education, particularly in research and paper presentations at professional meetings.
Some students have been involved in the Federal Reserve District Bank of Dallas’ Undergraduate Economics Research Program.

**Undergraduate Internships**

*Figure U.8 – Undergraduate Internship Enrollment*

- Annual enrollment in the Department’s internship course (AGEC 484) has increased in recent years.
- Undergraduate internships represent supervised experience programs conducted in the area of the student’s interest in agricultural economics and agribusiness.
- Typically students are located in either agribusiness firms or government offices.
- To receive internship credit, students with between 30 and 59 credit hours must
  - Have at least 12 hours completed at Texas A&M University.
  - Have completed AGEC 105, ECON 202 or 203, MATH 141, MATH 142, AGEC 217, and ACCT 209 or 229.
  - Sophomores (30–59 credit hours) must have a minimum GPR (overall, in major and CBK courses if applicable) of at least a 2.75.
  - Juniors and seniors (60 or more credit hours) must have a minimum GPR (overall, in major and CBK courses if applicable) of at least a 2.5.
- Thirty-nine students participated in internship programs during the 2010–2011 academic year.
Table U.8. Enrollment in Undergraduate Courses by Instructor, 2009–2011

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Source: Office of Institutional Studies and Planning

1 Originally taught as Environment of Agbus
2 Originally taught as Agricultural Law
3 Originally taught as Farm & Ranch Management
4 Originally taught as Farm & Ranch Appr & Org
5 Originally taught as Special Topics
Table U.9. Undergraduate Course Sections Met By Instructor, 2009–2011

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1) Appointment changed to Executive Professor caused University to consider in other category.

Source: Department of Agricultural Economics
Student enrollment in AGEC 402 includes the study abroad program. The number of students enrolled in this course has increased in recent years as shown in Table U.8. During the 2010–2011 academic year, 17 undergraduate students participated in a study abroad program involving a trip to France to visit with local agribusiness and producers of a wide variety of agricultural products.

Scholarship Opportunities

Until the 2011–2012 academic year, the Department annually awarded approximately $50,000 in scholarships per academic year. However, because of the downturn in the economy which significantly lowered interest rates, we were only able to award $36,525 in scholarships for the 2011–2012 academic year. These scholarships are funded through several different sources, including, but not limited to: (1) former student contributions; (2) family and friends memorializing a loved one; (3) former faculty members; (4) industry sources recognizing contributions made by a faculty member; and (5) industry sources wanting to contribute to the development of the undergraduate students in the Department. Most contributions are made as an endowment; although in some instances, the scholarships are funded on an annual basis by the benefactor.
These scholarships are awarded on a competitive basis. Factors considered include the student’s GPA, his or her choice of major and option with major, participation in extracurricular activities, and financial need.

**Undergraduate Student Awards**

The Department’s undergraduate students have received significant recognition in competition with other schools at professional meetings. These activities include participation in academic bowl and student paper and poster competitions. Appendices U.9 through U.14 summarize the names of winners in several national competition forums as well as national offices held by our undergraduate students. While student participation in student paper and presentation competition has been irregular over time, participation in academic bowl has been almost an annual event with teams winning or placing against other schools in national competition. Undergraduate students have also successfully competed in National Agri-Marketing Association Student Marketing Competition and the Food Distribution Research Society Food Marketing Challenges.

**Undergraduate Advising**

The Department’s Undergraduate Office advising staff counsels students in the degree requirements for both AGEC and AGBU degree programs. The staff has contributed to an enhanced web presence and responds to increased e-mail, telephone, and office visit queries by interested students, all of which has resulted in enrollment of high potential students. Recent innovations include a student database, early development of individualized degree plans, and enhanced collaboration with the University Career Center.

**Undergraduate Organizations**

Four organizations in the Department are available to undergraduate students to hone their leadership skills; network with other students, faculty, and potential employers; and socialize:

- Agricultural Economics Society (AES)
- Finance, Insurance, and Real Estate (FIRE)
- National Agri-Marketing Association (NAMA)
- Aggie REPS

The first three are clubs which hold monthly meetings and work with the Department’s undergraduate office to host the Spring Undergraduate Banquet.

The Department’s Aggie REPS (Recruiting Exceptional Prospective Students) is a select group of 10–20 students who concentrate on recruitment, new student orientation, student mentoring, Department/campus tours, and student-to-faculty communication. Included in their activities is reaching out to a broad spectrum of students interested in becoming students at Texas A&M University. They appear at Aggieland Saturday, 4-H Roundup, and the San Antonio Livestock Exposition’s Rural Youth Banquet. They also host the Fall Kickoff for all returning and new undergraduate students, our faculty, staff, and sponsoring former students.
Agricultural Economics Degree Program

Agricultural Economic majors may specialize in one of four options: (1) Finance and Real Estate, (2) Food Marketing Systems, (3) Policy and Economic Analysis, or (4) Rural Entrepreneurship. Each option is designed to meet the career interests of students in this degree program.

**Finance and Real Estate** – This option provides those students interested in pursuing careers in the either the banking or real estate industry tools for understanding issues unique to lending, real estate appraisal, real estate investment, development, and brokerage. Students enrolled in this option develop an in-depth knowledge of financial management tools, the demand and supply of credit, how land is valued, and how it is transacted.

**Food Marketing Systems** – This option provides those students interested in pursuing careers in the food marketing and sales sector of the food supply industry tools for understanding issues unique to the development, advertising, distribution, and sales of food products. Students enrolled in this option develop an in-depth knowledge of how food is priced, traded, and sold, both in the United States and abroad.

**Policy and Economic Analysis** – This option provides students interested in pursuing graduate or law degrees, as well as, careers in local, state, and federal government and policy the tools for understanding the issues unique to in-depth examination of government policies and the economy. Students enrolled in this option gain an understanding of what being involved in research, the legal profession, and the government entails.

**Rural Entrepreneurship** – This option provides students with an interest in owning, managing, or lending to rural, innovative business enterprises the tools for understanding the issues unique to the start-up of rural, innovative businesses. This option integrates the technical skills required for involvement in the rural business industry with application-based experience provided by the program’s capstone courses. During the final year of this option, each student will incorporate the interdisciplinary background gained in the previous years of study into the development of a rural business plan.

The AGEC degree program offers a Certificate in International Trade and Agriculture that is open to all majors. This certificate requires a minimum of 15 credit hours in designated courses.

The Department has also been exploring plans to integrate financial planning into the AGEC curriculum. Student interest in the special topics course AGEC 489 Personal Financial Planning for Professionals suggests an interest in this area by AGEC majors. A proposal has been submitted to assign a permanent course number after the spring 2012 semester (AGEC 435). The Finance Department in Mays Business School offers a personal finance course as shown in the current Texas A&M Undergraduate Catalog (FINC 201) that has not been taught for an extended number of years. The vision for a proposed certificate in financial planning was discussed at the Department level in September 2011. This will require additional courses taught in our Department to meet the minimum 15 credit hours in upper division coursework.
Enrollment

**Figure U.2 – Total Fall Enrollment by Degree Program**
- Enrollment in the AGEC degree program in the Fall 2011 semester was 398 students, down slightly from the 404 students enrolled one year earlier, but up from the 286 students enrolled in the Fall 2004 semester.
- The initial popularity of the AGBU degree program resulted in a decline in AGEC enrollment.
- The relative flexibility in course electives offered under the AGEC degree program appears to have led to more enrollment in this program relative to the AGBU degree program in recent years.

Demographics

**Figure U.4 – Five-year Degree Profile by Gender and Degree Program**
- Of the 143 undergraduate students graduating with an AGEC degree during the 2009–2010 academic year, 112 students (78%) were male and 31 students (22%) were female.
- This distribution differs sharply from the 2005–2006 academic year when 69 students (60%) were male and 46 students (40%) were female.

**Table U.2 – May 2011 Undergraduate Survey Demographics**
- The Department’s survey of May 2011 graduates with a major in AGEC reflected 51 male students (65%) and 27 female students (35%).
- This survey also indicated that 93% of the undergraduate students graduating with an AGEC degree were Caucasian while the remaining graduates were either African American (1%) or Hispanic (6%).

Undergraduate Degree Profile by Options

**Table U.12 – Six-year Undergraduate Degree Profile**
- The Finance and Real Estate Option in the AGEC degree program has the greatest enrollment. Of the 152 undergraduate students graduating with an AGEC degree in the 2010–2011 academic year, 54% chose the Finance and Real Estate Option.
- The AGEC degree gained enrollment when the Department’s undergraduate degrees were scaled back from 132 hours to 120 hours necessary to graduate in 2005. The perceived greater degree of flexibility in choosing electives relative to the AGBU degree may have influenced this trend.
- The Food Marketing System Option was second in terms of number of students graduating with an AGEC degree, followed by the Policy and Economic Analysis Option and the Rural Entrepreneurship Option.

Assessment of Student Learning Outcomes

**Table U.13 – AGEC Learning Outcomes Assessment**
- Learning assessments were instituted for all academic degree programs beginning with the 2009–2010 academic year.
- Those targets not met for the undergraduate AGEC degree during the 2009–2010 academic year were associated with graduate job placement and basic quantitative knowledge.
The job placement target calls for the majority of graduates to find jobs within three months. While this may be a reasonable target to meet under normal economic conditions, 2009 was the second year of the greatest recession since the Great Depression. With some improvement in the economy during the 2010–2011 academic year, however, this target was met.

The quantitative knowledge target, partially met during 2009–2010, was not reported for the following academic year. This target calls for at least 80% of student work samples to be rated acceptable.

Degrees Awarded

Table U.12 – Six -year Undergraduate Degree Profile

- The number of AGEC degree majors graduating has grown from 115 in the 2005–2006 academic year to 152 during the 2010-2011 academic year.
- Roughly 54% of the AGEC majors graduating in 2010–2011 chose the Finance and Real Estate Option. Approximately 30% of AGEC majors graduated with the Food Marketing Systems Option, 14% graduated with the Policy and Economic Analysis Option, and 2% graduated with the Rural Entrepreneurship Option.
- The 152 students graduating with an AGEC major constituted 63% of all undergraduate students graduating during the 2010-2011 academic year.

Agribusiness Degree Program

The undergraduate degree in Agribusiness is jointly offered by the College of Agriculture and Life Sciences and Mays Business School. The degree program was approved by the Texas Higher Education Coordinating Board in 1992. There is an implicit agreement with the Mays Business School that total enrollment in the AGBU undergraduate degree program will not exceed 400.

There is also an informal agreement that the Department will not function as a “back door” into the Mays Business School. Students whose applications are declined by Mays Business School are not accepted into the Department. That is, the focus on recruiting and enrolling students in the AGBU undergraduate degree program is to identify those interested in one or more dimensions of the agribusiness food supply chain.

The Department’s AGBU majors are required to complete three Agribusiness capstone courses (AGEC 431 Cases in Agribusiness Finance; AGEC 440 Agribusiness Strategic Analysis; and AGEC 414 Agribusiness Market Analysis) and AGEC 340 Agribusiness Management, which all rely on the use of real-world business situations or business cases for developing students’ qualitative decision-making skills. This blend of quantitative, qualitative, and soft management skills is very important in distinguishing the Department’s AGBU graduates from other economics and business undergraduate programs.
### Table U.12. Six-year Undergraduate Degree Profile

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>FRE</th>
<th>%</th>
<th>FMS</th>
<th>%</th>
<th>PEA</th>
<th>%</th>
<th>RUE</th>
<th>%</th>
<th>Other 1/</th>
<th>%</th>
<th>AGEC Total</th>
<th>AGBU Total</th>
<th>All Degree Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005–06</td>
<td>37</td>
<td>32.2</td>
<td>19</td>
<td>16.5</td>
<td>8</td>
<td>7.0</td>
<td>12</td>
<td>10.4</td>
<td>39</td>
<td>33.9</td>
<td>115</td>
<td>57</td>
<td>172</td>
</tr>
<tr>
<td>2006–07</td>
<td>50</td>
<td>52.1</td>
<td>21</td>
<td>21.9</td>
<td>9</td>
<td>9.4</td>
<td>10</td>
<td>10.4</td>
<td>6</td>
<td>6.3</td>
<td>96</td>
<td>43</td>
<td>139</td>
</tr>
<tr>
<td>2007–08</td>
<td>77</td>
<td>64.7</td>
<td>23</td>
<td>19.3</td>
<td>12</td>
<td>10.1</td>
<td>5</td>
<td>4.2</td>
<td>2</td>
<td>1.7</td>
<td>119</td>
<td>62</td>
<td>181</td>
</tr>
<tr>
<td>2008–09</td>
<td>80</td>
<td>60.6</td>
<td>36</td>
<td>27.3</td>
<td>10</td>
<td>7.6</td>
<td>4</td>
<td>3.0</td>
<td>2</td>
<td>1.5</td>
<td>132</td>
<td>62</td>
<td>194</td>
</tr>
<tr>
<td>2009–10</td>
<td>92</td>
<td>64.3</td>
<td>36</td>
<td>25.2</td>
<td>11</td>
<td>7.7</td>
<td>4</td>
<td>2.8</td>
<td>0</td>
<td>0.0</td>
<td>143</td>
<td>86</td>
<td>229</td>
</tr>
<tr>
<td>2010–11</td>
<td>82</td>
<td>54.0</td>
<td>46</td>
<td>30.3</td>
<td>21</td>
<td>13.8</td>
<td>3</td>
<td>2.0</td>
<td>0</td>
<td>0.0</td>
<td>152</td>
<td>89</td>
<td>241</td>
</tr>
</tbody>
</table>

FRE – Finance and Real Estate Option  
FMS – Food Marketing Systems Option  
PEA – Policy and Economic Analysis Option  
RUE – Rural Entrepreneurship Option

Source: Office of Institutional Studies and Planning
Other 1/ Includes students in old options. The large value in 2005–2006 includes 37 students in the Food and Fiber Marketing option (phased out by 2009–2010).
Table U.13. AGEC Undergraduate Degree Learning Assessment Outcomes

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>2009–10 Cycle</th>
<th>2010–11 Cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Applied economics reasoning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Academic scores</td>
<td>Met</td>
<td>Met</td>
</tr>
<tr>
<td>b. Graduates' job placement</td>
<td>Not met (^1)</td>
<td>Met</td>
</tr>
<tr>
<td>c. Advanced economic writing</td>
<td>NR</td>
<td>NR</td>
</tr>
<tr>
<td>d. Basic quantitative knowledge</td>
<td>Partially met (^2)</td>
<td>NR</td>
</tr>
<tr>
<td>e. Advanced application of quantitative methods</td>
<td>NR</td>
<td>NR</td>
</tr>
<tr>
<td>2. Effectively communicate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Academic scores</td>
<td>Met</td>
<td>NR</td>
</tr>
<tr>
<td>b. Senior exit review</td>
<td>NR</td>
<td>NR</td>
</tr>
<tr>
<td>c. Basic professional writing</td>
<td>NR</td>
<td>NR</td>
</tr>
<tr>
<td>d. Advanced economic writing</td>
<td>NR</td>
<td>NR</td>
</tr>
<tr>
<td>3. Demonstrate professionalism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Senior exit interview</td>
<td>NR</td>
<td>NR</td>
</tr>
<tr>
<td>b. Graduates' job placement</td>
<td>NR</td>
<td>NR</td>
</tr>
<tr>
<td>c. Diversity and ethics appreciation</td>
<td>Met</td>
<td>NR</td>
</tr>
<tr>
<td>4. Recognize and respect diversity and differences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Senior exit review</td>
<td>NR</td>
<td>NR</td>
</tr>
<tr>
<td>b. Basic professional writing</td>
<td>NR</td>
<td>Met</td>
</tr>
<tr>
<td>c. Diversity and ethics appreciation</td>
<td>Met</td>
<td>Partially Met (^3)</td>
</tr>
</tbody>
</table>

Note: NR stands for “Not reported in this cycle.” Targets and sources of evidence to be assessed are identified.

\(^1\) Action Plan: The target calls for the majority of graduates to find jobs within three months of graduation. The Department will work with students to encourage purposeful career planning and dedication to an effective job search process. In addition, the Department will improve information and tracking of employment status of former students, especially those who are actively in the job market.

\(^2\) Action Plan: The target calls for at least 80% of sampled student work to be rated as acceptable by the Program Assessment Committee. Considerable variation in student performance was found in the sample examined during this cycle. In coordination with instructors of AGEC 317, the delivery of extended practice opportunities through eLearning and alternative approaches will be employed.

\(^3\) Action Plan: Funds were budgeted for recruitment of under-represented groups tied to Blinn College’s diversity efforts. Due to state-level budget cuts, Blinn College has slowed its implementation of their diversity program. No students from Blinn College’s program have joined our Department to date. The action plan from the last cycle remains in place.
AGBU majors, in addition to having a cumulative GPR of 2.0 and the minimum 2.0 GPR in the “major field,” must also have at least a GPR of 2.0 in the Common Body of Knowledge courses.

The AGBU degree program offers three certificate programs available only to AGBU majors (see Appendix U.7). These include certificates in International Business, European Union Business, and Latin American Business. Depending on the certificate, students must complete 18–21 hours of coursework which includes an approved international work or study abroad. Demonstrated language proficiency is required for the latter two certificates.

Enrollment

*Figure U.2 – Total Fall Enrollment by Degree Program*

- Enrollment in the AGBU degree program in the Fall 2011 semester was 297 students, down slightly from the 312 students enrolled one year earlier, but up from the 229 students enrolled in the Fall 2004 semester.
- The initial popularity of the AGBU degree program declined from a peak of 460 students in 1999.
- The relative lack of flexibility in course electives offered under the AGBU degree program may have led to lower enrollment in this program relative to the AGEC degree program in recent years.

Demographics

*Figure U.4 – Five-year Degree Profile by Gender and Degree Program*

- Of the 82 undergraduate students graduating with an AGBU degree during the 2009–2010 academic year, 52 students (63%) were male and 30 students (37%) were female.
- This distribution is variable from year-to-year. For example, there were more female graduating students with an undergraduate AGBU major in the 2006–2007 academic year than male graduates.
- There is a greater participation, percentage-wise, by female students in the AGBU degree program than in the AGEC degree program.

*Table U.2 – May 2011 Undergraduate Survey Demographics*

- The Department’s survey of May 2011 graduates with a major in AGBU reflected 36 male students (62%) and 22 female students (38%).
- This survey also indicated that 93% of the undergraduate students graduating with an AGBU degree were Caucasian while the remaining graduates were either African American (1%) or Hispanic (6%).

Assessment of Student Learning Outcomes

*Table U.14 – AGBU Learning Outcomes Assessment*

- Learning assessments were instituted for all academic degree programs beginning with the 2009–2010 academic year.
- Those targets not met for the undergraduate AGBU degree during the 2009–2010 academic year were associated with graduate job placement, basic quantitative knowledge, and senior exit review.
The job placement target calls for the majority of graduates to find jobs within three months. While this may be a reasonable target to meet under normal economic conditions, 2009 was the second year of the greatest recession since the Great Depression. With some improvement in the economy during the 2010–2011 academic year, however, this target was met.

The quantitative knowledge target, partially met during 2009–2010, was not reported for the following academic year. This target calls for at least 80% of samples work to be rated acceptable. This issue was addressed by offering extended practice opportunities and alternative approaches to assess this outcome.

The action plan for the senior exit review calls for more recognition and respect for the complexity of people’s diversity and individual differences. Insufficient information was collected to make a determination of this target in the 2009–2010 academic year.

Degrees Awarded

Table U.6 – Six-year Undergraduate Degree Profile

- The number of AGBU degree majors graduating from the Department has grown from 57 in the 2005–2006 academic year to 89 during the 2010–2011 academic year.
- The 89 students graduating with an AGBU major constituted 37% of all undergraduate students graduating during the 2010–2011 academic year.
### Table U.14. AGBU Undergraduate Degree Learning Assessment Outcomes

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>2009–10 Cycle</th>
<th>2010–11 Cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Applied economics and management reasoning</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Academic scores</td>
<td>Met</td>
<td>Met</td>
</tr>
<tr>
<td>b. Graduates' job placement</td>
<td>Not met&lt;sup&gt;1&lt;/sup&gt;</td>
<td>Met</td>
</tr>
<tr>
<td>c. Advanced economic writing</td>
<td>Met</td>
<td>Met</td>
</tr>
<tr>
<td>d. Basic quantitative knowledge</td>
<td>Partially Met&lt;sup&gt;2&lt;/sup&gt;</td>
<td>NR</td>
</tr>
<tr>
<td>e. Advanced application of quantitative methods</td>
<td>Not reported</td>
<td>NR</td>
</tr>
<tr>
<td><strong>2. Effectively communicate</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Academic scores</td>
<td>Met</td>
<td>NR</td>
</tr>
<tr>
<td>b. Senior exit review</td>
<td>Met</td>
<td>NR</td>
</tr>
<tr>
<td>c. Basic professional writing</td>
<td>Met</td>
<td>NR</td>
</tr>
<tr>
<td>d. Advanced economic writing</td>
<td>NR</td>
<td>Met</td>
</tr>
<tr>
<td><strong>3. Demonstrate ethical awareness</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Senior exit interview</td>
<td>Met</td>
<td>NR</td>
</tr>
<tr>
<td>b. Graduates' job placement</td>
<td>NR</td>
<td>NR</td>
</tr>
<tr>
<td>c. Diversity and ethics appreciation</td>
<td>NR</td>
<td>NR</td>
</tr>
<tr>
<td><strong>4. Recognize and respect diversity and differences</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Senior exit review</td>
<td>Partially Met&lt;sup&gt;3&lt;/sup&gt;</td>
<td>NR</td>
</tr>
<tr>
<td>b. Basic professional writing</td>
<td>NR</td>
<td>Met</td>
</tr>
<tr>
<td>c. Diversity and ethics appreciation</td>
<td>Met</td>
<td>Partially Met&lt;sup&gt;4&lt;/sup&gt;</td>
</tr>
</tbody>
</table>

**Note:** NR stands for “Not reported in this cycle.” Targets and sources of evidence to be assessed are identified.

<sup>1</sup> **Action Plan:** The target calls for the majority of graduates to find jobs within three months of graduation. The Department will work with students to encourage purposeful career planning and dedication to an effective job search process. In addition, the Department will improve information and tracking of employment status of former students, especially those who are actively in the job market.

<sup>2</sup> **Action Plan:** The target calls for at least 80% of sampled student work to be rated as acceptable by the Program Assessment Committee. Considerable variation in student performance was found in the sample examined during this cycle. In coordination with instructors of AGEC 317, the delivery of extended practice opportunities through eLearning and alternative approaches will be employed.

<sup>3</sup> **Action Plan:** Recognize and respect the complexity of people’s diversity and individual differences. Insufficient information was collected to make a determination on this target. The faculty and administrative team will collaborate in planning for the measures to be used in assessment.

<sup>4</sup> **Action Plan:** Funds were budgeted for recruitment of under-represented groups tied to Blinn College’s diversity efforts. Budget cuts have slowed Blinn College’s implementation of their diversity program. No students from Blinn College’s program have joined our Department to date.
Agricultural Economics Graduate Program Overview

Graduate students in the Department are a diverse, multicultural group. Enrollment in the graduate programs exceeds 170 students who represent more than 25 countries and more than 10 states. The percentage of students in each program is approximately 50% PhD, students, 25% Master of Science students, and 25% Master of Agribusiness students. Many of our full-time graduate students are funded through Department assistantships and scholarships, University fellowships and scholarships, and research grants. The ability of the students and quality of the program are illustrated by the number of awards received (see Appendix G.1).

The graduate programs in Agricultural Economics are administered by the Associate Head for Graduate Programs. The graduate programs in Agribusiness are administered under the Intercollegiate Faculty of Agribusiness (IFA). The chair of the IFA currently also serves as the Director of the Master of Agribusiness program.

A general overview of the graduate program is presented before discussing each program’s specifics. The 2007–2009 worldwide recession appears to have impacted the graduate program by increasing the number of graduate students.

Recruiting

The Agricultural Economics Graduate Office uses a multi-pronged approach to recruiting. With decades of graduates working in the field of agricultural economics, one of our best recruiting tools is word of mouth and recommendations from former students and colleagues. These Aggies send many of our applicants to us from all over the world.

The office also promotes its graduate program through the Departmental website and printed materials with specific information about each program along with Departmental contacts. At the annual conference for the Association of Agricultural and Applied Economics, students along with chosen faculty members recruit students who have an interest in pursuing a degree in Agricultural Economics at Texas A&M University.

Application Process

Applications to the graduate program are submitted through a state clearinghouse and are then forwarded to the Department. This site is located on www.ApplyTexas.org. In addition to the application, the Department requests that all students submit the following:

a. Three letters of reference,
b. Official transcripts from each school attended,
c. Resume / CV,
d. Statement of purpose,
e. Official GRE scores, and
f. Official TOEFL scores (if applicable).
The Department uses a criterion-based evaluation system that is based to three major categories to evaluate the applications. These categories include: Past Academic Performance; Indicators of Future Success; and Experience outside the Classroom. Components of the Past Academic Performance include: GPA; quality of academic programs attended; participation in research, publications, teaching, study abroad, and conferences; and academic awards and honors. Components of Indicators of Future Success include: GRE scores; prerequisite courses; TOEFL (if applicable); statement of purpose (reasons for choosing the field, career goals); presentations; and awards and honors recognizing research quality. Lastly, experience outside the classroom encompasses internships, extracurricular activities related to agricultural economics, and work experience.

Each application packet is evaluated using these standards and a decision is made based on the score from the Departmental rubric. These decisions are then entered into the University admissions system and acceptance/denial letters are distributed. These scores are also used in assisting the Graduate Office in funding decisions.

**Enrollment**

*Table G.1 and Figure G.1 – Total Enrollment*
- Total enrollment shows a slight increase between 2003 and 2007.
- Enrollment increased by 16–17 students in each of the years 2008, 2009, and 2010.
- PhD student enrollment accounts for most of the increase.
- Enrollment decreased in 2011, mainly due to a decrease in MS students.
- MAB enrollment remained steady during the period.

**Applications / Admissions**

*Figure G.2 – Applicants, Admissions, and Enrollment, along with Total Enrollment*
- Between 2003 and 2009, newly enrolled students as a percent of total students varied between 31 and 35%.
- In 2010, newly enrolled students as a percent of total students dipped to 22%, indicating students are staying in the program longer because of a failure to find employment or needing a longer time to finish.
- In 2011, newly enrolled students as a percent of total students increased to 25%.
- The percent of admitted students who enrolled varied between 52 and 68% during the years 2003–2008.
- The percent of admitted students who enrolled dipped to below 50% in 2010 (47%) and 2011 (49%).
- The percent of applicants admitted varied between 87 and 98% between 2003 and 2009.
- The percent of applicants admitted dipped to 76% in 2010 and to 61% in 2011 because of a strengthening of admission criteria.

**GRE and GPA – Enrolled Students**
- Although there are year-to-year fluctuations, no trend was seen in either entering students' GRE scores or GPA for the years 2003 through 2011.
- The average GRE score and entering GPA for newly enrolled PhD students are 1194 and 3.47.
- The average GRE score and entering GPA for newly enrolled MS students are 1076 and 3.48.
- The average GRE score and entering GPA for newly enrolled MAB students are 1067 and 3.43.

**Demographics**

**Figure G.3 – Total International and Domestic Graduate Students**
- Since 2003, the program has had more international than domestic students.
- The percent of domestic students was above 44% until 2009.
- In 2009, the percent of domestic students fell to below 37% and has remained below 40% since.

**Figure G.4 – Total Graduate Students by Gender**
- The number of domestic female students has been fairly constant but shows a slight downward trend.
- The number of domestic male students increased in 2005 and shows a slight upward trend until 2010.
- Growth in graduate student numbers is mainly from an increase in both international male and female students.
- The percentage of graduate students who are male has ranged from 60% (2003) to 64% (2004).
- Other demographics are not collected by the Department.

**Funding**

**Figure G.5 – Total Graduate Student Support**
- Total number of students supported increased until 2010.
- The number of students with some type of financial support dropped 28% between 2010 and 2011.
- The numbers in the figure do not take into account funding sources or dollar amounts.

**Figure G.6 – Percent of Students on Assistantship by Degree**
- Year-to-year variability is present but a slight downward trend is shown.
- A large decrease in the number of PhD students on assistantship occurred in 2011.
- This decrease in funding is a function of increasing enrollment and stagnant funding for assistantships.
- Some quarter-time assistantships are given out instead of half-time assistantships.
Table G.1. Annual Total Enrollment in Agricultural Economics and Intercollegiate Faculty of Agribusiness Graduate Programs by Fall Semester

<table>
<thead>
<tr>
<th>Year</th>
<th>PhD AGEC</th>
<th>PhD ABME</th>
<th>MS</th>
<th>MAB</th>
<th>NDS</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>57</td>
<td>37</td>
<td>42</td>
<td>1</td>
<td>137</td>
<td></td>
</tr>
<tr>
<td>2004</td>
<td>56</td>
<td>25</td>
<td>44</td>
<td>2</td>
<td>127</td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td>63</td>
<td>34</td>
<td>39</td>
<td>2</td>
<td>138</td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>64</td>
<td>34</td>
<td>38</td>
<td>4</td>
<td>140</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>68</td>
<td>40</td>
<td>35</td>
<td>4</td>
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PhD AGEC – PhD in Agricultural Economics
PhD ABME – PhD in Agribusiness and Managerial Economics
MS – Master of Science, both thesis and non-thesis
MAB – Master of Agribusiness
NDS – Non-degree seeking

Figure G.1. Annual Enrollment in Agricultural Economics Graduate Program, Fall Semester
Figure G.2. Number of New Graduate Students that Applied, Were Admitted, and Enrolled, along with Total Graduate Student Enrollment, Fall Semesters

Figure G.3. Total Domestic and International Graduate Students Fall Semester
Figure G.4. Number of International (I) and Domestic (D) Graduate Students by Gender

Figure G.5. Number of Graduate Students with Some Type of Financial Support, Fellowships, Scholarships, Assistantships, etc.
Figure G.6. Percent of Students on Assistantship by Degree

Tables G.2 and Appendix G.2 – Courses Taught since Fall 2005

- A diversity of courses is offered.
- Large variability in student enrollment in the classes is evident. This variability reflects required classes, such as AGEC 621 and AGEC 622, primarily service courses (such as AGEC 603 where most students are in the Finance Department’s Master of Real Estate program), courses which include PhD and MS students, and specialized PhD courses.
- A number of courses are team taught to take advantage of faculty members' expertise.
- Some courses have not been taught for several semesters, indicating that they should be removed from the course roster.
Table G.2 Number of Courses Taught by Faculty from Fall 2003 to Summer 2011
(Does not include course taught as a 685 as University records are poor.)
Source: [http://registrar.tamu.edu/FacultyStaff/Report/Default.aspx](http://registrar.tamu.edu/FacultyStaff/Report/Default.aspx)

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¹ In team taught courses the amount of course taught is proportional to the number of instructors for that semester; however, the same number of students is given to each instructor.
² No longer at Texas A&M University.
³ Not sure who taught what semesters.

Course Evaluations

*Figure G.7 – Course Evaluations*
- No real trend is seen; the average over all semesters is 4.41 on a five-point scale with five being the best evaluation.
- There is no statistical difference in the average course evaluations by undergraduate and graduate students.

Degrees Awarded

*Figure G.8 – Degrees Awarded by Academic Year*
- No real trend is seen; in most years between 35–40 degrees are awarded.
- The increase in degrees in 2011 is mainly caused by increase in MS degrees awarded reflecting the increase in MS enrollment.
- There is slightly more variability in PhD and MS degrees awarded than MAB.
- MAB averages 48% of the degrees awarded, MS 33%, and PhD 19%.

Trends in SCH, 2003–2011

*Figure G.9 – Student Credit Hours by Academic Year and Degree Level*
- An upward trend in credit hours is seen to more than 2600 student credit hours in academic year 2010–2011.
- The majority of credit hours are attributed to the master’s programs.
- Unfunded credit hours were between and 70 and 100 hours until 2010–2011.
- Unfunded credit hours peaked at 161 hours in 2010–2011.
Faculty / Chair

Table G.3 – Graduate Committee Chair PhD and MS

- MAB students are all advised by the Director of the MAB program and are not represented in this table.
- 72% of all PhD committees for students who graduated are chaired by six faculty members.
- 46% of all MS committees for students who graduated are chaired by six faculty members.
- The percentage of committee chairs partially reflects available funding.
- Two faculty members are in the top six of both PhD and MS committees chaired.
- Many faculty members with research appointments are not chairing committees.

Figure G.7. Average Course Evaluations by Semester for Graduate and Undergraduate Classes

(Missing data for Summer 2007)
Figure G.8. Degrees Granted by Academic Year and Program

Figure G.9. Student Credit Hours by Academic Year and Degree Level
Table G.3. Summary of Committee Chairs for PhD and MS Degrees, 2003–2011

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¹ Co-chairs are considered ½ in this table for the first number and the number in parentheses includes all students regardless if co-chair or chair.
² No longer with the Department either through retirement or new employment.
³ Adjunct professor

Source: http://agecon.tamu.edu/graduate/graduate_students_placement.html
**Master of Science Program in Agricultural Economics**

**Background**
The Master of Science degree in Agricultural Economics at Texas A&M University provides professional training in agricultural and resource-related decision-making needed in today’s world. Employment areas for MS graduates are widely diverse and include commodity marketing, food processing, food wholesaling and retailing, rural banking and credit, real estate, agricultural or environmental policy, and public service.

**Applications and Enrollment**

*Figures G.10, G.11, and G.11 – Applications and Enrollment MS Students*

- On average, 32% of the MS students are newly enrolled students, with a range from 15% to 44%.
- Domestic Students
  - They average 66% of total students, with a range from 48% to 82%.
  - Of those admitted, on average, 59% enrolled, with a range from 20% to 80%.
  - Of those who applied, on average, 93% were admitted, with a range from 76% to 100%.
  - The lower range of the above percentages occurred in 2011.
- International Students
  - Of those admitted, on average, 38% enrolled, with a range from 16% to 75%.
  - Of those who applied, on average, 76% were admitted, with a range from 41% to 91%.
  - The lower range of the above percentages occurred in 2011.
- Overall enrollment shows an upward trend, but a sharp decline occurred in 2011.
- Domestic students show an upward trend, with a sharp decline in 2011.
- International students show a slight downward trend until 2009.
- Domestic students, on average, are 66% of the MS students, range 59% to 82%.

**Demographics**

*Figures G.13 and G.14 – Gender of MS Students*

- Overall an upward trend is shown by both male and female student numbers, but the trend in males is much stronger.
- The average percentage of students who are male is 58%, with a range from 53% to 66%.
- Overall the number of domestic male students shows the strongest upward trend.
- Domestic Students
  - An average of 59% of students are male, with a range from 43% to 69%.
- International Students
  - An average of 58% of students are male, with a range from 43% to 69%.
  - International male students show a downward trend until 2009.
  - International female student enrollment is steady until 2009, when an upward jump in the numbers occurred.
Figure G.10. Number of New Domestic MS Students who Applied, Were Admitted, and Enrolled, along with Total MS Student Enrollment Fall Semesters

Figure G.11. Number of New International MS Students who Applied, Were Admitted, and Enrolled, along with Total MS Student Enrollment Fall Semesters
Figure G.12. Total Enrollment in the MS Program

Figure G.13. Gender of Total Enrollment in the MS Program
Figure G.14. Gender of Total Enrollment in the MS Program by Domestic and International Status

Program Summary and Course Requirements

*Thesis Option*
The Master of Science-Thesis Option requires a minimum of 32 credit hours. Required courses include Microeconomic and Macroeconomic Theory, two Quantitative Methods courses, Research Methodology, and a wide selection of field courses to comprise a specialty area. A thesis, based upon original research supported by our outstanding faculty, is required. Any master’s student who may consider continuing on for a PhD should select the thesis option.

*Non-Thesis Option*
The Master of Science-Non-Thesis Option requires a minimum of 36 credit hours. Required courses include Managerial Economics and Macroeconomics, two Quantitative Methods courses, and a wide selection of field courses to comprise a specialty area. A Professional Internship is one of many electives available. A Professional Study paper is required and should focus on an issue of special interest and relevance to the student’s specialty area.

See Appendices G.3 and G.4 for a listing of courses and program requirements.
Table G.4. Master’s Degree Learning Assessment Outcomes

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>2009–10 Cycle</th>
<th>2010–11 Cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apply economics reasoning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Advanced application of quantitative methods</td>
<td>Partially Met ¹</td>
<td>Not Reported this cycle</td>
</tr>
<tr>
<td>b. Completion of thesis or professional paper</td>
<td>Met</td>
<td>Met</td>
</tr>
<tr>
<td>c. Defense of thesis / professional paper</td>
<td>Partially Met ²</td>
<td>Met</td>
</tr>
<tr>
<td>2. Effectively communicate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Completion of thesis or professional paper</td>
<td>Met</td>
<td>Met</td>
</tr>
<tr>
<td>b. Defense of thesis / professional paper</td>
<td>Met</td>
<td>Met</td>
</tr>
<tr>
<td>3. Demonstrate ethical awareness</td>
<td>NQM</td>
<td>NQM</td>
</tr>
<tr>
<td>4. Conduct applied research independently</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Defense of thesis / professional paper</td>
<td>NQM</td>
<td>NQM</td>
</tr>
<tr>
<td>5. Recognize and respect diversity and differences</td>
<td>NQM</td>
<td>NQM</td>
</tr>
</tbody>
</table>

Note: NQM stands for not quantitatively measurable

¹ Action Plan: Target requires an understanding of elasticity and its application to markets and firms, hypotheses testing from linear regression, mathematical economics for optimization, and interpretation of data presented in charts. Detailed evidence on application of quantitative methods was not collected in this cycle. The assessment committee and faculty will consider alternative means to collect evidence on outcomes.

² Action Plan: Target requires that all students will successfully defend thesis or professional paper in oral examination. All students successfully completed the oral defense of the exam, but one student required two attempts to pass the oral exam.

Assessment of Student Learning Outcomes

Table G.4.

- These are newly instituted measures with only two cycles of data; therefore, care must be used in interpretation.
- Overall, students meet measurable learning assessment targets.

MS Degrees Awarded from Fall 2003 through Summer 2011 and Placement

Appendix G.5

- A total of 112 students graduated with MS degrees.
- On average, 14 students graduated per year.
- A diverse range of placement of students occurred ranging from the business world to further academic training.

Graduate Student Assistantships

Figure G.6

- The number of students on assistantships shows a sharp decline in 2009.
- On average, only 36% of MS students are on assistantships.
Doctor of Philosophy in Agricultural Economics

Background
The PhD degree in Agricultural Economics at Texas A&M University is a degree tailored to produce highly skilled applied economists focused on quantitatively-based economic research and analyses of managerial and policy questions, as well as natural resource and environmental issues. These professionals are educated in a manner facilitating their pursuit of productive careers in academia, business, and government service.

Applications and Enrollment
Figures G.15, G.16, and G.17 – Applications and Enrollment of PhD Students
- On average 23% of total PhD students are newly enrolled, with a range from 17% to 27%.
- Domestic Students
  - They average 24% of total students, with a range from 17% to 30%.
  - Of those admitted, on average, 71% enrolled, with a range from 0% to 100%.
  - Of those who applied, on average, 96% were admitted, with a range from 60% to 100%.
- International Students
  - Of those admitted, on average, 38% enroll, range 28% to 48%.
  - Of those applied, on average, 84% are admitted, range 60% to 100%.
- Overall enrollment shows an upward trend.
- The increase in international students is the main cause of the upward trend.

Demographics
Figures G.17 and G.18 – Gender of PhD Students
- An overall upward trend is seen in both the number of male and female students, but the trend is stronger for male students.
- On average, 72% of the PhD students are male, with a range from 67% to 76%.
- Overall, international male and female students show the strongest upward trends.
- Domestic Students
  - They average 85% male, with a range from 78% to 100%.
  - Domestic female students decreased to zero in 2010, but increased in 2011.
- International Students
  - They average 68% male, with a range from 63% to 76%.
Figure G.15. Number of New Domestic PhD Students who Applied, Were Admitted, and Enrolled, along with Total PhD Student Enrollment (Fall Semesters)

Figure G.16. Number of New International PhD Students that Applied, Were Admitted, and Enrolled, along with Total MS Student Enrollment (Fall Semesters)
Figure G.17. Total Enrollment in the PhD Program

Figure G.18. Gender of Total Enrollment in the PhD Program
Program Summary and Course Requirements

The PhD in Agricultural Economics at Texas A&M University requires a minimum of 64 credit hours beyond the MS level – 42 hours of course work and 22 hours of research (AGEC 691). The PhD curriculum is composed of the following three components:

Economic Theory and Applications
Economic theory from the Department of Economics and integrative applied economic skills taught within the Department of Agricultural Economics provide the foundation for the PhD program. Topics include neo-classical theory, game theory, risk analysis, firm production, household consumption, markets, industrial organization, and distribution of welfare.

Quantitative Methods
An applied quantitative methods component, taught within the Department of Agricultural Economics, covers analysis through the use of tools from econometrics, mathematical programming, dynamic programming, optimal control, stochastic efficiency, and simulation.

Field Area
The field area requires 12 credit hours. Six credit hours are taught within the Department – a Fundamentals course and a Frontiers course – in one of the two available fields: (1) Markets and Information Economics and (2) Resource and Environmental Economics.
The remaining six credit hours of field study may come from inside or outside the Department. The elective field courses may provide greater depth in the primary field, or may constitute a secondary field.

See Appendix G.6 for program requirements.

Assessment of Student Learning Outcomes

- These are newly instituted measures with only two cycles of data; therefore, care must be used in interpretation of the measures.
- Overall, students meet measurable learning assessment targets with the exception of presentation of economic research.

Table G.5. Doctoral Degree Learning Assessment Outcomes

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>2009–10 Cycle</th>
<th>2010–11 Cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Design innovative research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. PhD thesis</td>
<td>Met</td>
<td>MET</td>
</tr>
<tr>
<td>b. Presentation of economic research</td>
<td>Not Met</td>
<td>Not Met</td>
</tr>
<tr>
<td>c. Journal publications</td>
<td>NQM</td>
<td>Met</td>
</tr>
<tr>
<td>2. Conduct applied research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. PhD thesis</td>
<td>Met</td>
<td>Met</td>
</tr>
<tr>
<td>b. Presentation of economic research</td>
<td>Not Met</td>
<td>Not Met</td>
</tr>
<tr>
<td>c. Journal publications</td>
<td>NQM</td>
<td>Met</td>
</tr>
<tr>
<td>d. Qualifier exam in economic theory and analysis</td>
<td>Met</td>
<td>Met</td>
</tr>
<tr>
<td>e. Preliminary exam in applied sub-specialty</td>
<td>Met</td>
<td>Met</td>
</tr>
<tr>
<td>3. Effectively communicate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. PhD thesis</td>
<td>Met</td>
<td>Met</td>
</tr>
<tr>
<td>b. Presentation of economic research</td>
<td>Not Met</td>
<td>Net Met</td>
</tr>
<tr>
<td>c. Journal publications</td>
<td>NQM</td>
<td>Not Met</td>
</tr>
<tr>
<td>d. Preliminary exam in applied sub-specialty</td>
<td>Met</td>
<td>Met</td>
</tr>
<tr>
<td>4. Recognize and respect diversity and differences</td>
<td>NQM</td>
<td>NQM</td>
</tr>
</tbody>
</table>

Note: NQM stands for not quantitatively measurable.
PhD degrees awarded from Fall 2003 through Summer 2011 and Placement

Appendix G.7

- A total of 66 students graduated with a PhD degree.
- On average, 8 students graduated per year.
- Most students enter into academic faculty or research associate positions.

Graduate Student Assistantship

Figure G.6

- The number of students on assistantships is decreasing.
- On average, only 47% of PhD students are on assistantships, with a range from 33% to 53%. 
INTERCOLLEGIATE FACULTY OF AGRIBUSINESS
GRADUATE PROGRAMS

Intercollegiate Faculty of Agribusiness

In response to an identified market demand for higher levels of skills in food and agribusiness management, marketing, and financial analysis, a proposal was submitted to the Texas Higher Education Coordinating Board to create a Master of Agribusiness (MAB) degree program. The MAB would incorporate many of the academic elements of an MBA but with an emphasis on the skills required to successfully pursue a career in an industry sector that was, globally, commodity-based upstream at the farm level and consumer-based at the retail level downstream. A key objective was to provide students with life science undergraduate degrees the opportunity to acquire economic and business analysis skills that would qualify them to enter management track positions in food and agribusiness-related product and service companies.

To provide oversight to the Master of Agribusiness (MAB) degree program the Intercollegiate Faculty of Agribusiness (IFA) was created, primarily comprising faculty members from the Department of Agricultural Economics and faculty members from all departments of Mays Business School. The By-Laws (Appendix I.1) governing the IFA, and the proposed MAB degree, were approved by the Texas Higher Education Coordinating Board in 1999. In accordance with University Faculty Guidelines governing interdisciplinary programs, all members of the IFA had to be graduate faculty members and be nominated for membership and accepted by majority vote of the IFA.¹ Current members of the IFA are provided in Appendix I.2.

An outcome of the 2003 doctoral review was a strong suggestion to consider the feasibility of gaining depth and rigor in the agribusiness field area by requiring students to take the doctoral seminars in the separate disciplines of Mays Business School. A task force of faculty members in the Department of Agricultural Economics and the graduate coordinators or Department Heads in Mays Business School was convened to review the feasibility of creating a PhD in Agribusiness and Managerial Economics with sub-fields in the Mays Business School disciplines. The task force recommended that the most effective method was to move the PhD agribusiness field area under the IFA since students with the IFA degree designation were given access to courses in the Mays Business School. This PhD degree program was approved by the Texas Higher Education Coordinating Board in 2009.

To provide appropriate oversight to both the Master of Agribusiness and the PhD in Agribusiness and Managerial Economics, the IFA By-Laws were amended to create a separate operations committee for each degree. The amendment to the By-Laws was approved by the Texas Higher Education Coordinating Board in 2009, and the operations committees were set up.

¹ As a consequence of the separation of the Vice President for Research Office from the Provost’s Office, the rule guiding the creation and governance of interdisciplinary programs is currently being modified to refer only to interdisciplinary research groups. A new rule will be created to provide institutional recognition of interdisciplinary academic faculty groups. It is not clear at this time which rule the IFA will fall under or if it will have to report under both pathways.
The Chair of the IFA and Director of the MAB positions are administratively located in the Department of Agricultural Economics and appointed by the Deans of the College of Agriculture and Life Sciences (COALS) and Mays Business School. The Dean of the COALS is designated as the lead Dean for the purposes of University oversight and administration. The IFA is one of 13 interdisciplinary programs (IDP) of which seven reside administratively in the COALS. The degrees awarded by the IFA, as an interdisciplinary program, are designated as University degrees as opposed to being awarded by either of the colleges separately. Since Fall 2002, the Director of the MAB has been the sole advisor and chair for all students in the program, i.e. the students do not have a conventional three-member committee.

Current Committee Members

The Executive Committee
Chair: Dr. Eluned Jones
Vice-Chair: Dr. David Blackwell
Member: Dr. David Leatham

MAB Operations Committee
Chair: Dr. Eluned Jones
Members: Dr. Victoria Salin
(Mays member TBD)
Ex Officio: Dr. David Blackwell

PhD Operations Committee
Co-Chair: Dr. Eluned Jones
Co-Chair: Dr. David Leatham
Members: Dr. John Penson
(Mays member TBD)
Ex officio: Dr. David Blackwell

Chair of GAC

Master of Agribusiness Program

The Master of Agribusiness degree was designed as a professional degree with an emphasis on combining economic and business analysis, and incorporating quantitative methods as the basis for supporting financial and management decisions. In contrast to the research-based thesis of a MS-thesis degree, case-based research and team performance are the cornerstones of the capstone courses in strategic management and financial analysis. A key objective of the program is to build competence and confidence in integrating and using economic and business analysis skills in industry positions where imperfect information is the norm.

Objectives of the MAB are to:

- Provide the opportunity for students with a life science undergraduate degree to gain the economic and business analysis skills that would broaden their career opportunities and more quickly integrate their technical background with management capabilities.
- Provide the opportunity for graduates from Texas A&M University to enhance their skills and be more competitive for management-track positions.
- Provide a learning environment for food and agribusiness management students from a diverse cultural and disciplinary background that would enhance the capability of MAB graduates to perform in a global industry.
Provide domestic students with the opportunity to learn from students from different cultures and, conversely, for international students to learn about the U.S. business model through required multicultural diverse team projects.

Enrollment and Graduation

Two hundred and thirty-three Master of Agribusiness degrees have been awarded to students since the program was established (Table I.1). The standard degree program, based on full-time study of 12 credit hours per semester plus a summer internship, is 16 months starting with the fall semester and completing the following December. Students who wish, or need, to work part-time to fund their academic career can take 9 credit hours and complete in 22 months in May of their second year. Each cohort is designated by the fall semester in which they start the core Agricultural Economics courses.

Table I.1. MAB Degrees Awarded from Beginning of Program

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Total</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>23</td>
<td>10</td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td>2009-2010</td>
<td>18</td>
<td>9</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>2008-2009</td>
<td>13</td>
<td>3</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>2007-2008</td>
<td>15</td>
<td>6</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>2006-2007</td>
<td>22</td>
<td>14</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>2005-2006</td>
<td>18</td>
<td>8</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>2004-2005</td>
<td>23</td>
<td>10</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>2003-2004</td>
<td>18</td>
<td>13</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>2002-2003</td>
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<td>0</td>
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<tr>
<td>2001-2002</td>
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<td>15</td>
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<td>0</td>
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<tr>
<td>2000-2001</td>
<td>19</td>
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<td>1999-2000</td>
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<tr>
<td>1998-1999</td>
<td>8</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

The Master of Agribusiness program has the flexibility to admit students in the fall, spring and summer semesters (Table I.2). Students, however, who do not have the pre-requisite intermediate micro- and macro-economic theory and intermediate statistics courses can enter in any semester, complete the pre-requisites, and begin taking the core business courses. This flexibility is essential in preparing high caliber students who have technical undergraduate (and graduate) degrees but limited prior background in social sciences and for international students who may also need to improve their oral and written language skills before embarking on a highly interactive degree program that is also writing intensive.
### Table I.2. Master of Agribusiness Applications and Enrollment

<table>
<thead>
<tr>
<th></th>
<th>Applicants</th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Domestic</td>
<td>Int'l</td>
<td>Combined</td>
<td>Domestic</td>
<td>Int'l</td>
<td>Combined</td>
<td>Domestic</td>
<td>Int'l</td>
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<td>3</td>
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<td>Spring 2007</td>
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<tr>
<td>Fall 2005</td>
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<td>14</td>
<td>7</td>
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<td>12</td>
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<td>5</td>
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<td>1</td>
<td>3</td>
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<tr>
<td>Fall 2004</td>
<td>13</td>
<td>13</td>
<td>26</td>
<td>11</td>
<td>11</td>
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<td>11</td>
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<td>3</td>
<td>18</td>
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<tr>
<td>Fall 2003</td>
<td>14</td>
<td>6</td>
<td>20</td>
<td>14</td>
<td>6</td>
<td>20</td>
<td>12</td>
<td>5</td>
<td>17</td>
<td>28</td>
</tr>
</tbody>
</table>

*student transferred from MS program
Demographics

Interest in the MAB program has steadily increased over the past 10 years. This can be attributed to increasing brand awareness with each cohort of students graduating and entering the workforce, word-of-mouth (particularly among international students), presence of industry partners information on the program website, and an increase in industry scholarships that include an out-of-state tuition waiver.

Within the state, students have been admitted from Texas A&M System universities, West Texas State University, Tarleton State University (Stephenville/Fort Worth), Texas A&M International (Laredo), Texas Tech University, University of Texas, University of Houston, Stephen F. Austin University (Nacogdoches), Sam Houston State University (Huntsville), Abilene Christian University, Our Lady of the Lake (San Antonio), and Trinity University (San Antonio). Students entering the MAB program also come from more than twenty countries and seven states.

Variables that have been found to influence the achievement of the MAB objectives include a composition of one-third to one-half international students and one-third to one-half of students with a technical science undergraduate degree (Table I.3). Experience has demonstrated that either an overwhelming number of domestic or international students can undermine the integration of the cohort and their transformation to be multiculturally engaged by the time they graduate. Since admission does not involve quotas, there is some variability in the actual demographics of each cohort (Table I.4).

Considerable time is spent in responding to requests and talking with prospective students to ensure that they fully understand the nature of the degree program. The multi-disciplinary, multi-cultural profile and interactive structure, including team performance, is not the preferred structure of learning for all students. In addition, the limited financial support that can be guaranteed is a deterrent to many students. Thus, the number of out-of-state and international students who complete applications is less than half of those who enquire about the program.

The cohort target of 20 students is predicated upon an objective of integrating the MAB and MS students in the early part of their degree programs to ensure a respect for the similarities and differences in the two degrees and to build networks that transcend their time on campus. The smaller cohort size than the MS program also permits a high degree of feedback and interaction with students. As indicated in Table I.5, the two quantitative methods courses are evenly split between the two degree programs. Students also take elective courses in the Department together, providing further opportunities for building collegial relationships between the MAB and MS students.

Admission requirements for the MAB are equivalent to those for the MS with some minor differences. Students must have taken intermediate micro- and macro-economic theory, intermediate statistics and differential calculus before registering for the core Agricultural Economics courses. However, they may submit either GRE or GMAT scores because the degree is intercollegiate with Mays Business School. In addition, writing scores are required because there is considerable emphasis on written, as well as oral, articulation of analysis.
Table I.3. Diversity of Disciplinary Background: Undergraduate Degrees of MAB Students by Cohort

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<th>Undergrad Major</th>
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<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
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Table I.5. Course Enrollment Numbers

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<td>19/31</td>
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</table>

2 Enrollment for AGEC 619, AGEC 621 and AGEC 622 indicates the number of MAB students out of the total class enrollment which includes MS students. AGEC 625 may have one or two MS students. AGEC 629 and AGEC 630 are the capstone courses and were approved to replace the thesis requirement for this degree. Due to the case method and team approach used in these courses, they are restricted to MAB students unless by instructor permission.
The average GRE combined quantitative and verbal scores and entering GPA for newly enrolled MAB students are 1067 and 3.43 respectively for the 2003–2011 cohorts. There are generally no more than 3–4 admissions based on GMAT scores each year.

**Recruiting**

Recruitment of students with applied or agricultural economics and agribusiness undergraduate degrees is generally accomplished through the professional meetings and quiz bowl venues. Life science students on campus are recruited through participation in undergraduate courses where discussions regarding career paths are included in the syllabus, as well as communicating with the advisors, counselors and graduate coordinators across the College. Students taking service courses and electives in the Department are also referred to the program when they have shown an interest and academic aptitude.

Recruitment of international students occurs primarily through website inclusion of information on graduate placement and industry partners which has been highly successful in attracting students to the MAB program. In addition, linkage from the Mays Business School MBA website provides access for students who are specifically interested in a career in food and agribusiness. Increasingly students are referred by members of their ethnic community i.e. current and former students who have a connection with the MAB program. The Latin American and Asian student communities have very strong networks on campus which are often involved in referrals.

Linking prospective students with current and former students via Facebook and LinkedIn provides the opportunity for them to discuss how the program may, or may not, fit their career objectives and for students to gain information on internships and career opportunities.

Opportunities for underrepresented populations have been limited due to funding thus far, though four diversity students have graduated from the program since 2003. There are numerous financial scholarship support programs from high-caliber diversity students but they generally require matching support from the Department or the interdisciplinary program which has not been feasible for the IFA.

**Graduate Student Funding**

The MAB is a professional degree program that does not include a research thesis which generally limits competitiveness for sponsored research projects. Recent changes in the University policy that covered tuition fees for students awarded Graduate Assistantships to only provide this benefit to PhD students will reduce the attractiveness of this form of graduate education financial support for both MAB and MS students.

MAB students are generally competitive in gaining opportunities for funding in

- Applied research projects, particularly those associated with extension programs.
- Various offices of technology commercialization in the College of Engineering and at the University level.
- The Center for Latin American Studies.
➢ The Institute for Pacific Asian Studies.
➢ The Borlaug Institute.
➢ Numerous business offices on campus because of their finance and accounting background as well as their ability to communicate in a multicultural community.

Tuition Scholarships are offered since, in the state of Texas, a competitively awarded $1,000 scholarship will also waive out-of-state tuition status for the academic year for non-Texas and international students. This small scholarship is critical to being able to compete for high caliber students.

Graduate Enhancement Funds derive from the number of students in the program and have provided a consistent $12,000–$13,000 each academic year. More important has been the increased level of funding from industry partners in the form of funds for competitive scholarships. Industry funding is increasing as the numbers of graduates achieve higher levels of management and re-engage in the program (via the Food and Agribusiness Industry Symposia) and are in the position to influence funding decisions (Table I.6).

Table I.6. Scholarship and Fellowship Awards by Academic Year, 2003–2011

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**Program Summary and Course Requirements**

The Master of Agribusiness degree requires 39 credit hours. Required courses taught by faculty members in the Department of Agricultural Economics include Managerial Economics, two Quantitative Methods courses, Environment of Agribusiness, Strategic Agribusiness Management and Financial Management. Required courses taught by faculty members in Mays Business School include Accounting, Financial Statement Analysis, Survey of Marketing, and Survey of Management. If students have already taken the core business survey courses the partnership agreement allows them to take a higher-level course for which the core courses would be pre-requisite. Students have nine credit hours of elective courses of which three hours can be an internship, which is strongly encouraged. Students are encouraged to use elective courses to strengthen the skills that they see as differentiating them from the rest of their cohort. Students have taken graduate courses in life sciences (e.g. HACCP certification), industrial distribution, finance and accounting, management, marketing, transfer pricing and MNE’s (Bush School), supply chain management, entrepreneurship, languages, adult education and training, as well as the master’s level courses in the Department such as commodity futures and options, policy, and international trade. Three MAB students have successfully completed their CPA certification in tandem with completing their MAB which is feasible if they have a business undergraduate degree and use their elective courses to complete the prescribed courses for the CPA. Since the Sarbanes-Oxley legislation was enacted, students will typically still require an additional semester to complete both sets of requirements.

Students who have some inclination about continuing their studies for a PhD are encouraged to include more advanced statistics courses, research methodology, and to do an independent research study among their electives. Four MAB graduates have successfully completed their PhD in Agricultural Economics, three at Texas A&M University.
See Appendices I.3 and I.4 for listing of the courses and program requirements and an outline of the typical schedule.

Assessment of Student Learning Outcomes

- Evaluations to assess whether students were achieving their learning objectives were implemented as a consequence of several studies on the MAB program completed in 2003–2005 as part of a Quality Enhancement Program project. These studies also included evaluation of diversity (culture, discipline and gender) influences on team performance. Three student self-evaluation assessments were developed to address their level of competence and confidence in economic reasoning and analysis, application of quantitative methods, understanding of the food and agribusiness industry, and ability to formulate and support strategic and financial recommendations. The instruments are found in Appendix I.5 and are completed at the following points in the students’ degree program:
  - Early in their 2nd semester to review the skills acquired in their 1st semester.
  - At the end of the 2nd semester.
  - At the end of the 3rd semester following completion of the capstone courses.

- Faculty assessment of learning outcomes is accomplished in the required mid-semester and final individual oral exams given in AGEC 629 Strategic Agribusiness Management and in the team portfolio project that integrates all the skills and competencies acquired.
- A pilot survey is in process for graduation/post-graduation evaluation of the MAB program.
- A skills matrix to use with students in their MAB orientation and at later stages of the program during team formation activities and in preparing resumes has been developed (see Appendix I.6).

Activities to Support Retention and Success in the MAB Program

- Separate one-day orientation focused on diversity, teamwork, and skill development for career preparation for the MAB entering students.
- Half-day Excel basics and applications workshop in addition to the one-day orientation (originally introduced for the MAB students and expanded to all entering graduate students).
- Mentoring program – Second year students, reflecting the diversity of the cohorts, who have volunteered to serve as mentors to the first year students.
- Food and Agribusiness Industry Symposia held twice a year in the fall and spring semesters. This day-long program engages two to three business leaders with the students on top-of-mind issues in the morning and in break-out groups on what the firms are seeking in future employees, expected career path, and management culture. This activity has been a critical success in placing students in internships, career positions, and in generating support funding for scholarships and professional workshops for the students.
- Professional Workshops – resume writing, visits with former MAB graduates, and industry recruitment sessions with industry partners.
Significant International / Globalization Opportunities for Students

- The primary opportunity for students to become more attuned to the global food and agribusiness industry is through interaction with their cohort and between cohorts. Students are required to work in diverse pairs and teams for at least four of the core program courses. The capstone courses have a team portfolio project for which the teams are designed to reflect diversity of culture, disciplinary background, and gender. *This aspect of the degree has become a key 'brand' characteristic.*

- Eleven students have received fellowships to attend the International Food and Agribusiness Management Association (IFAMA) conference and in three of these years, participated in the Case Study Competition.

- MAB students have competed in the AAEA and FDRS case competition when location and timing have permitted. The summer competition conflicts with internship commitments and the fall competition conflicts with students interviewing for internships and career positions along with their academic commitments.

Placement

Since the inception of the MAB degree program the number and breadth of career opportunities have grown as food and agribusiness firms have (a) identified analytical functions where they have significant support gaps, and (b) identified a source of graduates who have the business competencies they seek as well as knowledge of the industry. Graduates are taking positions, often upon graduation, as

- Financial analysts.
- Auditors.
- Industry and market analysts.
- Procurement specialist and analysts.
- Pricing and price analysts.
- Sales management.
- Supply chain analysts.
- Logistics and distribution analysts and managers.
- Inspection and quality control managers and consultants.

These placements are in regional, national and multi-national corporations that are based in the U.S., and increasingly, in Asia and Latin America with firms such as:

<table>
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Doctoral Program in Agribusiness and Managerial Economics

Overview

The evolution of complex business and governance structures has generated four new markets for higher-level analytical skills:

- Researchers of new governance structures and their economic and business performance.
- Teachers who have the cross-disciplinary knowledge to integrate food and agribusiness managerial economics.
- Research analysts with the quantitative skills required to analyze risk in a wide range of exposure, e.g., commodity ingredients, transportation capacity, fuel and energy, packaging materials, as well as unintentional and intentional contamination and counterfeiting.
- Public sector and non-profit analysts in support of policy and legislative decision-making.

The PhD in Agribusiness and Managerial Economics addresses this gap in graduate-level training in the agribusiness field that has become increasingly apparent as undergraduate and graduate degrees in agribusiness have become more prevalent in land grant universities.

Applications and Enrollment

Admission is based upon criteria established by the PhD in Agribusiness and Managerial Economics operations committee of the IFA and on criteria for each field area in Mays Business School. The Mays Business School doctoral program structure is quite different from that of Agricultural Economics in that Mays typically admits two students in each field area each year. Thus, the number of students admitted to each field area will be limited to two students per year.

Students are required to have at least one committee member from Mays Business School and the chair or a co-chair must be a member of the IFA.

Demographics

There is currently only one student in this program. There are four pending requests for transfer from the PhD in Agricultural Economics program.

No student has graduated from this program as of August 2011.

Program Summary and Course Requirements

The IFA PhD program has the same required core of applied economics courses offered through the Department of Economics and the Department of Agricultural Economics as the PhD in Agricultural Economics for the first year of study. Students considering applying for the IFA PhD will also need to take the first of two field courses, AGEC 671 Fundamental in Agribusiness
and Managerial Economics. Differentiation between the two degree programs occurs post-qualifier when students interested in pursuing the IFA PhD apply to one of the field areas in Mays Business School. Fields in Finance, Marketing, Management and Supply Chain Management are the options available. Students must apply for admission to Mays Business School graduate program in their chosen field area once they have successfully completed the economic theory qualifier\(^3\). A description of the structure of the PhD program can be found in Appendix I.7. Specific requirements for the field areas are provided in Appendix I.8.

In contrast with the PhD in Agricultural Economics, the IFA PhD requires two Agribusiness field courses to be taken in Agricultural Economics and nine credit hours of doctoral seminar courses in their field area in Mays Business School (Figure I.1). Students may be required by their committee to make up deficiencies in either economics or business field courses depending on their academic backgrounds. Thus, the IFA PhD has the potential to add an extra semester of coursework to the student’s degree plan. The preliminary exam is in two parts: one part written by faculty members in the Department of Agricultural Economics and the other by a faculty member or members in the respective department in Mays Business School.

\(^3\) The requirements for admission to the program were established by the feasibility task force and incorporated in the proposal that was approved by the Texas Higher Education Coordinating Board.
* The PhD in Agribusiness and Managerial Economics does not propose a field area in accounting at this time.

**Figure I.1. Structure of PhD in Agribusiness and Managerial Economics**
EXTENSION EDUCATION AND OUTREACH ACTIVITIES

Overview

The Department has a large Extension Economics program unit with specialized skills including crop and livestock production economics, crop and livestock marketing, seafood marketing, international trade, agricultural policy, agricultural finance, risk management, agricultural law, and community economics. Relative to other states around the country, and especially across the southern U.S., our Extension Economics program unit has more FTE’s than many of the other states (currently 31.87 professorial rank faculty members and program specialists). While the size of the Extension program is partially due to the size of the state, it may be more closely tied to the success of our extension program efforts and expanded funding in specific areas resulting from the development and delivery of creative, effective, successful extension programs. The Extension unit has a sufficient faculty to have a critical mass, allowing some faculty members to specialize in more narrowly defined areas. That ability to specialize has allowed some faculty members to attain a stature of regional/national prominence and leadership. In addition, a strong off-campus faculty keeps us close to our clientele, and in touch with their educational and applied analysis needs.

To provide some historic perspective, District and campus-based positions were lost in budget cuts during the 1980’s and 1990’s, reducing the unit’s ability to have effective contact with clientele and maintain expertise in necessary areas of specialization. A Risk Management Initiative, funded by a special state initiative, helped reduce the effect of FTE erosion. The Risk Management Initiative, which was piloted in 1997, and expanded statewide in 1998, helped to offset some of the 10 plus years of erosion of FTE’s experienced during the 1980’s/1990’s. The trend of erosion of positions, however, has resumed in the 2000’s, as budget cuts are again taking a toll, but the Extension unit is working from a larger base.

The Extension unit has developed a reputation for quality in-depth educational programs and strong applied research Centers. In-depth educational programs/efforts such as the Master Marketer program, FARM Assistance, The Executive Program for Agricultural Producers (TEPAP), Farm Bill training, and Standardized Performance Analysis (SPA) have been highly successful because they were developed based on clientele/industry input regarding educational needs, clientele/industry/academic input on program/product design, and extensive evaluation/industry feedback and reporting of educational impacts and economic benefits.

Faculty members in the Extension unit have been active and successful in obtaining grant and contract funding to support educational programs, applied research, and the operation of several Centers. Extension Economics faculty members generated more than $767,041 in Texas AgriLife Extension Service grant funds as well as extensive registrations and sponsorship fees in FY2011. These Texas AgriLife Extension Service grant funds represented only a portion of the total funds acquired since many of the program units’ faculty members are involved in larger grants/contracts that are administered through Texas AgriLife Research, the Research Foundation, the Texas Transportation Institute, and other entities. Given the trend in federal and state support, Extension faculty members understand that grant and contract funding will become
a larger portion of our overall budget in the future. Without those additional resources to support operating expenses, hire technical support, replace/upgrade equipment, etc., our educational effectiveness could be sharply reduced. There may be a concern about the impact on base program activities as more and more effort is directed to grant and contract funded projects.

In addition to grant and contract support, as of this year, all extension faculty members are expected to contribute a portion of the workshop fees generated to the partial cost recovery program, to help maintain Extension funding levels. Most fee-based workshops are assessed the greater of $10 or 10% of registration fees for partial cost recovery. These funds are returned to Central Extension Administration and become part of the future revenue pool to be distributed across Extension.

Extension faculty members utilize many outlets to provide education, analysis, and information to clientele. The extension unit develops and distributes educational training, applied analysis, and information in various forms, through numerous outlets to clientele across the state, the U.S., and internationally.

Extension economics faculty members provide numerous contact hours of educational training through their own specialist driven programs, and in a support role for county programs. Extension faculty members also generate numerous types of publications for varying audiences, and rely to an increasing degree, on e-mail and the Internet to get products to clientele in the most timely, cost-effective manner.

**Quality Indicators** – Individuals and teams within the Extension Economics program unit have earned state/region/national reputations for developing innovative programs aimed at addressing clientele needs. The quality of those programs is reflected in the number of awards individuals and teams from the program unit have accumulated, and in the number of invitations faculty members have received to make presentations at regional, national, and international meetings / events. While some of the awards won can be credited to faculty members who have retired or otherwise moved on to other endeavors, the tradition of excellence is expected to continue with new faculty members that have been hired in recent years. Some of the newer faculty members are already beginning to receive regional and national recognition for extension programming and applied research efforts.

**Future Directions/Priorities** – The keys to future success of the Extension Economics program unit will continue to be tied to identifying needs, developing forward-looking innovative educational programs / analysis/information, and utilizing the most cost-efficient, timely, effective means of distributing those products. Increased emphasis / resources will likely need to be directed to: (1) risk management and feasibility analysis and strategic planning; and (2) improving capacity / skills / support for the optimal use of available technology to provide our products and services to clientele in the most timely, effective, and efficient manner.

**Definition of Scope of Extension Program**

As a component of Texas AgriLife Extension Service and the Department of Agricultural Economics, the vision, mission, and core values for the Extension Economics unit should relate
directly to and support the missions of its parent organizations. The mission of Texas AgriLife Extension Service is “to provide quality, relevant outreach and continuing education programs and services to the people of Texas.” The mission of the Department of Agricultural Economics is “engages people in the use of economic analysis for making decisions involving agribusinesses, natural resources, and communities through the pursuit of learning, leadership, diversity, professional development, and excellence.”

The mission of the Extension Economics program unit is “to provide effective leadership and education towards changing positively the knowledge, skills, and attitudes of constituent groups which can lead them to more informed economic choices across commodity, community, and resource areas.”

The Extension Economics program unit strives to lead – both regionally and nationally – in the development and delivery of innovative educational and applied research programs that meet the decision support needs of targeted audiences and stakeholders, which will result in better informed economic and policy choices by our customers. It is critical that our programs be relevant to the needs of our constituents, customers, and stakeholders.

The creation of, training, and ultimate use of the relevant decision support tools will lead toward the accomplishment of several important statewide objectives such as maintaining or regaining competitiveness, ensuring economic sustainability, and supporting vibrant, rural communities. A primary focus of the Extension Economics program unit in Texas is to maintain a high degree of relevancy to the issues and concerns of commercial agriculture, resource owners, businesses, and related communities which are mutually interdependent. In addition, in line with the Texas AgriLife Extension Service Strategic Plan, we must evaluate these efforts with metrics that will measure and demonstrate the economic, environmental and social impacts for accountability purposes.

The main strategic goals of the Extension Economics program unit strategic plan are closely aligned with several of the priority objectives found in the Texas AgriLife Extension Service Extension Roadmap and the Texas AgriLife Extension Service Strategic Plan. These program unit goals include:

**Goal #1** Enhance the ability of agricultural producers, fishers, and related agribusiness managers to identify economic opportunities and to understand/manage production, financial, policy, and food safety risks in order to improve the profitability and competitiveness of the Texas’ food and fiber industry.

**Goal #2** Provide cutting edge applied research and analysis to individual producers and commodity organizations, government policy makers, and agribusiness interests.

**Goal #3** Expand the development of educational programs and activities in rural entrepreneurship, and innovative economic development strategies, and in agribusiness value added enterprises.
Goal #4  Enhance program delivery through electronic media to more effectively disseminate relevant economic information and educational materials and to conduct educational programs.

Goal #5  Enhance the professional skills of the Texas AgriLife Extension Service faculty by increasing the knowledge level and analysis skills of Extension Economics Program Unit members and by increasing the economic knowledge level and analysis skills of County Extension Agents.

The Extension Economics program unit has 31.87 FTEs at the Specialist and Program Specialist level. Of those individuals, 22 have professorial rank, and 10 are Extension Program Specialists, primarily in risk management specialist positions, and 3 are retirees who have been temporarily re-employed. A listing of faculty and staff is in Appendices P.1 and P.3.

Major Initiatives and Programs

In 1997, Texas AgriLife Extension Service initiated a new statewide initiative in risk management that was funded by the Texas legislature. This increased funding accomplished two important objectives for the Extension Economics program unit. First, a new cadre of FTEs was added to offset some of the position losses since 1985. Operating under the umbrella of risk management, these individuals have provided intensive education and service to agricultural producers in marketing and strategic planning. Second, the additional funding provided the resources to locate at least one Extension economist in most of the Agricultural Research and Extension Centers; a welcome addition after a 15 year absence in some Extension districts. Recent budget reductions FY 2011 and FY 2012 have again begun to erode the Extension Economics unit’s presence in some districts.

Two primary “banner” programs operate under the risk management umbrella:

- The Master Marketer Program combines three successful concepts: intensive education, the Master Volunteer and marketing clubs. Producers are trained in advanced risk management and marketing techniques during an intensive 64-hour program and then extend that knowledge to other producers by providing leadership for marketing clubs. Since 1996, there have been 23 programs held across the state training more than 990 producers and agribusiness men and women. Graduates of the program have started or revitalized more than 100 marketing clubs across the state. Their efforts have been and will be critical in increasing marketing and management skills of a much larger number of producers. Graduates are surveyed 2 ½ years after graduation to determine the educational effectiveness and the bottom line impacts of the program. The survey results indicate a major improvement in the knowledge/understanding, and adoption of a wide array of risk management/marketing tools covered in the program. As a result of these improvements, graduates indicate that they have increased their receipts, on average, by $35,928 annually.

- The Financial and Risk Management (FARM) Assistance Program has as its primary objective to provide long-term, strategic financial analysis for Texas farmers and ranchers
in an effort to provide them with the information necessary to make better management decisions. These analyses, which are conducted on an individualized basis, provide producers with an independent assessment of the financial strengths and weaknesses of their current agricultural operation as well as an estimate of the risks inherent in their operations. Additionally, the FARM Assistance program enables participants to evaluate the impacts of alternative production activities on their operations and gauge how those impacts compare with current business activities.

Because of data collected from individual farmers and ranchers throughout the state of Texas, FARM Assistance maintains an extensive database of financial information that is used to conduct research on agricultural industry topics ranging from emerging trends to state and federal legislative impacts. This wide cross-section of data provides a unique opportunity for industry groups, policymakers, individual producers, and others to obtain insight into topics that affect Texas agriculture and, consequently, make more informed decisions. Over the last several years the FARM Assistance team has been providing valuable and timely responses regarding the potential impact of tax alternatives on Texas farms and ranches as the Texas legislature considered changes in the state tax systems. In the spring of 2006, the Governor’s appointed Commission released its proposal for property tax reduction and a redesigned franchise tax. Agriculture industry leaders called on the FARM Assistance team to evaluate the potential impact of the proposal on agricultural producers. By the start of the special legislative session called to address the proposed tax provisions, the FARM Assistance team had conducted and published an objective analysis of the tax proposals. In addition to providing the published analysis, the FARM Assistance team was invited by legislative leaders to present and discuss the potential impacts to a well-attended meeting of legislative members in preparation for the session. Since 2005, the FARM Assistance team has been involved in two different multi-year water projects that have utilized the FARM Assistance model and analysis framework to study long-term impacts/costs/benefits to participating producers who are exploring the adoption of various water saving technologies.

In addition, the Extension Economics program unit has several high-profile programs of note. A few of these are:

- The Executive Program for Agricultural Producers (TEPAP) teaches advanced agribusiness skills such as strategic management, macroeconomics, niche market evaluation, analyzing and forecasting financial positions, personnel management, and negotiation strategies. The program, in its 22nd year, coordinated by a Texas AgriLife Extension Service economist, and is sponsored by Farm Credit System, John Deere, and DTN. Program attendees spend two intensive weeks in classroom sessions with some of the most prominent agricultural economists and agribusiness specialists from across the U.S., many of whom also own, manage or participate in large-scale farming and ranching operations. After the daily class sessions, participants take part in individual study and roundtable discussions with their classmates – who include some of the leading producers in the U.S. and from around the world. The 1500 past participants have come from 43 different states across the U.S., Argentina, Australia, Brazil, six Canadian provinces,
Chile, Mexico, and Paraguay; the participants represent family farms and ranches that generate annual sales equal to more than 5% of total U.S. agricultural output.

- The Association of Agricultural Production Executives (AAPEX) was organized sixteen years ago as the alumni group of the TEPAP program. The group meets annually for three days. The program promotes continuing networking, seminars, case studies and panels on emerging issues affecting commercial agriculture. AAPEX has also conducted co-sponsored mid-year meetings with Texas AgriLife Extension on (1) Macroeconomic Impacts on Producer Decision Making, (2) Negotiation Strategies, (3) Peer Advisory Groups: Best Practices and Alternative Structures, and (4) Risk Mitigation Strategies and Counterparty Risk Assessment.

- Beef Cow-Calf Standardized Performance Analysis (SPA) is designed to help cow-calf producers reduce their cost of production and improve their production and marketing efficiency. The program was originally initiated by the National Cattlemen’s Beef Association’s (NCBA) as a producer-led effort because no standardized method of performance analysis existed in the cow-calf industry. The objective of SPA is to help cow-calf producers achieve their goals by effectively analyzing their production and financial performance. Participants complete an in-depth financial and production analysis of their cow herd with the help of Extension faculty members using the standard methodology.

- Texas AgriLife Extension Service conducts workshops and provides more than 55 spreadsheet based decision support aids for cow-calf producers that can be utilized in workshops, or as stand-alone tools. These decision support aids fall into the following eight main topic areas: (1) cattle records, (2) financial planning budgets and investment analysis, (3) resource descriptions, (4) forage, range, hay and feed economics, (5) land leasing and investment, (6) marketing, (7) retained ownership-sell or keep analysis, (8) miscellaneous.

- The current Trade Adjustment Assistance (TAA) for Gulf and South Atlantic Shrimp Fishermen program has an aggressive training requirement. Applicants must first complete a three-hour Initial Orientation (IO) training session to maintain their status as an approved applicant. In the second phase of training, called Intensive Technical Assistance (ITA), applicants must complete twelve hours of training. The training materials were translated into Spanish (20% of Texas applicants) and Vietnamese (63% of Texas applicants) for distribution to all operators in the shrimp-trawl fishery across the Gulf and South Atlantic states.

- Profitability Workshops concentrate on helping producers to be able to accurately estimate their bottom line as a result of current costs and prices. Since the beginning of the project supported by the Texas Cotton State Support Committee, more than 400 producers have been trained to use the comparative profitability spreadsheet in one-day workshops. About 5,000 CDs containing the spreadsheet have been distributed while the spreadsheet continues to be downloaded from the Profitability website at least 2,000 times each year. Through this project, Texas producers have access to a user-friendly
spreadsheet to quickly and accurately determine the impact of changes in input prices and emerging technologies on profitability. The objective of this project is not only to continue to make the spreadsheet more and more effective and accurate but also more user-friendly and current at all times.

- Rising uncertainty has greatly increased the importance of accurate financial record keeping. However, inadequate record keeping is a common problem encountered by lenders. Producers often face pressure from banks to computerize records and improve financial competency. QuickBooks® Financial Software from Intuit, Inc. is used to teach computer short courses. QuickBooks is a double entry business accounting program that can be adapted for agricultural use. All materials developed for this course are designed to specifically address the record keeping needs of farmers and ranchers. Class participants learn the program through industry specific case studies and examples. A traveling computer lab provides hands-on experience to each producer. These workshops enable farmers and ranchers to increase their financial analysis capabilities allowing them to make better management decisions.

- The Risk Management Toolkit for Beginning Farmers & Ranchers project aims to educate young and beginning farmers and ranchers on a wide range of risk management tools, including futures and options, crop insurance, enterprise selection, and calculation of breakeven prices. The project uses targeted, user-friendly iPhone/iPad apps to help the producers make more accurate decisions for reducing production and price risk. In-person workshops train the producers to use the apps. The producers develop a written marketing plan that incorporates budgeting and enterprise selection, pricing strategies, and crop insurance decisions. The apps enable them to make these decisions using their iPhone/iPad on the tractor or truck or wherever they need to be.

- Texas Cotton/Grain Risk Management Workshop focuses on cotton/grain market outlook, crop insurance and marketing. The objective of the workshop is to inform producers in making their planting decisions, crop insurance sign-up, and marketing plan development. The workshop is conducted by Extension Grain and Cotton Marketing Specialists. Incorporated in the workshop is an overview of current crop insurance policies, market outlook for cotton and feed grains, and the implications of both for planting and marketing decisions. The workshop concludes with a hands-on decision game where participants choose crop mix, insurance products, pre-harvest marketing strategies, and post-harvest marketing strategies. The program is a realistic learning exercise to integrate the discussion about crop mix, production costs, insurance, marketing, and risk.

- Annie’s Project was a collaborative partnership between Texas AgriLife Extension, Prairie View A&M University, and Texas Tech University. The Annie's Project curriculum consists of six sessions (three hours each) where participants are provided with agency and local expertise to provide information addressing farm/ranch risk management education in five essential areas: human/personnel, production, marketing, financial, and legal risk management. In addition to the Texas leadership team, local
professionals are used to share their insights on risk management topics and acquaint participants with a network of contacts accessible at the conclusion of the program.

- For the past 38 years Extension has supported an educational program for professionals that assist Texans with proper tax reporting and planning. Generally six different courses at 60 locations are presented, and 3,500 professionals attend these sessions. Of the participants, typically 65% are CPA’s, 15% IRS Enrolled Agents, 3% attorneys, and the balance other non-licensed professionals and staff members in professional offices. The professionals in attendance report serving more than 500,000 Texans.

- A major effort of tax education is to assist farmers/ranchers with their tax issues. This is done with two educational thrusts. First, educational programs for farmers and ranchers to assist them in “what to tell their professional tax advisors.” These workshops also help producers stay up-to-date with current law so they can make tax wise management decisions. Second, for 25 years, a special series of Tax Practitioner Workshops has been delivered to assist tax professionals in the proper reporting and planning of tax matters for farmers and ranchers.

- Financial planning for rural residents’ educational project is an effort to bring rural residents educational programs covering new and emerging services. The workshops cover the wide array of services that exist and how some of the newer services could be advantageous to rural residents.

- Commodity Price and Policy Outlook presentations are still popular at county and regional programs, and are provided by many of the campus-based and off-campus based faculty members. Faculty members who are assigned duties related to the marketing of cotton, grains, livestock, horticulture and policy generate Outlook materials for their own presentations, and share those materials with their co-workers to incorporate into their own presentations. These Outlook presentations provide a framework for economic education. Audiences include commercial farmers, agribusiness managers, and land owners.

- Economic Impacts of Extension programs led by the Agricultural Economics program unit analyzes selected representative Extension programs across the breadth of the Texas AgriLife Extension Service to determine their impacts and demonstrate economic accountability to the State of Texas. This is a multidisciplinary effort that has involved 15 Extension units, all 12 district research and extension centers, and several county extension offices. Texas AgriLife Extension Service conducts an ongoing needs assessment process involving long-range strategic planning, stakeholder input, and program evaluation. The educational programs implemented locally may vary, given differing needs, stages of adoption, and creativity of local citizens and communities. To document the ultimate success of Extension education, the Agricultural Economics program unit, formally analyzes selected, representative programs to determine their impact. Results of these analyses are used to generate economic impact reports for selected programs that provide insight into the value of Extension programs (http://ageconext.tamu.edu/resources/library/economic-impact-
These reports are used in discussions with elected officials at the state, federal, and local levels, contract and grant funding agencies/organizations, and clientele and stakeholder groups.

- The Kids & Kows & More program teaches children the importance of agriculture in our society, showing where our food and fiber actually comes from. In 70+ youth related programs, including Kids and Kows and More, across the states of Texas, New Mexico, and Oklahoma, the programs reach more than 50,000 students and educators each year. Exhibits in an area are tailored according to what is grown and important to that region. Exhibits may include cotton, pecans, water, citrus, bees, wildlife, alfalfa, hay, livestock, peanuts, beef, horses, curds & whey or the making of cheese. Every program has the mobile dairy classroom present, where the children are taught the nutritional importance of milk, learn how it is made, and where it actually comes from. Curriculum is given to each teacher that attends the program. Essay contests are held and the top winners receive ice cream parties for their classes and a $100 savings bond for the student that wins. The program is sponsored by Texas AgriLife Extension Service, New Mexico Cooperative Extension Service, Oklahoma State Extension, and Southwest Dairy Farmers. Individual programs are co-sponsored by commodity groups such as Texas and New Mexico Farm Bureau, Beef Councils, West Texas Pecan Association, and others.

Sources and Trends of Extension Grant and Contract Funding (FY2003–FY2011)

For a listing of grant and contract awards for FY2011 and FY2010, please refer to Appendices E1 and E.2.

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<th>FY10</th>
<th>FY11</th>
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</thead>
<tbody>
<tr>
<td>$727,392</td>
<td></td>
<td>$1,406,336</td>
<td>$3,593,649</td>
<td>$2,072,915</td>
<td>$2,395,070</td>
<td></td>
<td>$2,129,942</td>
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</tbody>
</table>

For a listing of grant and contract awards for FY2011 and FY2010, please refer to Appendices E1 and E.2.
Table E.2. Sources of Grants and Contracts in Recent Years

<table>
<thead>
<tr>
<th>Commodity Organizations</th>
<th>Government Organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texas Corn Producers</td>
<td>USDA/CSREES</td>
</tr>
<tr>
<td>Texas Wheat Producers</td>
<td>USDA/RMA</td>
</tr>
<tr>
<td>Cotton Inc.</td>
<td>USDA/FAS</td>
</tr>
<tr>
<td>Texas Peanut Producers Board</td>
<td>USDA/ARS</td>
</tr>
<tr>
<td>Texas Landscape &amp; Nurserymen Association</td>
<td>USDA/Rural Development</td>
</tr>
<tr>
<td>Turfgrass Producers of Texas</td>
<td>Texas A&amp;M Sea Grant Program</td>
</tr>
<tr>
<td>Texas Cotton State Support Committee</td>
<td>New Mexico State University</td>
</tr>
<tr>
<td>Southwest Dairy Producers</td>
<td>Texas Tech University</td>
</tr>
<tr>
<td>Texas Grain Sorghum Producers</td>
<td>Southwest Texas State University</td>
</tr>
<tr>
<td>Texas Farm Bureau</td>
<td>State Energy Conservation Office</td>
</tr>
<tr>
<td>Gulf States Marine Fisheries Commission</td>
<td>Texas Agricultural Experiment Station</td>
</tr>
<tr>
<td></td>
<td>Texas Food and Fiber Commission</td>
</tr>
<tr>
<td></td>
<td>North Carolina A&amp;T University</td>
</tr>
<tr>
<td></td>
<td>City of Garland</td>
</tr>
<tr>
<td><strong>Private Companies</strong></td>
<td></td>
</tr>
<tr>
<td>John Deere</td>
<td>Harlingen Irrigation District</td>
</tr>
<tr>
<td>Farm Credit System</td>
<td>Texas Water Development Board</td>
</tr>
<tr>
<td>Pioneer Hi-Bred</td>
<td>North Plains Groundwater Cons. District</td>
</tr>
<tr>
<td>Monsanto</td>
<td>Panhandle Groundwater Cons. District</td>
</tr>
<tr>
<td>West Texas Spaceport Development Corp.</td>
<td>High Plains Underground Water Conservation</td>
</tr>
<tr>
<td>Lake Lewisville Association</td>
<td>District No. 1</td>
</tr>
<tr>
<td>Elite Milk Producers Inc.</td>
<td></td>
</tr>
<tr>
<td>Freese &amp; Nichols</td>
<td></td>
</tr>
<tr>
<td>Telvent/DTN</td>
<td></td>
</tr>
<tr>
<td>Farm Journal Media</td>
<td></td>
</tr>
<tr>
<td>AGConnect</td>
<td></td>
</tr>
</tbody>
</table>

Contacts, Contact Hours, etc., for 12-Month Period (Calendar Year 2010)

**Group Methods as Lead Specialist**

- Total Attendance at Group Methods: 122,373
- Total Contact Hours in Group: 164,363

**Group Methods in a “Team” or Support of County Programs**

- Total Attendance at Group Methods: 67,093

**Contacts Via Individual Methods**

<table>
<thead>
<tr>
<th>Method</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office</td>
<td>2,117</td>
</tr>
<tr>
<td>Site</td>
<td>4,137</td>
</tr>
<tr>
<td>Phone</td>
<td>16,289</td>
</tr>
<tr>
<td>Mail/E-mail</td>
<td>116,884</td>
</tr>
</tbody>
</table>
Contacts Via Newsletters / Web / Mass Media

<table>
<thead>
<tr>
<th>Description</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Number of Newsletters</td>
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<tr>
<td>Newsletter Contacts</td>
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<tr>
<td>Webpage visits</td>
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<tr>
<td>Web – unique hosts</td>
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</tr>
<tr>
<td>TV and Radio appearances</td>
<td>220</td>
</tr>
<tr>
<td>Viewing Audience</td>
<td>8,977,500</td>
</tr>
</tbody>
</table>

Web Presence

The Extension Economics program unit has a substantial web presence. The main website for the Unit is found at [http://agecoext.tamu.edu](http://agecoext.tamu.edu). In addition, various groups/programs and individual faculty members have their own dedicated Web sites. While some of these are housed on campus, several are housed at various district offices. Our main site had 218,346 (unique hosts) visitors last year and served 690,155 page visits of information.

As with all web sites, over time there is a need to refresh the look, layout and content of our main site, to keep it relative to our users and to keep them coming back. In 2006, the unit moved to a more seamless integration of our varied offerings. The site utilizes a content management system (CMS) to facilitate a more distributed contribution of content. Faculty and staff are able to add or update content from any computer with an internet connection. This has provided for a more collaborative, current and informative web site. This has also helped our faculty members concentrate on their program areas without having the added burden of maintaining separate websites. The website is currently under reconstruction during Fall 2011 to realign the current look and feel of the site to that selected by Extension Administration and the College.

Publications

Faculty and staff in the Extension Economics program unit develop a significant number of publications oriented toward clientele ranging from Extension Reports (FARM Assistance reports and district based enterprise budgets) to bulletins and newsletters. This past year, members of the unit authored and co-authored 26 journal articles in scientific journals and participated in 49 other research oriented publications many of these were joint products with production specialists at district centers and/or on campus. An indicator of the unit’s expertise being sought after by the general public is the 46 articles written in 2010. In an attempt to reinforce the training provided at educational events, the Extension Economics Program Unit traditionally develops handouts for participants to use after they leave the educational program.
Table E.3. Publications by Extension Faculty

<table>
<thead>
<tr>
<th>Publications (Calendar Year)</th>
<th>2006</th>
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<th>2008</th>
<th>2009</th>
<th>2010</th>
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<tr>
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<td>116</td>
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<tr>
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<td>10</td>
<td>11</td>
<td>36</td>
<td>12</td>
<td>14</td>
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<tr>
<td>Posters at Meetings</td>
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<td>16</td>
<td>5</td>
<td>5</td>
<td>12</td>
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<tr>
<td>Selected Papers</td>
<td>19</td>
<td>21</td>
<td>30</td>
<td>11</td>
<td></td>
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<tr>
<td>Journal Articles</td>
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<td>16</td>
<td>15</td>
<td>18</td>
<td>26</td>
</tr>
<tr>
<td>Invited Papers</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Proceedings</td>
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<td>34</td>
<td>14</td>
<td>17</td>
<td>44</td>
</tr>
<tr>
<td>Popular Press Articles</td>
<td>43</td>
<td>19</td>
<td>11</td>
<td>12</td>
<td>46</td>
</tr>
<tr>
<td>Books/Chapters</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>2</td>
</tr>
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</table>

**Quality Indicators**

Individuals and teams have earned a regional/national reputation for developing innovative programs aimed at addressing clientele needs. The Master Marketer, FARM Assistance, TEPAP, SPA, TAA, and Farm Bill Analysis programs are examples of specialists anticipating clientele needs, and developing programs to meet those needs. While there may be many ways to identify quality, awards are one measure of the quality that might help identify quality of the contributions of the Extension Economics Program Unit. Over the past 16 years, members of the unit have been involved in 23 award-winning teams while 47 different individual awards have been received. The Master Marketer, FARM Assistance, SPA, TAA, and Policy Teams have all received both system-wide and national awards in recent years. A full listing of awards received can be found in Appendix P.5 and P.6.

**Awards (1996–2011)**

<table>
<thead>
<tr>
<th>Group</th>
<th>Number</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>23</td>
</tr>
<tr>
<td>Individual Awards</td>
<td>47</td>
</tr>
</tbody>
</table>

**Future Directions/Priorities**

Two of the keys to future success for the Extension Economics program unit will be to continue to develop forward-looking, innovative programs, and make strides in timely / efficient delivery of education/analysis and economic information through improved technology. The former has been a staple of the group while the latter is an area where more investment in both human capital and equipment will be required to fulfill today’s changing environment of reduced operating budgets and customers wanting ‘information on demand.’

An issue/challenge for the Extension Economics program unit in recent years has been the retirement of nationally recognized leaders in their subject matter specialties. Since 2004, 12 campus-based and district-based faculty members have retired or been promoted out of the program unit. Many of these individuals have risen to positions of regional/national prominence in their subject matter areas. It has been a challenge for existing and new faculty members to
replace them and grow into those leadership roles. Budget constraints have not allowed for all of those positions to be refilled, so it has been imperative that we identify the highest priority positions and fill those with the best possible faculty members to lead the program unit into the future. The diversity of subject matter to be covered by district-based economists necessitates a supportive team with statewide responsibility for developing “cutting-edge” materials in specialized areas for sharing with all unit members. There has been higher turnover in the Program Specialist ranks, as agribusiness firms look to us as a good training ground, and can often offer more competitive salaries.

The technology of web-assisted learning is changing rapidly, and it is inefficient for the faculty members in the unit to spend valuable time doing operational work on web delivery tools. Yet, it is being done now by necessity. Because of both a limited support in the web-based training arena and some reluctance among producer audiences, there has been hesitance on the part of specialists to develop web-based educational products. We will need to continue to enhance our internal skills and develop additional support resources to provide cutting-edge products and services to meet the evolving needs / expectations for our clientele.
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Appendix O. Overview

Appendix O.1. AgriLife Research and Extension Centers

Amarillo – The broad mission of the Texas AgriLife Research and Extension Center at Amarillo, a unit of The Texas A&M System, is to serve the citizens of Texas, the nation and world through research, education and service, which create vital economic, environmental and societal benefits. Our programs in the Panhandle will achieve and maintain preeminence in Texas and nearby states in cattle feedlot nutrition; water and air quality for concentrated animal feeding operations; wheat breeding and genetics; precision agriculture; integrated crop and livestock production systems; irrigation water management; crop physiology; plant pathology; and integrated pest management for grain crops.

Beaumont – The Texas AgriLife Research and Extension Center at Beaumont is an international leader in the development of improved rice cultivars and superior rice production and management systems, and is recognized for its strengths in quantitative analysis of cropping systems interactions. The Center is increasingly recognized for the development and use of marker-assisted selection methods, and has undertaken major research efforts in developing bioenergy crops and superior bioenergy crop production and management systems. As an important component of its teaching mission, the Center heavily invests in graduate student training.

Corpus Christi – Scientists at the Texas AgriLife Research and Extension Center at Corpus Christi are developing improved cropping systems for better land and water management decisions, animal reproduction and rangeland resources for livestock and wildlife, shrimp production system for reduced environmental impacts, sea urchin production systems for human health and ecotoxicological research, and computer models to evaluate crop management decisions and economic impacts of technology changes.

Dallas – The AgriLife Center in Dallas is a gateway to science and public outreach for the Dallas-Fort Worth Metroplex. Working through two Texas A&M System agencies – Texas AgriLife Research and Texas AgriLife Extension Service – the Center produces science-based research, technologies and educational programs to help urban clientele manage and conserve natural resources. Research and education programs at the AgriLife Center at Dallas resolve issues that include the biology, management, utility, adaptability, genetic improvement and pest problems of plants used in Texas landscapes; water conservation and management; energy conservation; and issues related to the diverse green industry. A primary goal is to improve urban and suburban environments through responsible use of natural resources. The Center also serves as headquarters for AgriLife Extension District IV, east Regional Program Director for Agriculture and Natural Resources, and east Regional Program Director for Family and Consumer Sciences.

Ft. Stockton – Serving far West Texas through research and education in environmental systems management, including air and water quality, food, feed and fiber production, animal nutrition
and health, and natural resource conservation and protection. 4-H and Youth Development is a cornerstone of personal development for youth to reach their full potential. Our outreach programs and services provide quality, relevant ‘real learning for real life’ for the people and communities of far West Texas Extension District 6.

El Paso – Scientists at the Texas AgriLife Research and Extension Center at El Paso develop new, innovative technologies and methods to improve water-use efficiency, increase water supplies and protect water quality. Center scientists have received recognized and awards for their research in waterborne pathogen detection, soil and water salinity management, reclaimed water use, desalination concentrate alternatives, ground-surface water management, and evaluation of the economic impacts of technology and policy changes.

Lubbock – The Texas AgriLife Research and Extension Center at Lubbock is located in a semi-arid agriculture region with over 6 million acres of dryland and irrigated crops. Texas Tech and USDA-Agriculture Research Service are major partners in meeting the needs of this region. Eleven faculty members maintain joint appointments with Texas Tech University.

Overton – The focus of the AgriLife Research and Extension Center at Overton is discovery of new economically and environmentally significant agricultural principles and technology transfer of these principles and production applications. Research projects are designed to yield decision-making information to increase efficiency and quality of agricultural production; maintain or enhance quality of the environment and natural resources; and to identify and address new emerging issues. This approach aids clientele to maintain profitable production and benefits consumers by ensuring consistent supplies of high quality products at equitable cost. The role of AgriLife Research is to conduct basic and translational research under East Texas conditions and to relate research from other locations to the solution of production and environmental problems here. Faculty at Overton maintain frequent contact with clientele of the region and keep informed of the research needs as viewed by these citizens. Research at Overton is focused on providing new knowledge which will enhance efficiency and quality of agricultural production and environmental quality in East Texas and meet future needs of an expanding clientele.

Pecos – N/A

San Angelo – Scientists at the Texas AgriLife Research and Extension Center at San Angelo develop technologies that enhance sustainable utilization of rangelands, the major land resource type in west central Texas by sheep, goat, cattle and wildlife.

Stephenville – With a growing urban influence in a traditionally rural setting, Texas AgriLife Research at Stephenville recognizes our society's shifting needs and priorities in agriculture's food, fiber, natural resources and environmental management systems. Our scientists develop applicable technologies to sustain healthy ecosystems while ensuring safe and plentiful food production. Current efforts focus on 1) mitigating the rural and urban carbon footprint, 2) expanding biofuel feedstock, 3) peanut breeding to develop genetic resistance or tolerance to diseases and insects, 4) utilizing native plant germplasm to restore grassland ecosystems, 5) sustainable management of insect-transmitted plant diseases, 6) developing cropping systems that result in healthier watersheds.
Temple – Scientists at the Texas AgriLife Research and Extension Center at Temple are improving soil and water natural resources by developing new technologies and methods to improve management of agricultural, urban and military land and water resources, enhancing educational resources via an interactive videoconferencing network, and using computer models to evaluate economic and environmental impacts of land management practices.

Uvalde – The Texas AgriLife Research and Extension Center at Uvalde serves southwest Texas, an area distinguished by rechargeable water resources and unique opportunities for wildlife-based tourism enterprises, as well as the opportunity to produce healthful foods such as vegetables and beef. Thus, the research focuses on conservation of regional aquifers/ rivers through sustainable, ecologically sound systems of management and the provision of experiences desired by the citizens of Texas, including tourism; tender, juicy, flavorful lean beef and vegetables rich in antioxidants for health. These programs are designed to create a sustained prosperity for the region.

Vernon – The Texas AgriLife Research and Extension Center at Vernon develops restoration and management strategies for sustainable use of rangelands, concentrating primarily on stream water quality, potential biofuel sources, fire and grazing impacts, and integrated wildlife and rangeland management. The Center also strengthens forage/ livestock production systems to sustain year-round grazing, reduce the economic costs of wheat pasture bloat, reduce purchased feed costs for beef herds, and increase beef production efficiency from forages. Finally, the Center develops sustainable, water-efficient crop and tillage systems, with emphasis on subsurface drip irrigation, soil health, dryland crop production practices and new varieties of wheat and triticale for grain and beef production in the Rolling Plains.

Weslaco – Utilizing the latest advances in molecular biology and biotechnology, genomics, plant breeding, agronomy and entomology, scientists at the Texas AgriLife Research and Extension Center at Weslaco are developing next generation crops and sustainable production systems for the vegetable, citrus and sugarcane industries and for emerging high priority markets such as biofuels and agri-medicine.
## Appendix P. Personnel

### Appendix P.1. Listing of Faculty and FTE’s as of September 1, 2011

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Location</th>
<th>FTE COALS</th>
<th>FTE AgriLife</th>
<th>FTE Extension</th>
<th>Total FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abeygunawardena, Piya*</td>
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<tr>
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<td></td>
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<tr>
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<tr>
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<tr>
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<td>Haby, Michael</td>
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<tr>
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* Have appointments in units other than the Department of Agricultural Economics.
## Appendix P.2. Adjunct Faculty

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<td>Atwood, Jay</td>
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<td>Michelsen, Ari</td>
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<td>Wang, Zijun</td>
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### Appendix P.3. Extension Program Specialists

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<td>Sandra Pierce</td>
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<td>Emmy Williams</td>
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### Appendix P.5. History of Faculty Awards

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<td>Presidential Awards for Excellence for Faculty Service to International Students</td>
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**Acronyms:**

AAEA = American Agricultural Economics Association  
AFS = Association of Former Students  
ASFMRA = American Society of Farm Managers and Rural Appraisers  
COALS = College of Agriculture and Life Sciences  
FDRS = Food Distribution Research Society, Inc  
IFAMA = International Food and Agribusiness Management Association  
NACTA = National Association of Colleges & Teachers of Agriculture  
NCSC = National Collegiate Sales Competition  
SAEA = Southern Agricultural Economics Association  
TACC = Texas Agricultural Cooperative Council  
TAEX = Texas Agricultural Extension Service  
TAMU = Texas A&M University  
UCOWR = Universities Council on Water Resources  
USDA = United States Department of Agriculture  
VC = Vice Chancellor  
WAEA = Western Agricultural Economics Association
## Appendix P.6. Staff Awards

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<thead>
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### Appendix P.7. Listing of Service Activities by Faculty (Based on Responses to a Faculty Survey)

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175
### Appendix R.1. Contracts and Grants FY2011 – AgriLife Research Awards


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### Appendix R.2. Contracts and Grants FY2010 – AgriLife Research Awards


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Appendix U: Undergraduate

Appendix U.1. Agricultural Economics Undergraduate Curriculum, Freshman/Sophomore Years

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</table>

NOTES: 1. To be selected from the University Core Curriculum.
2. For those students under ROTC contract, see section on “Requirement in Political Science (Government) and History” in this catalog.
3. Any course offered by the College of Agriculture and Life Sciences, except 285s, 484s, 485s and agricultural economics courses.
4. The 6 hours of international and cultural diversity courses, as required for graduation, may be met in the curriculum. Students may select humanities and visual and performing arts electives that also meet the international and cultural diversity requirement.
5. All undergraduate students must take at least two (2) specific courses in their major designated as writing intensive (W). This course is an approved W course. (MATH 141 and MATH 142 are prerequisites for this course.)
6. To be selected from ENGL 203, ENGL 235, ENGL 241, ENGL 301, COMM 205, or COMM 243.
Appendix U.2. Finance and Real Estate Option

The Finance and Real Estate option is designed to provide a well-founded basis in principles, concepts and methods for students interested in finance and/or real estate professional careers in the agricultural industry and/or related professions.

*(See Freshman and Sophomore Years)*

**JUNIOR YEAR**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>(Th-Pr)</th>
<th>Cr</th>
<th>Second Semester</th>
<th>(Th-Pr)</th>
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<td>AGEC 422 Land Economics</td>
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**SENIOR YEAR**

| AGEC 340 Agribusiness Management                    | (3-0)   | 3   | AGEC 430 Macroeconomic of Ag                         | (3-0)   | 3   |
| AGEC 424 Rural Entrepreneurship I                   | (2-2)   | 3   | AGEC 432 Rural Real Est. and Fin. Analysis           | (3-0)   | 3   |
| Directed agricultural economics elective^3          |         | 3   | Directed agricultural economics elective^3           |         | 3   |
| General elective^2                                  |         | 3   | General elective^2                                   |         | 3   |
| **[Total]**                                         | (3-0)   | 3   | **(3-0) 3**                                         | (3-0)   | 3   |
NOTES: 1. Six hours to be selected in one or more departments outside of the Department of Agricultural Economics. A minimum of 3 of these hours must be at the 300- or 400-level.
2. Any Texas A&M or transfer course (except KINE 198 and 199; STLC 001-003) not used to meet other requirements.
3. Select 3 courses from AGEC 315, 344, 350, 413, 415, 425, 434, 447, 448, [452 or 453] and 460.
4. All undergraduate students must take at least two (2) specific courses in their major designated as writing intensive (W). This course is an approved W course.
Appendix U.3. Food Marketing Systems Option

The Food Marketing Systems Option is designed to provide a well-founded basis in principles, concepts and methods for students interested in management, marketing, sales and related professional careers in the agricultural industry and/or related professions.

(See Freshman and Sophomore Years)

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NOTES: 1. Six hours to be selected in one or more departments outside of the Department of Agricultural Economics. A minimum of 3 of these hours must be at the 300- or 400-level.

2. Select 3 courses from AGEC 344, 350, 413, 415, 422, 424, 425, 432, 434, 448, [452 or 453] and 460.
3. Any Texas A&M or transfer course (except KINE 198 and 199; STLC 001-003) not used to meet other requirements.
4. All undergraduate students must take at least two (2) specific courses in their major designated as writing intensive (W). This course is an approved W course.
5. AGEC 447 is a fall only class. AGEC 448 is a spring only class.
Appendix U.4. Policy and Economic Analysis Option

The Policy and Economic Analysis Option is designed to provide a well-founded basis in principles, concepts and methods for students interested in pursuing graduate study and/or law school following their graduation with a B.S. degree.

(See Freshman and Sophomore Years)

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<tbody>
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<td><strong>First Semester</strong></td>
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<td>ECON 323 Microeconomic Theory</td>
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188
NOTES: 1. Six hours to be selected in one or more departments outside of the Department of Agricultural Economics. A minimum of 3 of these hours must be at the 300- or 400-level.
2. Select 3 courses from AGEC 344, 350, 413, 415, 422, 424, 425, 432, 434, 448, [452 or 453] and 460.
3. Any Texas A&M or transfer course (except KINE 198 and 199; STLC 001-003) not used to meet other requirements.
4. All undergraduate students must take at least two (2) specific courses in their major designated as writing intensive (W). This course is an approved W course.
Appendix U.5. Rural Entrepreneurship Option

The Rural Entrepreneurship Option is designed to provide a well-founded basis in principles, concepts and methods for students interested in owning and/or managing or otherwise being engaged in working with a rural business.

(See Freshman and Sophomore Years)

JUNIOR YEAR

<table>
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<tr>
<th>First Semester</th>
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<th>Cr</th>
<th>Second Semester</th>
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<td>AGEC 330 Fin. Management in Ag</td>
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SENIOR YEAR

| AGEC 344 Food and Ag. Law          | (3-0)   | 3  | AGEC 425 Rural Entrepreneurship II     | (3-0)   | 3  |
| AGEC 424 Rural Entrepreneurship I  | (2-2)   | 3  | AGEC 430 Macroeconomics of Ag. Or      |         |    |
| Directed agricultural economics elective |       | 3  | ECON 311 Money and Banking             | (3-0)   | 3  |
| General elective                   | 3       |    | Directed agricultural economics elective2 | 3 |
|                                    |         |    | General elective                       | 3       | 12 |
|                                    |         |    |                                        | 12      | 12 |
NOTES: 1. Six hours to be selected in one or more departments outside of the Department of Agricultural Economics. A minimum of 3 of these hours must be at the 300- or 400-level.
2. Select 3 courses from AGEC 315, 350, 413, 415, 422, 432, 434, 447, 448, [452 or 453] and 460.
3. Any Texas A&M or transfer course (except KINE 198 and 199; STLC 001-003) not used to meet other requirements.
4. All undergraduate students must take at least two (2) specific courses in their major designated as writing intensive (W). This course is an approved W course.
Appendix U.6. Curriculum in Agribusiness

In conjunction with Mays Business School, the College of Agriculture and Life Sciences and the Department of Agricultural Economics offer a Bachelor of Science in Agribusiness.

Requirements for Graduation

Requirements for graduation are listed in the Texas A&M University Student Rules and this catalog. With the exception of physical activity and general elective requirements, courses taken to satisfy degree requirements must be taken for letter grades. In addition, students pursuing the agribusiness degree must have a GPR of 2.0 in the courses included in the Common Body of Knowledge.

Curriculum in
Bachelor of Science Agribusiness (B.S.)

The Bachelor of Science degree is offered in Agribusiness. The B.S. degree in Agribusiness prepares students for careers in the nation’s growing agribusiness sector which provides the products and services for the production, processing and distribution of food and fiber. With the potential for expanded export opportunities, the need for graduates for agribusiness positions is increasing. The agribusiness program combines the common body of knowledge requirements of a degree in business with coursework emphasizing the understanding of the unique institutional and managerial challenges facing agribusiness firms. Students integrate business management principles with technical knowledge to develop practical decision-making skills.

Agribusiness Common Body of Knowledge

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<td>ACCT 230 Introductory Accounting</td>
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<tr>
<td>AGEC 217 Fundamentals of Agricultural Economics Analysis</td>
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<td>AGEC 440 Agribusiness Strategic Analysis</td>
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<td>ECON 202 Principles of Economics</td>
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<td>ECON 203 Principles of Economics</td>
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<td>FINC 341 Business Finance</td>
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<td>INFO 364 Operations Management</td>
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<td>MGMT 211 Legal and Social Environment of Business</td>
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<td>MKTG 321 Marketing</td>
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B.S.—Agribusiness Major Field

Courses

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<td>AGEC 431 Cases in Agribusiness Finance</td>
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Upper-Level Entry into Agribusiness

The requirements and procedures for consideration for upper level are as follows:

1. In order to be considered for upper level and possible admission into the program of study in agribusiness, a student must have:
   a. Satisfactorily completed at least 60 semester credit hours.
   b. Satisfactorily completed the following eight courses:
      ACCT 229, 230
      AGEC 217 (MATH 141 and MATH 142 are prerequisites for this course.)
      ECON 202, 203
      MGMT 211
      MATH 141, 142
   c. Students should complete the freshman and sophomore sequence of courses as listed under Curriculum in Agribusiness. Following this sequence will allow the timely application for consideration for upper level.
   d. Admission, if granted, will be effective upon successful completion of the in-process courses; however, if all requirements are not met prior to the start of the next semester, admission will be revoked.

2. Transfer students:
   Transfer students admitted to the Agribusiness degree will be classified as AGBL (lower-level Agribusiness) students until they complete all requirements listed previously in item 1.

3. Change of curriculum students:
Texas A&M students who change curriculum into the Agribusiness degree from another college or department at the University will be classified as AGBL (lower-level Agribusiness) students until they complete all requirements listed previously in item 1.

### FRESHMAN YEAR

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### JUNIOR YEAR

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<th>Cr</th>
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<tr>
<td>AGEC 340 Agribus. and Food Mgmt</td>
<td>3</td>
<td>AGEC 317 Econ. Analysis for Agribus. Management</td>
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<tr>
<td>ECON 322 Microeconomic Theory</td>
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<td>AGEC 429 Agricultural Policy&lt;sup&gt;8&lt;/sup&gt;</td>
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<td>FINC 341 Business Finance</td>
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<td>INFO 364 Operations Management</td>
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<td>INFO 303 Statistical Methods</td>
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<td>Directed elective-international&lt;sup&gt;6&lt;/sup&gt;</td>
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<td>MGMT 363 The Management Process</td>
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<td>Humanities elective&lt;sup&gt;3&lt;/sup&gt;</td>
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### SENIOR YEAR

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<tbody>
<tr>
<td>AGEC 431 Cases in Agribusiness Finc.⁵</td>
<td>(3-0)</td>
<td>3</td>
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<tr>
<td>AGEC 481 Ethics in Agribusiness and Agricultural Economics</td>
<td>(1-0)</td>
<td>1</td>
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<tr>
<td>Directed elective-international⁶</td>
<td>3</td>
<td>3</td>
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<tr>
<td>General electives⁷</td>
<td>4</td>
<td>3</td>
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<td>Visual and performing arts elective¹</td>
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<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
<th>Hours</th>
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<tbody>
<tr>
<td>AGEC 414 Agribusiness Food Market Analysis</td>
<td>(3-0)</td>
<td>3</td>
</tr>
<tr>
<td>AGEC 430 Macroeconomics of Ag. or FINC 460 Money and Capital Markets</td>
<td>(3-0)</td>
<td>3</td>
</tr>
<tr>
<td>AGEC 440 Agribusiness Strategic Analysis</td>
<td>(3-0)</td>
<td>3</td>
</tr>
<tr>
<td>General elective⁷</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

**NOTES:**

1. To be selected from the University Core Curriculum.

2. For those students under ROTC contract, see section on “Political Science (Government) and History” on page 27 in this catalog.

3. To be selected from a list of courses in anthropology, psychology, sociology, and women’s and gender studies.

4. Three hours of technical agriculture electives to be selected from any course offered by the College of Agriculture and Life Sciences except 285s, 484s, 485s and agricultural economics courses.

5. To be selected from ENGL 203, 235, 241, 301, COMM 205 or 243.

6. Six hours required. Three hours of international coursework may be taken outside of the Mays Business School. A complete list of approved international electives is available in the college Undergraduate Program Office, Room 331 Blocker Building, or can be found online at agecon.tamu.edu/undergraduate/.

7. Any Texas A&M or transfer course (except KINE 198 and 199; STLC 001-003) not used to meet other requirements.

8. All undergraduate students must take at least two (2) specific courses in their major designated as writing intensive (W). This course is an approved W course.
Appendix U.7. Curricular Options for Agribusiness Students Only

International Certificate Programs

To meet the challenges of increased business globalization Mays Business School has created a variety of international certificate programs. Each program offers B.S.—Agribusiness degree students the opportunity to study international business, develop understanding of other cultures and language knowledge to meet global business challenges. Students who pursue any of the international certificate programs must complete all requirements for the specific program prior to graduation. Specific certificate requirements are available in the Undergraduate Program Office, Room 238 Wehner, of Mays Business School or in the Undergraduate Programs Office, Room 331 Blocker, of the Department of Agricultural Economics.

Certificate in International Business
Requirements include 18 hours of coursework and completion of an approved international work or study abroad experience.

Certificate in European Union Business
Requirements include 21 hours of coursework, completion of an approved European Union work or study abroad experience, and demonstration of proficiency in a European Union Language.

Certificate in Latin American Business
Requirements include 21 hours of coursework, completion of an approved Latin American work or study abroad experience and demonstration of proficiency in a dominant Latin American language—Spanish or Portuguese.
Appendix U.8. Undergraduate AGEC Courses Taught

105. (AGRI 2317) Introduction to Agricultural Economics. (3-0). Credit 3. Characteristics of our economic system and basic economic concepts; survey of the farm and ranch firm and its organization and management; structure and operation of the marketing system; functional and institutional aspects of agricultural finance; government farm programs.

217. Fundamentals of Agricultural Economics Analysis. (1-4). Credit 3. Relates contemporary agribusiness issues to economic and financial management, illustrating their integration toward pragmatic applications in the agricultural industry; lab focuses on the integration of mathematics and economics with computer skills directed toward spreadsheets, databases, web pages, and communications software; emphasis is on writing as a critical communication skill. Prerequisites: AGEC 105; ENGL 104; MATH 141; MATH 142; and sophomore or junior agricultural economics or agribusiness majors; or approval of department head.

285. Directed Studies. Credit 1 to 4. Directed study of selected problems in agricultural economics. Prerequisites: AGEC 105; freshman or sophomore classification in agricultural economics, agribusiness, or approval of instructor and department head; 2.5 GPR in major, overall, and CBK courses, if applicable; see an academic advisor in Room 331 Blocker.

289. Special Topics in... Credit 1 to 4. Selected topics in an identified area of agricultural economics. May be repeated for credit. Prerequisites: Freshman or sophomore classification and approval of department head.

291. Research. Credit 1 to 4. Research conducted under the direction of faculty member in agricultural economics. May be repeated 3 times for credit. Prerequisites: Freshman or sophomore classification and approval of department head; see an academic advisor in Room 331 Blocker.

314. Marketing Agricultural and Food Products. (3-0). Credit 3. General introductory course covering operations involved in movement of agricultural commodities from farmer to consumer, essential marketing functions of buying, selling, transportation, storage, financing, standardization, pricing, and risk bearing. Prerequisites: AGEC 105 or 3 hours of economics; and junior or senior classification.

315. Food and Agricultural Sales. (3-0). Credit 3. Principles of professional sales techniques used in food and agricultural firms; develop a professional sales presentation; study current agribusiness industry professional salespersons. Prerequisite: Junior or senior classification.

317. Economic Analysis for Agribusiness Management. (3-0). Credit 3. Quantitative methods used to address managerial problems, specifically calculus-based optimization, marginal analysis, elasticities, statistical and forecasting techniques, linear programming, and risk analysis; emphasis on theoretical aspects and applied analysis of managerial problems faced by agricultural firms. Prerequisites: AGEC 217; ECON 323 or 322; STAT 303 or 302 or 301 or INFO 303; and junior or senior classification; agricultural economics, agribusiness majors only; or approval of department head.

325. Principles of Farm and Ranch Management. (2-2). Credit 3. Agribusiness managerial decision making and analysis in different market environments; emphasis is on profit
maximization; lab focuses on using computerized methods for evaluating management
alternatives for farming and ranching problem situations. Prerequisites: AGEC 105 or
ECON 202; junior or senior non-agricultural economics, non-agribusiness majors only; and
knowledge of Excel.

management of farms, ranches, livestock operations, and other agribusiness firms; financial
statement analysis, investment analysis, firm growth, risk management, cost of capital,
income taxes, business organization, estate planning, legal aspects of borrowing, and
sources and terms of agricultural loans. Prerequisites: AGEC 105 or 3 hours of economics;
ACCT 209 or 229; and junior or senior classification.

decision making using a broad array of management concepts, managing agribusiness firms
and their unique problems and opportunities, and exposure to decision making in
agribusiness environment. Prerequisites: AGEC 105 or 3 hours of economics; and junior or
senior classification.

344. Food and Agricultural Law. (3-0). Credit 3. Legal problems relevant to agribusiness;
torts, fencing laws, liability for agricultural pollution, irrigation water rights, corporations
and partnerships. Prerequisite: Junior or senior classification.

350. Environmental and Natural Resource Economics. (3-0). Credit 3. Inspection of issues
such as environmental degradation, population growth, recycling, water use and depletion,
natural habitat protection, water and air pollution, acid deposition, fishery management,
and global warming; using economically-derived principles and tools. Prerequisite: Junior
or senior classification.

400. Field Studies in Agricultural Economics. Credit 1 to 2. Arranged during spring break or
between semesters; field trip to observe operations of agricultural business firms, state and
federal agencies and farms and ranches; test on field studies required; additional expenses
to be borne by students. Prerequisites: AGEC 105 or 3 hours of economics; and junior or
senior classification.

401. Global Agri-Industries and Markets: Study Abroad. (3-0). Credit 3. Understanding
agri-industries and markets; analysis of production; importing; exporting; provides
classroom experience with an exposure to a variety of global cultures in an international
setting. Course may be repeated 3 times for credit. Prerequisites: AGEC 105 or 3 hours of
economics; junior or senior classification or approval of department head.

402. Survey of International Agricultural Economics: Study Abroad. (3-0). Credit 3.
Examine, from an international setting, the shape of international agriculture; how culture,
history, politics and geography in foreign countries affect the production and management
of agricultural products; agricultural policy formation; countries’ natural resources and
competitive strategies. Course may be taken 3 times for credit. Prerequisites: AGEC 105 or
3 hours of economics; junior or senior classification or approval of department head.

413. Agricultural Cooperatives. (3-0). Credit 3. Historical development and principles of
cooperative associations in our economic system; organizational and operational aspects of
cooperatives; legal considerations, financing, management, and member relations; and
future role of cooperatives. Prerequisites: AGEC 105; AGEC 314; and junior or senior classification.

414. Agribusiness and Food Market Analysis. (3-0). Credit 3. Application of economic and marketing principles to contemporary food and agribusiness marketing; practical marketing management for agribusiness firms; market analysis; and marketing strategy and planning as related to the emerging trends in the global food and agribusiness sector of the economy. Prerequisites: AGEC 317; FINC 341; MKTG 321; and junior or senior agribusiness majors only.

415. Food & Agribusiness Strategic Market Planning. (3-0). Credit 3. Development of a market plan targeting the food and agribusiness market sector; market analysis; business propositions; action plans for executing the 4 P’s (Product, Price, Place, Promotion); monitoring and measurement. Prerequisites: AGEC 314 or MKTG 321 or 409; AGEC 315; junior or senior classification or approval of instructor.

422. Land Economics. (3-0). Credit 3. Economic, institutional, and physical factors involved in the use and control of natural resources; includes elements of introductory land economics as a discipline, economic foundations of land economics, institutional influences on land use, and the effects of public policy on land use. Prerequisites: AGEC 105 or 3 hours economics; and junior or senior classification.

424. Rural Entrepreneurship I. (2-2). Credit 3. Strategic planning regarding economic and financial feasibility of rural business ventures; emphasis on processes for developing a comprehensive enterprise analysis; including management information system components; production, marketing, and financial plans; enterprise budget(s); and evaluation of risk management alternatives; and exchanges with “real-world” lenders, entrepreneurs, and other agribusiness management personnel. Prerequisites: AGEC 217; AGEC 317 or concurrent enrollment; AGEC 330 or FINC 409/341; ACCT 209/229; ACCT 210/230; and junior or senior classification; or approval of department head.

425. Rural Entrepreneurship II. (2-2). Credit 3. Strategic planning regarding feasibility of rural business ventures; emphasis on processes for developing comprehensive economic and financial prospectuses, including enterprise budgets, risk management planning, cash flow budgeting, net worth statements, income budgets, reconciliation statements and shock analysis; and exchanges with “real-world” lenders, entrepreneurs, and other agribusiness management personnel. Prerequisites: AGEC 424; and junior or senior classification.

429. Agricultural Policy. (3-0). Credit 3. Analysis of the causes, nature, and effects of government participation in agriculture; and interrelationship of the American agriculture and agribusiness sector with the political and economic system, public administration, and interest group representation. Prerequisites: AGEC 105 or 3 hours of economics; ENGL 104; and junior or senior classification.

430. Macroeconomics of Agriculture. (3-0). Credit 3. Physical and financial linkages between agriculture and the rest of the economy; agriculture’s importance to the economy; the determinants of aggregate supply of agricultural products; the organization and performance of financial intermediaries serving agriculture; and the differential effects of national economic policies on agriculture. Prerequisites: AGEC 105 or 3 hours of
431. **Cases in Agribusiness Finance. (3-0). Credit 3.** Financial management of agribusiness firms; advanced topics in financial statement analysis, liquidity management, investment analysis, and capital structure illustrated through examination of agribusiness cases. Prerequisites: AGEC 317; AGEC 340; FINC 341; and junior or senior agribusiness majors only.

432. **Rural Real Estate and Financial Analysis. (3-0). Credit 3.** Advanced topics in investment analysis; financial intermediation in agriculture; real estate markets and market analysis; and appraisal valuation. Prerequisites: AGEC 317 (waived for non-majors); AGEC 330 or FINC 409/341; AGEC 422; ACCT 210 or 230; and junior or senior classification.

434. **Rural Financial Markets & Financial Planning. (3-0). Credit 3.** Organization, structure, conduct, and regulation of lending institutions serving commercial agriculture and rural borrowers; financial statement analysis, cash management, investment planning and preparation of loan applications analysis, loan portfolio analysis, and management of the lending function of lenders serving rural businesses. Prerequisites: ACCT 209 or 229; ACCT 210 or 230; AGEC 330 or FINC 341 or FINC 409; junior or senior classification.

440. **Agribusiness Strategic Analysis. (3-0). Credit 3.** Economic features of the agribusiness system and related management problems; problem recognition and economic decision making in marketing, production, and finance for agribusiness firms. Prerequisites: AGEC 317; AGEC 340; FINC 341; MGMT 363; MKTG 321; and junior or senior agribusiness majors only.

447. **Food and Agricultural Price Analysis. (3-0). Credit 3.** Factors influencing the level of food and agricultural prices; price trends and seasonal variation; methods of forecasting demands and prices; and futures trading. Prerequisites: AGEC 314; AGEC 317; and junior or senior classification.

448. **Agricultural Commodity Futures. (3-0). Credit 3.** Activities of commodity futures exchanges; the mechanics of trading futures contracts; the use of futures trading for hedging and forward pricing; and options, basis behavior, and hedging strategies for selected commodities. Prerequisites: AGEC 105 or 3 hours of economics; AGEC 314; AGEC 317 or concurrent enrollment; and junior or senior classification; or approval of department head.

452. **International Trade and Agriculture. (3-0). Credit 3.** Changing role of U.S. agriculture in a dynamic world economy; national and international policies and institutions affecting agriculture; and exchange rates, tariffs, and non-tariff barriers. Prerequisites: AGEC 105 or 3 hours of economics; and junior or senior classification.

453. **International Agribusiness Marketing. (3-0). Credit 3.** Basic competencies in international marketing of agri-foods; and market entry, pricing, payment, finance, and promotion. Prerequisites: AGEC 105 or 3 hours of economics; and junior or senior classification.

460. **Cross-Cutting Issues in Agricultural Economics. (3-0). Credit 3.** Economic concepts used in corporate presentations and decision-making from an agricultural perspective; includes finance, resource economics, policy, marketing, management and quantitative
analysis. Prerequisites: AGEC 317; AGEC 314 or MKTG 321 or 409; AGEC 330 or FINC 341 or 409; AGEC 429; agricultural economics and agribusiness majors only; junior or senior classification or approval of instructor.

481. Ethics in Agribusiness and Agricultural Economics. (1-0). Credit 1. Ethical issues facing managers and policy-makers in the agribusiness sector; role of professionals in the agricultural food and resource industries; professional opportunities and responsibilities; individual investigations and reports; and discussions with prominent leaders in the field. Prerequisites: AGEC 217; junior or senior classification; and agricultural economics or agribusiness majors only.

484. Internship. Credit 1 to 3. Supervised experience program conducted in the area of the student’s interest in agricultural economics and agribusiness. May be taken two times. Prerequisite: See an academic advisor in Room 331 Blocker.

485. Directed Studies. Credit 1 to 3 each semester. Special problems not covered by other courses. Content will depend upon problem studied. Prerequisite: See an academic advisor in Room 331 Blocker.

489. Special Topics in... Credit 1 to 4. Selected topics in an identified area of agricultural economics. May be repeated for credit. Prerequisite: Junior or senior classification.

491. Research. Credit 1 to 4. Research conducted under the direction of faculty member in agricultural economics. May be repeated 3 times for credit. Registration in multiple sections of this course are possible within a given semester provided that the per semester credit hour limit is not exceeded. Prerequisites: Junior or senior classification and approval of department head; see an academic advisor in Room 331 Blocker.
## Appendix U.9. American Agricultural Economics Association Student Paper and Presentation Competition

<table>
<thead>
<tr>
<th>Year</th>
<th>Student</th>
<th>Place</th>
<th>Advisor(s)</th>
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<tr>
<td>1973</td>
<td>Murray Edwards</td>
<td>First</td>
<td>Ron Kay and John Hopkin</td>
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<tr>
<td>1985</td>
<td>Ed Schulze</td>
<td>First</td>
<td>Ron Griffin and Ed Rister</td>
</tr>
<tr>
<td>1986</td>
<td>Michael Galloway</td>
<td>Second</td>
<td>Steve Fuller</td>
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<tr>
<td>1987</td>
<td>Mark Miller</td>
<td>Third</td>
<td>Jim Mjelde and Ed Rister</td>
</tr>
<tr>
<td>1989</td>
<td>Stephanie Frerich</td>
<td>Competed</td>
<td>Jim Mjelde</td>
</tr>
<tr>
<td>1989</td>
<td>Kim Hollon</td>
<td>First</td>
<td>Fred Ruppel and H.L. Goodwin, Jr.</td>
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<tr>
<td>1990</td>
<td>Anne Marie Jarvis</td>
<td>First</td>
<td>Jim Mjelde and Ed Rister</td>
</tr>
<tr>
<td>1998</td>
<td>Heidi Samuel</td>
<td>Third</td>
<td>Jim Mjelde, Mark Waller, and David Bessler</td>
</tr>
<tr>
<td>2001</td>
<td>Meagan Sherman</td>
<td>Competed</td>
<td>Jim Mjelde and Steve Fuller</td>
</tr>
<tr>
<td>2008</td>
<td>Shauna Yow</td>
<td>Second</td>
<td>Ed Rister and Ron Lacewell</td>
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### Appendix U.10. TAMU AGEC Teams That Placed at SS-AAEA Academic Bowl Competition

<table>
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<th>Year</th>
<th>Students</th>
<th>Place</th>
<th>Advisor(s)</th>
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</thead>
<tbody>
<tr>
<td>1991</td>
<td>Kayci Cockrell, Lori Labac, Julie Smith</td>
<td>First</td>
<td>Jim Mjelde and Ed Rister</td>
</tr>
<tr>
<td>1992</td>
<td>Kayci Cockrell, Karen Deborde, Lori Labac Koop</td>
<td>First</td>
<td>Lonnie Jones and Jim Mjelde</td>
</tr>
<tr>
<td>1992</td>
<td>Dean Doxakis, Candice Gerth, Wendy Moritz</td>
<td>Third</td>
<td>Lonnie Jones and Jim Mjelde</td>
</tr>
<tr>
<td>1996</td>
<td>Gabe Gonzalez, Sondra Long, David Ryan</td>
<td>Third</td>
<td>Lonnie Jones</td>
</tr>
<tr>
<td>1997</td>
<td>Brandon Hill, Clay Kolle, Gara Travis</td>
<td>Second</td>
<td>(no record)</td>
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<tr>
<td>2000</td>
<td>Paula Braden, Erin Donaho, Dawn Dunkin</td>
<td>First</td>
<td>Richard Gallagher</td>
</tr>
<tr>
<td>2001</td>
<td>Brandon Hill, Clay Kolle, Gara Travis</td>
<td>Third</td>
<td>Richard Gallagher</td>
</tr>
<tr>
<td>2002</td>
<td>Brandon Hill, Jason Morris, Gara Travis</td>
<td>Second</td>
<td>Richard Gallagher</td>
</tr>
<tr>
<td>2006</td>
<td>Kristen Greer, Meagan Morgan, Callie Rogers</td>
<td>First</td>
<td>Jim Mjelde and Ed Rister</td>
</tr>
<tr>
<td>2007</td>
<td>Eric Manthei, Emily Seawright, Shauna Yow</td>
<td>First</td>
<td>Jim Mjelde and Callie Rogers</td>
</tr>
<tr>
<td>2008</td>
<td>John Winkelmann</td>
<td>First</td>
<td>Jim Mjelde and Eric Manthei</td>
</tr>
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</table>
Robert Withers
Shauna Yow

2009
Matt Okeson
Kelly Pritchett
Kacey VanDeaver
Second
Jim Mjelde and Eric Manthei

2010
Wilson Alarcon
Anna Lee Allcorn
Matt Okeson
Third
Jim Mjelde and Eric Manthei

2011
Wilson Alarcon
Jana Crook
Jessica Martini
Third
John Siebert

Appendix Table U.11. TAMU Students Serving as SS-AAEA National Officers

<table>
<thead>
<tr>
<th>Year</th>
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<th>Position</th>
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<tr>
<td>1991–92</td>
<td>Kayci Cockrell</td>
<td>National Vice President – Southern Region</td>
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<tr>
<td>1991–92</td>
<td>Kathy Huffman</td>
<td>Newsletter Editor</td>
</tr>
<tr>
<td>2008–09</td>
<td>Kelly Pritchett</td>
<td>President</td>
</tr>
<tr>
<td>2008–09</td>
<td>Matt Okeson</td>
<td>Vice President</td>
</tr>
<tr>
<td>2009–10</td>
<td>Matt Okeson</td>
<td>President</td>
</tr>
<tr>
<td>2010–11</td>
<td>Jessica Martini</td>
<td>President</td>
</tr>
<tr>
<td>2011–12</td>
<td>Jake Riley</td>
<td>President</td>
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Appendix Table U.12. TAMU Undergraduate Club Awards Presented by the SS-AAEA

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<td>1989–90</td>
<td>Second Place</td>
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<tr>
<td>1990–91</td>
<td>Fourth Place</td>
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## Appendix U.13. TAMU AGEC Teams that Placed at the NAMA Student Marketing Competition

<table>
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<th>Year</th>
<th>Students</th>
<th>Place</th>
<th>Advisor(s)</th>
</tr>
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<tbody>
<tr>
<td>2006</td>
<td>Outstanding Student Chapter</td>
<td>Fourth</td>
<td>Kerry Litzenberg</td>
</tr>
<tr>
<td>2008</td>
<td>Corie Barnes&lt;br&gt;Levi Estes&lt;br&gt;Hillary Denson&lt;br&gt;Kate Farris&lt;br&gt;Jessica Haney&lt;br&gt;Ashley Hebler&lt;br&gt;Robert Meinke&lt;br&gt;Morgan Mink&lt;br&gt;Michelle Popek&lt;br&gt;JacoSaaiman&lt;br&gt;Melanie Schroedter&lt;br&gt;Reed Vestal</td>
<td>Semi-Finalist</td>
<td>Kerry Litzenberg</td>
</tr>
<tr>
<td>2010</td>
<td>Kerri Kirkpatrick&lt;br&gt;KatlynKlabunde&lt;br&gt;Angela Montemayor&lt;br&gt;Dusty Oney&lt;br&gt;Jose Segovia&lt;br&gt;Heather Stokes&lt;br&gt;Jonathan Stone&lt;br&gt;Steven Walters</td>
<td>Semi-Finalist</td>
<td>Lindsey Higgins</td>
</tr>
<tr>
<td>2011</td>
<td>Levi Andrews&lt;br&gt;Katherine Mellinger&lt;br&gt;Matt Okeson&lt;br&gt;JC Payne&lt;br&gt;Wesley Tobola&lt;br&gt;HaleyWendler</td>
<td>Finalist/NAMA’s Choice Award: Favorite Team</td>
<td>Lindsey Higgins</td>
</tr>
<tr>
<td>Year</td>
<td>Students</td>
<td>Place</td>
<td>Advisor(s)</td>
</tr>
<tr>
<td>------</td>
<td>--------------------------------------</td>
<td>-------</td>
<td>-----------------</td>
</tr>
<tr>
<td>2009</td>
<td>David Bingham</td>
<td>Fourth</td>
<td>Lindsey Higgins</td>
</tr>
<tr>
<td></td>
<td>Katlyn Klabunde</td>
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</tr>
<tr>
<td></td>
<td>Angela Montemayor</td>
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</tr>
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<td></td>
<td>Chase Murphy</td>
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<td></td>
<td>Nathan Schulman</td>
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<tr>
<td></td>
<td>August Floerke</td>
<td>First</td>
<td>Dmitry Vedenov</td>
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<tr>
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<td>Shahrbano Gargari</td>
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<td></td>
<td>Philip Mooney</td>
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<tr>
<td></td>
<td>Ethan Wenz</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>Travis Martin</td>
<td>Third</td>
<td>Lindsey Higgins</td>
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## Appendix G. Graduate Student Awards

### Appendix G.1. Graduate Student Awards

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Acronyms for Appendix G.1:
AAEA = American Agricultural Economics Association
AFS = Association of Former Students
ASFMRA = American Society of Farm Managers and Rural Appraisers
COALS = College of Agriculture and Life Sciences
FDRS = Food Distribution Research Society, Inc
IFAMA = International Food and Agribusiness Management Association
NACTA = National Association of Colleges & Teachers of Agriculture
NCSC = National Collegiate Sales Competition
SAEA = Southern Agricultural Economics Association
TACC = Texas Agricultural Cooperative Council
TAEX = Texas Agricultural Extension Service
TAMU = Texas A&M University
TCE = Texas Cooperative Extension
UCOWR = Universities Council on Water Resources
USDA = United States Department of Agriculture
VC = Vice Chancellor
WAEA = Western Agricultural Economics Association
## Appendix G.2. Graduate Course Enrollment History since Fall 2005

<p>| Course Number | Title                                           | Total | 11C | 11B | 11A | 10C | 10B | 10A | 09C | 09B | 09A | 08C | 08B | 08A | 07C | 07B | 07A | 06C | 06B | 06A | 05C |
|---------------|-------------------------------------------------|-------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 601           | Commodity Futures and Options Markets           | 87    | 25  | 29  | 23  |     |     |     |     |     |     |     |     |     |     |     |     |     |     | 10  |
| 603           | Land Economics                                  | 275   | 38  | 50  | 41  | 47  |     |     |     |     |     |     |     |     |     |     |     |     |   50 |
|               | Natural Resource Economics                      |       |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | 49  |
|               | (online in summer)                              |       |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | Heifrin |
| 604           | Rural Real Estate Appraisal and Organization    | 171   | 24  | 13  | 20  | 17  | 14  | 20  | 13  | 14  | 13  | 12  |     |     |     |     |     |     |   11 |
| 605           | Water Resource Economics                        | 26    | 8   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | 689 |
| 606           | Research Methodology                            | 109   | 20  | 29  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | 21  |
| 610           | Economics of Biosecurity                       | 2     | 2   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 611           | Production Economics I                          | 0     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |</p>
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Appendix G.3. Graduate Course Listings – Agricultural Economics (AGEC)
Source 2011-2012 Graduate Catalog Downloadable PDF (6.37MB)

601. Commodity Futures and Options Markets. (3-0). Credit 3. Price risk management using agricultural commodity futures and options markets, theories of hedging and formulation of optimal hedging strategies, applied hedging strategies evaluated with emphasis on options relative to futures. Prerequisites: One course in calculus and one course in statistics.

603. Land Economics. (3-0). Credit 3. Application of economic, financial, legal and related concepts and tools for decision making in land management, real estate development and appraisal of land and attendant resources; public and private property rights and current land and resource management issues emphasized; real estate valuation methods and use of electronic information systems studied. Prerequisite: AGEC 422 or equivalent.

604. Natural Resource Economics. (3-0). Credit 3. Critical evaluation of policies and procedures in natural resource development and use; identification of problems in resource development, the political-economic decision-making processes and analytical tools which can contribute to economic decisions. Prerequisite: ECON 323. Cross-listed with BUSH 663.

605. Rural Real Estate Appraisal and Organization. (3-0). Credit 3. Concepts of property rights and their valuation; factors affecting the value of these rights are related to general economic theory to explain real estate market process; specific applications of appraisal techniques in valuing urban and rural real properties. Prerequisite: AGEC 422.

606. Water Resource Economics. (3-0). Credit 3. Examination of economic concepts and tools contributing to the solution of water scarcity problems; development of working knowledge of water resource economics; policy options established and explored; analytical tools for performing policy and project assessment introduced and applied. Prerequisite: AGEC 422.

607. Research Methodology. (3-0). Credit 3. Scientific method in economic research: problem identification and selection, hypothesis testing, assumptions, model selection, data communication; evaluation of research studies and development of thesis prospectus or equivalent. Prerequisite: MS or PhD graduate classification.

610. Economics of Biosecurity. (3-0). Credit 3. Economic and policy issues involved with decision making under risk of accidental or deliberate events of agricultural threats involved with animal diseases, food contamination, invasive species, infrastructure disruption, etc.; issues regarding assessments of damages, vulnerability and decision making regarding prevention, detection, response, and recovery. Prerequisite: Graduate classification.

611. Production Economics I. (3-0). Credit 3. Economic theory and methods for analyzing agricultural production decisions; problems are treated regarding the technical unit and the firm; both neoclassical theory and methods for evaluating decisions under uncertainty are emphasized. Prerequisites: ECON 607; MATH 142.

614. Global Food and Agribusiness Policy. (3-0). Credit 3. Public policies and programs affecting agriculture and agribusiness; development of policies and programs, identifying relevant issues, reviewing means to attain desired goals, and development of methods to
evaluate the consequences of alternative farm policies on U.S. agriculture, agribusiness, trade and resources. Prerequisites: AGEC 619 or ECON 607; MATH 142.

618. E-Commerce: Auctions, Contracts and Exchanges. (3-0). Credit 3. Design and implementation of contract mechanisms, auctions, and internet exchanges for business-to-business transactions; tools for dealing with these issues developed; understanding of what issues are critical to the successful implementation of virtual vertical integrations. Prerequisite: G7 classification or approval of instructor. Cross-listed with INFO 618.

619. Managerial Economics in Agribusiness. (3-0). Credit 3. Practical application of operational and strategic decision-making tools to agribusiness, focusing on important managerial and economic principles and understanding needed to carry out these functions. Prerequisites: ECON 323; MATH 142; STAT 303.

621. Econometrics for Agribusiness. (3-0). Credit 3. Econometric application and practice; analysis and interpretation of economic data for decision making and microcomputer implementation. Prerequisites: MATH 142; STAT 303; corequisite: ECON 323; ECON 311 or AGEC 430.

622. Agribusiness Analysis and Forecasting. (3-0). Credit 3. Design, construction, use and evaluation of simulation, forecasting and optimization models to solve applied problems confronting decision makers in agribusiness. Prerequisite: AGEC 621 or approval of instructor.

625. Environment of Agribusiness. (3-0). Credit 3. Analysis of the economic, social, political, technological and legal forces that impact the way in which global agribusiness firms compete; emphasis on intensive case study analysis. Prerequisites: AGEC 619 and 621.

629. Strategic Agribusiness Management. (3-0). Credit 3. Practical application of operational and strategic decision-making tools to agribusiness; emphasis on problem recognition and economic analysis related to production, marketing and finance decisions facing agribusiness firms. Prerequisites: AGEC 619, 621 and 625.

630. Financial Analysis for Agribusiness Firms. (3-0). Credit 3. Application of financial planning and analysis to agribusiness firms; capital budgeting and selection of investments; the role of debt structure and liquidity in firm growth and stability; alternatives for gaining control over financial resources, managing risk and maintaining business efficiency over time. Prerequisites: ACCT 640; FINC 635.

633. Economics of Underdeveloped Agricultural Areas. (3-0). Credit 3. Survey of analytical and empirical studies on development issues in less developed countries; topics include agricultural household models, the economics of contract choice, migration, the economics of family structure, technological change, emerging environmental issues, and evaluation of policy initiatives in product and factor markets. Prerequisites: ECON 629 and AGEC 652.

634. Rural Financial Markets & Financial Planning. (3-0). Credit 3. Organization, structure, conduct, and regulation of lending institutions serving commercial agriculture and rural borrowers; financial statement analysis; cash management; investment planning; loan portfolio analysis; management of the lending function of lenders serving rural businesses. Prerequisite: Graduate classification.
635. Consumer Demand Analysis for Food and Agricultural Products. (3-0). Credit 3.
Analytical and empirical treatments of consumer behavior; use of neoclassical theory and
modern adaptations in consumer demand analysis; specification, estimation, interpretation
and evaluation of models of consumer behavior with emphasis on food commodities.
Prerequisites: ECMT 676; ECON 629; AGEC 661.

636. Agribusiness Markets and Applied Welfare Analysis. (3-0). Credit 3. Theory and
practice of consumer and firm behavior in markets; the effects of various policies on
markets; welfare measurement applied to problems related to the farm economy; food and
resource processing; resource allocations decisions. Prerequisites: AGEC 635 and 661;
ECMT 676; ECON 629 and 630.

637. Production Economics and Dynamic Optimization in Agricultural Economics. (3-0).
Credit 3. Production under certainty and uncertainty with emphasis on agribusiness firm
behavior; economic theory and analytical and numerical methods related to dynamic
optimization problems. Prerequisites: AGEC 661; ECMT 675; ECON 629 and 630.

641. Operations Research Methods in Agricultural Economics. (3-0). Credit 3. Theory and
practice regarding the application of operations research tools to agricultural economics
problem areas. Mainly concentrates on optimization approaches. Prerequisite: AGEC 622

643. Applied Simulation in Agricultural Economics. (3-0). Credit 3. Design, construction,
validation and use of Monte Carlo simulation models for risk analysis of economic systems;
parameter estimation and simulation of multivariate probability distributions in econometric
and behavioral models used for business and policy analysis under risk. Prerequisites:
AGEC 622 and 661 or approval of instructor.

652. International Agribusiness Trade Analysis. (3-0). Credit 3. Traditional trade theory
encompassing the concepts of comparative advantage, the Hecksher-Olin-Samuelson model,
the gain from specialization and trade, partial equilibrium analysis of free trade, violation of
the free trade model, welfare effects of trade, trade creation and diversion, introduction to
growth and development theories, the relationship between trade and development and
related concepts. Prerequisites: ECON 607; MATH 142.

659. Ecological Economics. (3-0). Credit 3. Study of the relationships between ecosystems and
economic systems; understanding the effects of human economic endeavors on ecological
systems and how the ecological benefits and costs of such activities can be quantified and
internalized. Prerequisite: Graduate classification. Cross-listed with ESSM 671 and RENR
659.

661. Applied Econometric Methods in Agriculture. (3-0). Credit 3. Application of
econometric methods in a theoretical framework for the analysis of agricultural markets and
farm firm behavior; emphasis on specifying and estimating agricultural production and
demand functions and agricultural sector models; selected topics according to student needs.
Prerequisite: ECMT 676.

671. Fundamentals in Agribusiness and Managerial Economics. (3-0). Credit 3. Economic
type and methods for analyzing operational and strategic problems facing managers of
food, fiber and resource businesses; financial, marketing and management topics, including
principal-agent, bargaining power, contract theory and business forecasting. Prerequisites:
ECON 629 and 630.
672. Fundamentals in Agricultural Markets and Information Economics. (3-0). Credit 3. Application of information economics theory for analysis of vertical and horizontal relationships between firms along the supply chain. Prerequisites: AGEC 636 and 661; ECMT 676; ECON 629 and 630.

673. Fundamentals in Resource and Environmental Economics. (3-0). Credit 3. Economic theories and empirical regularities related to the use and management of the environment and natural resources; valuation techniques, externalities, and intertemporal resource management. Prerequisites: AGEC 635, 636, 637; ECON 629 and 630.

674. Food and Agricultural Trade and Policy Analysis. (3-0). Credit 3. Trade policy, farm policy, macroeconomic policy, resource policy and development policy; analysis of policy impacts outside perfect competition and free trade assumptions. Prerequisites: AGEC 614 and 652 or approval of instructor.

676. Frontiers in Markets and Information Economics. (3-0). Credit 3. Exploration of advanced topics in the field of markets and information economics. May be taken twice for credit. Prerequisite: Graduate classification.

677. Frontiers in Natural Resource and Environmental Economics. (3-0). Credit 3. Exploration of advanced topics in the field of natural resource and environmental economics. May be taken twice for credit. Prerequisite: Graduate classification.

681. Seminar. Credit 1 each semester. Objectives are to define research problems, develop research problem statements with objectives and hypothesis and specify relevant models to accomplish the objectives and develop the skills in written communication.

684. Professional Internship. Credit 1 to 3. Pre-professional experience within department guidelines conducted in the area of the student’s field of interest. Prerequisite: Graduate classification.

685. Directed Studies. Credit 1 to 4 each semester. Directed individual study of a selected problem in the field of agricultural economics.

689. Special Topics in… Credit 1 to 4. Selected topics in an identified area of agricultural economics. May be repeated for credit.

691. Research. Credit 1 or more each semester. Thesis or dissertation research.

693. Professional Study. Credit 1 to 9 each semester. Professional paper undertaken as a requirement for the Master of Science Non-Thesis or as an elective for the Master of Agribusiness. May be taken more than once, but not to exceed 3 hours of credit towards a degree. Prerequisite: Approval of instructor.

695. Frontiers in Agribusiness and Managerial Economics. (3-0). Credit 3. Exploration of advanced topics in the field of agribusiness and managerial economics. May be taken two times for credit. Prerequisite: Graduate classification.
Appendix G.4. Courses for Master of Science Degree

Prerequisites:
- ECON 323 Microeconomic Theory
- ECON 410 Macroeconomic Theory
- MATH 142 Calculus
- STAT 303 Statistical Methods

Thesis Option: Total Credit 32

Economic Theory:
- ECON 607 Foundations of Microeconomic Theory (3 cr)
- ECON 611 Foundations of Macroeconomic Theory (3 cr)

Quantitative Methods:
- AGEC 621 Econometrics for Agribusiness (3 cr)
- AGEC 622 Agribusiness Analysis and Forecasting (3 cr)

Field Requirements:
- 6 credit hours of AGEC Field Courses

Research:
- AGEC 607 Research Methodology (3 cr)
- AGEC 691 Research (8 cr)

Electives:
- 3 credits hours in specialization area

Non-Thesis Option: Total Credits 36

Economic Theory:
- AGEC 619 Managerial Economics for Agri-business (3 cr)
- ECON 611 Foundations of Macroeconomic Theory (3 cr)

Quantitative Methods:
- AGEC 621 Econometrics for Agribusiness (3 cr)
- AGEC 622 Agribusiness Analysis and Forecasting (3 cr)

Field Requirements:
- 6 credit hours of AGEC Field Courses

Research:
- AGEC 693 Professional Study (3 cr)

Electives:
- 12 credit hours in specialization area
## Appendix G.5. Initial Placement of M.S. Graduates, Agricultural Economics Fall 2003–Summer 2011

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<th>Name</th>
<th>Thesis Title/Field Area</th>
<th>Placement</th>
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<td>### 2010–11</td>
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<tr>
<td>Julie Adams</td>
<td>Non-Thesis</td>
<td>N/A</td>
<td>Ariun Ishdorj and Oral Capps, Jr., Co-chairs</td>
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<tr>
<td>Emine Bayar</td>
<td>Analysis of Whole Milk vs. Low-fat Milk Consumption among Children before Programmatic</td>
<td>Assoc. Consultant, North Atlantic Consulting Group, Istanbul, Turkey</td>
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<td>Sihong Chen</td>
<td>Risk Perception and Willingness to pay for Removing Arsenic in Drinking Water</td>
<td>PhD, AGEC, TAMU</td>
<td>W. Douglass Shaw and Alexander L. Brown, Co-chairs</td>
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<td>Thomas Cobb</td>
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<td>David P. Anderson and John L. Park, Co-chairs</td>
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<td>Vitaly Filonov</td>
<td>Applications of Copulas to Analysis of Weather Derivatives as Primary Crop Insurance Instruments</td>
<td>N/A</td>
<td>Dmitry V. Vedenov, Chair</td>
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<td>Aaron Fritz</td>
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<td>Ilia Gogichaishvili</td>
<td>Application of Hedonic Price Modeling to Estimate the Value of Algae Meal</td>
<td>Senior Analyst, Corporate Banking Dept., TBC Bank, Tbilisi, Georgia</td>
<td>James W. Richardson and Henry L. Bryant, Co-chairs</td>
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<td>Alexander Griffin</td>
<td>Spatial Analysis of Residential Development and Urban-Rural Zoning in Baltimore County, Maryland</td>
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<td>Randi Hughes</td>
<td>Assessment of U.S. Agriculture Sector and Human Vulnerability to a Rift Valley Fever Outbreak</td>
<td>Global Operations Senior Administrator, Charles Schwab</td>
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<td>Myriah Johnson</td>
<td>The Net Effect of Exchange Rates on Agricultural Inputs and Outputs</td>
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<td>A Duration Analysis of Food Safety Recall Events in the United States: January, 2000 to October 2009</td>
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<td>The Incremental Benefits of the Nearest Neighbor Forecast of U.S. Energy commodity Prices</td>
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<td>Willingness-to-pay for Pomegranates: Impact of Product and Health Features Using Nonhypothetical Procedures</td>
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<td>Price Discovery in the Natural Gas Markets of the United States and Canada</td>
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<td>Life Cycle Assessment Applied to 95 Representative U.S. Farms</td>
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<td>Marc Stephen Allison</td>
<td>The Future of Biofuels: An Economic Analysis of the Design and Operation of a Microalgalgae Facility in Texas and the Southwestern United States</td>
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<td>PhD in AGEC, TAMU</td>
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<td>An Empirical Simulation Analysis of Cotton Marketing Strategies in West Texas</td>
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<td>A Probabilistic Inventory Analysis of Biomass for the State of Texas for Cellulosic Ethanol</td>
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<td>Select Economic Implications for the Biological Control of <em>Arundo Donax</em> Along the Rio Grande</td>
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<td>Joseph Benedict Baucum</td>
<td>Measuring Possible Transaction Costs Incurred by Ethanol Plants</td>
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<td>PhD program, AGEC, Texas A&amp;M University</td>
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<td>Eli Del Moore</td>
<td>An Economic Evaluation of the Effectiveness of the Texas Pecan Checkoff Program</td>
<td>Analyst, Customer Marketing Group, Inc., Houston, TX</td>
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<td>Brian Namushi Mwanamambo</td>
<td>Financing Smallholder Agribusiness in Zambia: An Economic Analysis of the Zatac Model</td>
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<td>Callie Sue Rogers</td>
<td>Economic Costs of Conventional Surface-Water Treatment: A Case Study of the McAllen</td>
<td>Investment Analyst, Prudential Capital, Dallas, TX</td>
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<td>On the Use of Cheap Talk in Hypothetical Product Valuation: A Field Experiment</td>
<td>PhD program, University of Kent, UK</td>
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<td>G. Murphy Anderson</td>
<td>Examining Causes of Poverty in Latin America and Sub-Saharan Africa</td>
<td>Analyst, Anderson Oil and Gas, Inc., Shreveport, LA</td>
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<td>Elizabeth Hart (Bise) Barham</td>
<td>Mitigating Cotton Revenue Risk Through Irrigation, Insurance, and/or Hedging</td>
<td>Cotton Economist, Doane Advisory Service, St. Louis, MO</td>
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<td>Marissa Joyce Chavez</td>
<td>The Efficiency of the U.S. Cotton Futures Market (1986–2006): Normal Backwardation,</td>
<td>Research Assistant, Texas Agricultural Experiment Station, El Paso, TX</td>
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<td>Erin Daley</td>
<td>Impact of Ethanol Expansion on the Cattle</td>
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<td>U.S. Farmland Price Dynamics: Cause-effect Relationships</td>
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<td>Economic Implications of Anaerobic Digesters on Dairy Farms in Texas</td>
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2004–05

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<td>An Assessment of the Equitability of Farm Program Payments</td>
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<td>Endogenous Variables and Weak Instruments in Cross-Sectional Nutrient Demand and Health Information Analysis: A Comparison of Solutions</td>
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<td>USDA/FSA Kansas City</td>
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<td>Kaunda Kapepula</td>
<td>Non-Thesis</td>
<td>Returned to Zambia</td>
<td>Frederick O. Boadu</td>
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<td>Robert Burge Linton</td>
<td>Non-Thesis</td>
<td>Producers Cooperative</td>
<td>Joe Outlaw</td>
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<td>Max D. Menzies, III</td>
<td>Investigating the Growth of the Texas Cattle Feeding Industry and the Possible Need for Additional Slaughter Capacity</td>
<td>PhD, Texas A&amp;M University</td>
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<td>Kwinarajit Sachchamarga</td>
<td>Marketing</td>
<td>N/A</td>
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<td>Allyson St. Cyr</td>
<td>Farm Management Systems</td>
<td>N/A</td>
<td>James M. McGrann</td>
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<td>Atsushi Yonaga</td>
<td>Non-Thesis</td>
<td>Returned to Japan</td>
<td>David J. Leatham</td>
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Appendix G.6. Listing of PhD Course Curriculum

Curriculum Total Credits 64

**Economic Theory** (7 credit hours)
- ECON 629 Microeconomic Theory I
- ECON 630 Microeconomic Theory II

**Core Requirement** (9 credit hours)
- AGEC 635 Consumer Demand Analysis for Food and Agricultural Products
- AGEC 636 Agribusiness Markets and Applied Welfare Analysis
- AGEC 637 Production Economics and Dynamic Optimization in Ag Econ

**Quantitative Methods** (14 credit hours)
- ECMT 674 Statistics for Economists
- AGEC 661 Applied Econometric Methods in Agriculture
- AGEC 641 Operations Research Methods in Agricultural Economics
  - OR
  - AGEC 643 Applied Simulation in Agricultural Economics
- 2 Electives in Econ Theory or Quantitative Methods

**Research Requirement** (22 Credit Hours)

**Field Requirement** (12 Credit Hours) – Six credits of field courses are elective and may be selected from inside or outside the Department
- AGEC 671 Fundamentals in Agribusiness and Managerial Economics
- AGEC 672 Fundamentals in Markets and Information Economics
- AGEC 673 Fundamentals in Resource and Environmental Economics
- AGEC 674 Food and Agricultural Trade and Policy Analysis
- AGEC 676 Frontiers in Markets and Information Economics
- AGEC 677 Frontiers in Resource and Environmental Economics
- AGEC 695 Frontiers in Agribusiness and Managerial Economics
### Appendix G.7. Initial Placement of PhD Graduates, Agricultural Economics Fall 2003–Summer 2011

Source [http://agecon.tamu.edu/graduate/graduate_students_placement_phd.html#2010](http://agecon.tamu.edu/graduate/graduate_students_placement_phd.html#2010)

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<thead>
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<td>Meng-Shiuh Chang</td>
<td>Essays on Nonparametric Series Estimation with Application to Financial Econometrics</td>
<td>Returned to China</td>
<td>Ximing Wu, Chair</td>
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<tr>
<td>Ryan Larsen</td>
<td>Essays Incorporating New Risk Modeling Techniques in Agriculture</td>
<td>Asst. Professor, North Dakota State University</td>
<td>David J. Leatham and Dmitry V. Vedneov, Co-chairs</td>
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<tr>
<td>Justin Baker</td>
<td>The Impact of Biofuel and Greenhouse Gas Policies on Land Management, Agricultural Production and Environmental Quality</td>
<td>Research Assoc., Duke University</td>
<td>Bruce A. McCarl, Chair</td>
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<tr>
<td>Seong Woo Kim</td>
<td>The Effect of Transaction Costs on Greenhouse Gas Emission Mitigation for Agriculture and Forestry</td>
<td>Returned to Korea</td>
<td>Bruce A. McCarl, Chair</td>
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<tr>
<td>Darmawan Prasodjo</td>
<td>An Economic Study of Carbon Capture and Storage (CCS) System Design and Policy</td>
<td>Research Assoc., Duke University</td>
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<tr>
<td>Xiaoyan Qin</td>
<td>Essays on Pricing Behaviors of Energy Commodities</td>
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<td>Chih-Chun Kung</td>
<td>Essays on Economic and Environmental Analysis of Taiwanese Bioenergy Production on Set-Aside Land</td>
<td>Asst. Professor, Jiangxi University of Finance and Economics</td>
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<td>Pei-Chun Lai</td>
<td>Causal Connection Search and Structural Demand Modeling on Retail-level Scanner Data</td>
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<td>Ke Li</td>
<td>Essays on Regression Spline Structural Nonparametric Stochastic Production Frontier Estimation and Inefficiency Analysis Models</td>
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<td>Hen-I Lin</td>
<td>Modeling Economic Resilience and Animal Disease Outbreaks in the Texas High Plains</td>
<td>Asst. Research Fellow, Chunghua Inst. of Economic Research</td>
<td>Bruce A. McCarl, Chair</td>
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<td><strong>2009–10</strong></td>
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<td>Benjamin Louis Campbell</td>
<td>Essays on Healthy Eating and Away from Home Food Expenditures of Adults and Children</td>
<td>Research Scientist, Vineland Research &amp; Innovation Centre, Canada</td>
<td>John L. Park &amp; Rodolfo M. Nayga</td>
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<tr>
<td>Chul Choi</td>
<td>An Analysis on Agricultural Market Behavior</td>
<td>Korean government</td>
<td>David A. Bessler</td>
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<td>Aklesso Egbendewe-Mondzozo</td>
<td>Integrated Economic-Epidemic Modeling of Avian Influenza Mitigation Options: A Case Study of an Outbreak in Texas</td>
<td>Research Associate, Michigan State University</td>
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<td>Francisco Fraire-Dominguez</td>
<td>Inductive Causation on Strategic Behavior: The Case of Retailer and Manufacturer Pricing</td>
<td>Senior Associate, MSCI, Monterrey Mexico</td>
<td>David J. Leatham</td>
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<td>Qi Gao</td>
<td>Three Essays on Bio-Security</td>
<td>N/A</td>
<td>Bruce A. McCarl</td>
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<td>Amy Deann Hagerman</td>
<td>Essays on Modeling the Economic Impacts of a Foreign Animal Disease on the U.S. Agricultural Sector</td>
<td>Post-doctoral Research Associate, TAMU</td>
<td>Bruce A. McCarl</td>
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<td>Wei Huang</td>
<td>The Impacts of Recent Avian Flu Outbreaks on Financial Markets</td>
<td>N/A</td>
<td>Bruce A. McCarl</td>
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<td>Iksu Jun</td>
<td>Essays on Dynamic Value Change Perspective in Resource Based View, Determinants of Alliance Formation and Risk Preference in Alliance Formation</td>
<td>N/A</td>
<td>Desmond Ng</td>
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<td>Memory Machingambi</td>
<td>Essays on the Impact of Development on Agricultural Land Amenities and Values in</td>
<td>Research Associate, Texas A&amp;M University</td>
<td>James W. Mjelde</td>
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<td>Modeling Structural Changes in Market Demand and Supply</td>
<td>Korean government</td>
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<td>Xavier Villavicencio</td>
<td>Essays on the Effect of Climate Change on Agriculture and Forestry</td>
<td>N/A</td>
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<td>Yongxia Cai</td>
<td>Water Scarcity, Climate Change, and Water Quality: Three Economic Essays</td>
<td>Research Associate, MIT</td>
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<td>Jody Lynn Campiche</td>
<td>Effects of Changes in U.S. Ethanol Production from Corn Grain, Corn Stover, and Switchgrass on World Agricultural Markets and Trade</td>
<td>Assistant Professor, Oklahoma State University</td>
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<td>Lindsey Marie Higgins</td>
<td>Regional Differences in Corn Ethanol Production: Profitability and Potential Water Demands</td>
<td>Instructional Assistant Professor, Texas A&amp;M University</td>
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<td>Gayaneh Kyureghian</td>
<td>Methodology and Applications in Imputation, Food Consumption and Obesity Research</td>
<td>Research Associate, University of Nebraska</td>
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<td>Aaron T. Mamula</td>
<td>License Buyback Programs in Commercial Fisheries: An Application to the Shrimp Fishery in the Gulf of Mexico</td>
<td>Economic Analyst, NOAA, California</td>
<td>Richard T. Woodward and Wade L. Griffin</td>
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<td>Jared Wolfley</td>
<td>Machinery Sharing by Agribusiness Firms: Methodology, Application, and Simulation</td>
<td>Market Analyst, AgriNorthwest</td>
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<td>Tatevik Zohrabian</td>
<td>Three Essays on Applied Economics</td>
<td>Instructor, Agribusiness Training Center</td>
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<td>Chin Man Chui</td>
<td>Essays on Exponential Series Estimation and Application of Copulas in Financial Econometrics</td>
<td>Assistant Professor, Institute for Financial and Accounting Studies, Xiamen University</td>
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<td>Man Seung Han</td>
<td>Environmentally Related Water Trading, Transfers and Environmental Flows: Welfare, Water Demand and Flows</td>
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<td>Dae-Heum Kwon</td>
<td>Causality and Aggregation in Economics: The Use of High Dimensional Panel Data in</td>
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<td>Micro-econometrics and Macro-econometrics</td>
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<td>Thein Maung</td>
<td>Economics of Biomass Fuels for Electricity Production: A Case Study with Crop</td>
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<td>Hwa Nyeon Kim</td>
<td>Transferable Rights in a Recreation Fishery: An Application to the Red Snapper</td>
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<td>Market Penetration of Biodiesel and Ethanol</td>
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<td>Three Essays on Monetary Policy, the Financial Market, and Economic Growth in the</td>
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<td>Assessing the Demand for Phytosterol-enriched Products</td>
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<td>En Zhu</td>
<td>The Role of U.S. Agricultural and Forest Activities in Global Climate Change Mitigation</td>
<td>Research Associate, International Food Policy Research Institute, Washington DC</td>
<td>Bruce A. McCarl and Jianbang Gan</td>
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<td>Ernesto Perusquia-Corres</td>
<td>Household Income Pooling and the Demand for Food: Does Family Financial Structure Matter?</td>
<td>CFO, Hospital Infantil Privado, Mexico</td>
<td>George C. Davis</td>
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<td>Three Essays Concerning Economic Analysis Associated with the Supply Chain</td>
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<td>Wen You</td>
<td>Parental Time and Children's Obesity Measures: A Theoretical and Empirical Investigation</td>
<td>Associate Research Scientist, TAMU</td>
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<td>Dhananjaya Arekere</td>
<td>Examining Solid Waste Management Issues in the City of Bryan</td>
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<td>Levan Elbakidze</td>
<td>An Economic Exploration of Prevention Versus Response in Animal Related Bioterrorism Decision Making</td>
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<td>A Credit Risk Model for Agricultural Loan Portfolios Under the New Basel Capital Accord</td>
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<td>Location of an Agribusiness Enterprise with Respect to Economic Viability: A Risk Analysis</td>
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<td>Matthew C. Stockton</td>
<td>Applications of Demand Analysis for the Dairy Industry Using Household Scanner Data</td>
<td>Asst. Professor/Specialist, University of Nebraska</td>
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<td>Tun-Hsiang Yu</td>
<td>Essays on the Upper Mississippi River and Illinois Waterway and U.S. Grain Market</td>
<td>Research Assoc., Iowa State University</td>
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<td>Essays in Monetary Policy Conduction and Its Effectiveness: Monetary Policy Rules, Probability Forecasting, Central Bank Accountability, and the Sacrifice Ratio</td>
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<td>Joint Climate Change Research Institute, University of Maryland</td>
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<td>Drivers of Demand, Interrelationships, and Nutritional Impacts Within the Nonalcoholic Beverage Complex</td>
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<td>Technology Adoption: Who Is Likely to Adopt and How Does the Timing Affect the Benefits?</td>
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<td>Wes Welch</td>
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<td>Academic Advisor, Florida</td>
<td>Gary W. Williams</td>
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Article I. Background

The Intercollegiate Faculty of Agribusiness was created to provide administrative leadership to the newly established Master of Agribusiness degree program. The Master of Agribusiness program will be jointly administered by the College of Agriculture and Life Sciences (COALS) and the Mays Business School through a Program Director, Program Executive Committee, and Intercollegiate Faculty. Additional background information regarding this master’s program is provided below.

Furthering the development of value added agricultural and food enterprises in Texas and the U.S. will require considerable managerial expertise. Graduate-trained managers are needed who are comfortable working in their own specific disciplines and who also have insights for the total business environment. These graduates need an understanding of the unique challenges and issues facing the agricultural and food sector. To train these graduates, universities must foster strong interdepartmental and inter-college teaching and research programs, particularly in management leadership.

The Master of Agribusiness program is designed to address these needs and to provide graduates with a view that integrates agriculture and business management. There is both a national, as well as a regional, need for this type of training. Approximately 1.12 million jobs are associated with the agribusiness sector in Texas, yet few graduate programs exist that prepare students for agribusiness careers.

Locally, the Master of Agribusiness program offers substantial benefits to the faculty, students and graduates of Texas A&M University and will make a significant contribution to developing agribusiness leadership for the 21st century. As the Texas economy strives to shift to value-added industries and increased international trade and business development, this program can be very important to the State. Some example benefits are:
• Establishing Texas A&M University as one of a select cadre of national programs which successfully combine business and agriculture to focus on agribusiness management.

• Attracting high quality, mature students interested in the integration of business and agriculture.

• Preparing graduates who will become industry leaders within 5 to 7 years after graduation.

• Providing an excellent opportunity to significantly increase and broaden the interaction between colleges.

• Encouraging faculty and students from several departments and colleges to engage in joint education and research activities.

• Enhancing university/industry partnerships through effective use of external development and advisory activities.

• Offering excellent visibility when seeking external industry funding.

• Increasing the number of student projects involving industry-based internships.

• Supporting the value-added and international business development efforts across the State in agribusiness.

The program responds to the need for advanced training to prepare students for management careers in the agribusiness sector. The U.S. Department of Agriculture estimates that there are approximately 10% more job openings than applicants for college graduates with expertise in agriculture and business. The opening of new trade opportunities, changes in government policies affecting agriculture, increasing integration and concentration in food and fiber industries, and growing concerns about environmental quality and food safety have contributed to this growing need for more specialized, in-depth training applying economic and business principles within the unique institutional marketing environment in which agribusinesses operate.

Specifically, the Intercollegiate Faculty of Agribusiness will embrace and support the educational objectives of the Master of Agribusiness degree program, which are to:

• Develop graduates who can make decisions that lead to the creation of maximum value in the marketplace and who understand how agribusiness markets change and how social, political, legal, economic, international, and technological forces drive and influence such change.
• Develop graduates who can foster innovation in agribusiness organizations, respond effectively to new circumstances, and through their actions enable agribusiness firms and society to realize the potential of such innovations.

• Develop graduates with a rigorous understanding of core agribusiness management functions and with problem-solving skills reflecting an integration of functional perspectives. Graduates should be prepared to assume positions of leadership and contribute immediately to the improved performance of their respective agribusiness organizations.

• Develop graduates with the capability to organize, describe, and make intelligent inferences from empirical evidence. Graduates should be able to apply sophisticated statistical techniques to data; make informed forecasts of agribusiness trends; and formulate, solve, and interpret quantitative decision models.

• Develop graduates who understand and value individual differences and have the communication and collaborative skills needed to work effectively in functionally and culturally diverse teams.

• Develop graduates with knowledge of the social responsibilities of agribusiness to its stakeholders; who are able to identify ethical dilemmas; and who understand frameworks for selecting and defending a right course of action.

Article II. Purpose

The Master of Agribusiness program will be jointly administered by the College of Agriculture and Life Sciences (COALS) and the Mays Business School through a Program Director, Program Executive Committee, and the Intercollegiate Faculty. The individual faculty and resources needed to administer the Master of Agribusiness degree program currently exist. However, the Intercollegiate Faculty of Agribusiness is being established to:

Foster the intercollegiate development of the Master of Agribusiness degree program.

Enhance communication between the faculty members in the College of Agriculture and Life Sciences (Department of Agricultural Economics) and the Mays Business School (Departments of Marketing, Management, Finance, Accounting and Business Analysis).

Utilize faculty expertise in business and agribusiness to strengthen the Master of Agribusiness degree program.

Capitalized on the contacts that Faculty members have made with firms and leaders within the food and agribusiness industry for student recruitment, placement, and internships.

Article III. Administrative Responsibilities of the Program Director/Chair
The Program Director will be appointed by the Deans of the two colleges to serve a three-year term and will be responsible for all tasks pertaining to the daily operation of the program. Administrative record keeping for the program will reside in the Program Director's administrative office. Administrative duties of the Program Director are:

Serves as the Chair of the Intercollegiate Faculty and develops an annual report for presentation to the Intercollegiate Faculty relating historical progress and future plans for the Master of Agribusiness degree program.

Develops strategic plans and programs for publicizing, promoting, and recruiting for the Master of Agribusiness degree program,

Develops industry support in the form of student internships, assistantships/fellowships, research support, development funding, and student placement,

Ensures that the curriculum is consistent with program objectives,

Works with department heads to schedule courses and faculty to maintain the program, and

Fosters growth and development of the intercollegiate faculty and utilizes their resources to enhance the program.

Article IV. Executive Committee

The Executive Committee will comprise:

1. Chair: Chair, Intercollegiate Faculty of Agribusiness and Director, Master of Agribusiness Program.
2. Vice Chair: Associate Dean, Mays Business School
3. Member: Associate Head for Graduate Studies, Department of Agricultural Economics

Article V. Responsibilities of the Executive Committee

The responsibilities of the Executive Committee will be to:

1. Provide oversight to the activities of the Operations Committees of the Master of Agribusiness and PhD in Agribusiness and Managerial Economics degree programs.
Article VI. Operations Committees

1. Master of Agribusiness
   Chair: Chair, Intercollegiate Faculty of Agribusiness and Director, Master of Agribusiness Program
   Members: 2 Faculty appointed by the Executive Committee on alternate years, 2 year appointment
   Ex Officio: Associate Dean, Mays School of Business

2. PhD in Agribusiness and Managerial Economics
   Co-Chair: Associate Head for Graduate Studies, Department of Agricultural Economics
   Co-Chair: Chair, Intercollegiate Faculty of Agribusiness and Director, Master of Agribusiness Program
   Members: 2 Faculty appointed by the Executive Committee on alternate years, 2 year appointment
   Ex officio: Associate Dean, Mays School of Business, and Chair of the Graduate Advisory Committee, Department of Agricultural Economics

Article VII. Responsibilities of Operations Committees

1. Responsibilities of Master of Agribusiness Operations Committee:
   A. Admissions
      • Review all applications for admission to the Master of Agribusiness degree program and provide input to the Director of the program.
   B. Budget
      • Review and advise on the budget for the Master of Agribusiness program.
   C. Scholarships and awards
      • Review and advise the Director of the MAB program on all Fellowship and Scholarship award applications.
   D. Curriculum
      • Advise the Executive Committee and the Director of the program on issues pertaining to the curriculum.

2. Responsibilities of PhD in Agribusiness and Managerial Economics Operations Committee:
   A. Admissions
      • Review and advise on all applications for admission to the Intercollegiate PhD degree
   B. Budget
      • Review and advise on the budget for the Intercollegiate PhD program.
   C. Scholarships, assistantships, and awards
      • Review and advise on all Fellowship and Scholarship award applications.
      • Review and advise on applications for assistantships.
D. Curriculum
   • Advise the Executive Committee on issues pertaining to the curriculum.

E. Evaluation examinations
   • Operations committee may appoint a committee that will coordinate and oversee all qualifier and preliminary examinations.

Article VIII. Responsibilities of the Intercollegiate Faculty

The Intercollegiate Faculty will:

1. Promote the teaching and graduate programs in agribusiness at Texas A&M University.

2. Provide input to the Program Director and Executive Committee regarding admission requirements, preparation, and training of candidates for the Master of Agribusiness and PhD in Agribusiness and Managerial Economics degrees.

3. Assist with promotion of and recruitment for the Master of Agribusiness and PhD in Agribusiness and Managerial Economics degree programs.

4. Provide input on new student applications.

5. Develop industry support in the form of student internships, assistantships/fellowships, research support, and development funding.

Article IX. Faculty Membership

Membership requirements of the Intercollegiate Faculty of Agribusiness are as follows:

1. Members of the Intercollegiate Faculty of Agribusiness must be members of the TAMU Graduate Faculty.

2. Nominations for Intercollegiate Faculty membership may be made by any member of the Intercollegiate Faculty in writing to the Chair of the Intercollegiate Faculty. The Intercollegiate Faculty of Agribusiness will be responsible for approving, disapproving, or deferring action on all nominations for membership.

3. Memberships will be granted in one of three categories:
   a. Administrative* – members of Executive Committee who are automatically full members
   b. Full* – activities include, but are not limited to teaching, participating as committee chair for PhD students, actively involved in interdisciplinary research with other IFA members or students.

* Only Administrative and full members will be required to report on intercollegiate faculty activities on their annual reports.
c. Associate – activities include, but are not limited to teaching, informal advisory capacity with students, committee member for PhD students, cooperation with and support of program objectives.

Article X. Meetings

1. The annual meeting of the Intercollegiate Faculty of Agribusiness shall be held during the first quarter of each year. Items for the agenda must be submitted in writing to the Executive Committee at least two weeks prior to the annual meeting. As Chair of the Intercollegiate Faculty, the Program Director will develop an annual report in the first quarter of each year for presentation to the Intercollegiate Faculty relating historical progress and future plans for the Master of Agribusiness degree program. Upon acceptance of the Program Director's report, it will be forwarded to the Deans of the two colleges and the Council of Deans.

2. Special meetings for the Intercollegiate Faculty of Agribusiness may be held at the call of the Chair or by written application to the Executive Committee by at least three members of the Intercollegiate Faculty.

3. A regular meeting of the Executive Committee shall be held on a quarterly basis, unless otherwise determined by vote of the Faculty. Other meetings of the Executive Committee may be held as frequently and for such purposes as are deemed desirable by the Executive Committee.

4. The minutes of each Annual and Executive Committee meeting shall be approved by the Executive Committee and distributed to all members of the Faculty within ten working days after the meeting. Corrections, if needed, will appear in the minutes of the next meeting.

5. At Executive Committee and Faculty meetings, Robert’s Rule of Order shall be followed in matters of parliamentary procedure.

Article XI. Committees

When deemed necessary, subcommittees may be created by action of the Faculty or the Executive Committee to assist in curriculum review, recruitment, faculty development, student placement, or other matters pertaining to the administration of the degree program.

Article XII. Student Participation

6. A graduate student representative shall be appointed by the Chair to committees as deemed appropriate by the Executive Committee.

Suggestions for changes in Curriculum, Program, Admissions, or items of similar interest to students may be submitted in writing at any time by any registered graduate student to the Executive Committee.
Article XIII. Amendments

Suggestions for amendments to the Bylaws may be submitted in writing at any time by any member of the Faculty to the Executive Committee. The Executive Committee will schedule discussion by the Faculty of any such amendments at its next scheduled annual meeting, and submit such suggestions for mail ballot. All amendments to the Bylaws must be approved by at least two-thirds of the votes cast by the members of the Faculty via an email or mail ballot.
**Appendix I.2. Current Members of the Intercollegiate Faculty of Agribusiness**

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank and Title</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Bessler</td>
<td>Regents Professor</td>
<td>AGEC</td>
</tr>
<tr>
<td>David Blackwell</td>
<td>Associate Dean for Graduate Programs, Republic Bank/James W. Aston Professor of Finance</td>
<td>FINC</td>
</tr>
<tr>
<td>Oral Capps, Jr.</td>
<td>Regents Professor and Holder of the Southwest Dairy Marketing Chair</td>
<td>AGEC</td>
</tr>
<tr>
<td>Austin Daily</td>
<td>Clinical Professor and Holder of the Deloitte Professional Program in Accounting Director’s Professorship</td>
<td>ACCT</td>
</tr>
<tr>
<td>Larry Gresham</td>
<td>Associate Professor</td>
<td>MKTG</td>
</tr>
<tr>
<td>Eluned Jones</td>
<td>Professor, Chair, Intercollegiate Faculty of Agribusiness and Director, Master of Agribusiness Program</td>
<td>AGEC</td>
</tr>
<tr>
<td>Danny Klinefelter</td>
<td>Regents Fellow, Professor and Extension Specialist</td>
<td>AGEC</td>
</tr>
<tr>
<td>David Leatham</td>
<td>Professor, Assoc. Head for Graduate Programs</td>
<td>AGEC</td>
</tr>
<tr>
<td>Kerry Litzenberg</td>
<td>Professor and Eppright Professor of Undergraduate Teaching Excellence</td>
<td>AGEC</td>
</tr>
<tr>
<td>Bruce McCarl</td>
<td>Distinguished Professor, Regents Professor of Agricultural Economics and of Water Management and Hydrological Science</td>
<td>AGEC</td>
</tr>
<tr>
<td>A. Gene Nelson</td>
<td>Professor</td>
<td>AGEC</td>
</tr>
<tr>
<td>Desmond Ng</td>
<td>Assistant Professor</td>
<td>AGEC</td>
</tr>
<tr>
<td>John Nichols</td>
<td>Professor and Department Head</td>
<td>AGEC/FSCT</td>
</tr>
<tr>
<td>Clair Nixon</td>
<td>Professor and Holder of the PricewaterhouseCoopers Accounting Excellence Professorship</td>
<td>ACCT</td>
</tr>
<tr>
<td>John Penson</td>
<td>Regents Professor and Holder of the Stiles Professor of Agriculture</td>
<td>AGEC</td>
</tr>
<tr>
<td>Bill Pride</td>
<td>Professor</td>
<td>MKTG</td>
</tr>
<tr>
<td>James Richardson</td>
<td>Regents Professor</td>
<td>AGEC</td>
</tr>
<tr>
<td>Victoria Salin</td>
<td>Associate Professor</td>
<td>AGEC</td>
</tr>
<tr>
<td>John Siebert</td>
<td>Professor</td>
<td>AGEC</td>
</tr>
</tbody>
</table>
## REQUIRED COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundation Courses</strong>:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACCT 640</td>
<td>Accounting Concepts and Procedures</td>
<td>3</td>
</tr>
<tr>
<td>AGEC 619</td>
<td>Managerial Economics in Agribusiness</td>
<td>3</td>
</tr>
<tr>
<td>FINC 635</td>
<td>Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 655</td>
<td>Survey of Management</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 621</td>
<td>Survey of Marketing</td>
<td>3</td>
</tr>
<tr>
<td><strong>Quantitative Courses</strong>:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AGEC 621</td>
<td>Econometrics for Agribusiness</td>
<td>3</td>
</tr>
<tr>
<td>AGEC 622</td>
<td>Agribusiness Analysis and Forecasting</td>
<td>3</td>
</tr>
<tr>
<td><strong>Field Course Requirements</strong>:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AGEC 625</td>
<td>Environment of Agribusiness</td>
<td>3</td>
</tr>
<tr>
<td>AGEC 629</td>
<td>Agribusiness Strategic Management</td>
<td>3</td>
</tr>
<tr>
<td>AGEC 630</td>
<td>Financial Analysis for Agribusiness Firms</td>
<td>3</td>
</tr>
<tr>
<td>Any department</td>
<td>3 Elective courses</td>
<td>9</td>
</tr>
</tbody>
</table>

### Total hours required: 39

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a Some Mays Business School classes may be offered in the summer term.
b or ECON 311 or AGEC 430
c or MATH 131, 151 or 171
d or INFO 303
e Students may elect to take a more advanced course in ACCT, FINC, MKTG, or MGMT with the approval of the MAB Program Director.
## Appendix I.4. Master of Agribusiness: Typical Schedule

<table>
<thead>
<tr>
<th>Fall (First Year)</th>
<th>Spring (First Year)</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AGEC 619 (3) Managerial Economics in Agribusiness</td>
<td>AGEC 622 (3) Agribusiness Analysis &amp; Forecasting</td>
<td>Field Electives 6 hours of electives (may include AGEC 684 Internship)</td>
</tr>
<tr>
<td>AGEC 621 (3) Econometrics for Agribusiness</td>
<td>AGEC 625 (3) Environment of Agribusiness</td>
<td></td>
</tr>
<tr>
<td>FINC 635 (3) Financial Management</td>
<td>MKTG 621 (3) Survey of Marketing</td>
<td></td>
</tr>
<tr>
<td>MGMT 655 (3) Survey of Management</td>
<td>ACCT 640 (3) Accounting Concepts and Procedures</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall (Second Year)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AGEC 629 (3) Strategic Agribusiness Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AGEC 630 (3) Financial Analysis for Agribusiness Firms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective (3)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix I.5. Student Self Evaluation and Learning Assessment

AGEC 625 Environment of Agribusiness – Feedback

As stated in the syllabus, the specific objectives of this course were to assist the student to:

- Understand the economic forces that create and support change,
- Develop the skills to research material in support of analysis, and
- Develop the ability to interpret market signals and trends using descriptive and quantitative analysis.

Outcomes – acquired knowledge demonstrated via:

Products:
- Individual and group assignments
- Oral presentations
- Oral defense and debate
- Written analyses
- Peer review of oral and written analyses

Exhibiting knowledge of:
- Research and analysis protocols
- Economics and business language
- US and global industry leaders
- Application of quantitative methods of analysis
- Primary information and data sources
By completing the following questions the Professor can better understand if any learning approaches work better than others in achieving the course objectives, and which are not efficient.

Please check the most appropriate column:

<table>
<thead>
<tr>
<th></th>
<th>Unchanged from beginning of semester</th>
<th>Improved</th>
<th>I am now (reasonably) confident in this area</th>
<th>Not applicable – I already had, and was confident in this area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the economic forces that create and support change in the food and agribusiness sector</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge of U.S. and global food and agribusiness industry and corporate leaders.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop analytical research skills – researching background material</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use economic analysis to describe situations and opportunities in the food and agribusiness industry</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to interpret market signals and trends using descriptive and/or quantitative analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Topic research</strong> (To increase understanding of the complexity and breadth of each issue)</td>
<td><strong>Ineffective in achieving my learning objectives</strong></td>
<td><strong>Effective, but not my preferred method of learning</strong></td>
<td><strong>Effective, and I enjoyed this method of learning</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Topic presentations</strong> (To gain experience in defending analysis)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Assigned partner</strong> (To increase understanding of different perceptions &amp; analytical approaches to the same issue)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Chosen partner</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Questions written and submitted during class</strong> (To increase engagement in class)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Media Log or Diary</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mid Semester take-home exam</strong> (Benchmark on integrating economic analysis skills with increased understanding of the food and agribusiness industry)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Project portfolio</strong> (To gain confidence in integrating analytical skills)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Take-home Final</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Given a choice of learning environments please indicate your preferred structures:

<table>
<thead>
<tr>
<th>Structure</th>
<th>Check all that apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class lectures by professor</td>
<td></td>
</tr>
<tr>
<td>Mixture of lectures and student presentations</td>
<td></td>
</tr>
<tr>
<td>Facilitated discussions where students are prepared (readings etc)</td>
<td></td>
</tr>
<tr>
<td>Assignments (graded)</td>
<td></td>
</tr>
<tr>
<td>Assignments (ungraded, for study purposes only)</td>
<td></td>
</tr>
<tr>
<td>Mid-semester take-home exam</td>
<td></td>
</tr>
<tr>
<td>Mid-semester in-class exam</td>
<td></td>
</tr>
<tr>
<td>Final take-home exam</td>
<td></td>
</tr>
<tr>
<td>Final exam in-class exam</td>
<td></td>
</tr>
<tr>
<td>Individual paper or project</td>
<td></td>
</tr>
<tr>
<td>Team paper or project</td>
<td></td>
</tr>
<tr>
<td>There are general guidelines to facilitate your learning</td>
<td></td>
</tr>
<tr>
<td>Guidelines with specific materials that must be learned and, or, skills acquired</td>
<td></td>
</tr>
</tbody>
</table>
As stated in the syllabus, the specific objectives of this course were to assist the student to:

- Develop the ability to conduct economic analysis across a variety of industries and competitive situations
- Improve understanding of the competitive challenges of a global market environment
- Integrate the knowledge and skills developed during the course of the MAB program
- Provide experience in evaluating the strategic position of a company, considering alternative future strategies and presenting analysis in the appropriate format for decision-makers
- Improve ability to manage the analytical process, culminating in a supported decision or proposed action plan

Outcomes – acquired knowledge demonstrated via:

- Individual assignments
- Assignments completed in team format, where the teams reflect the diversity of culture, gender and disciplinary background strengths
- Oral presentations
- Oral defense and debate
- Written analyses
- Peer review of oral and written analyses
By completing the following questions the Professor can better understand if any learning approaches work better than other in achieving the course objectives, and which are not efficient.

Please check the most appropriate column:

<table>
<thead>
<tr>
<th></th>
<th>Unchanged from beginning of semester</th>
<th>Proficient but not confident</th>
<th>I am (reasonably) confident in this area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct economic and business analysis relating to a diverse food and agribusiness industry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge of U.S. and global challenges to competitive market position</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integration of skills developed as part of [your] MAB degree</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation of the strategic position of a company and consideration of alternative strategies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to make a recommendation based on your analysis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to create a concise report of your analysis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual case analysis reports</td>
<td>Ineffective in achieving my learning objectives</td>
<td>Effective, but not my preferred method of learning</td>
<td>Effective, and I enjoyed this method of learning</td>
</tr>
<tr>
<td>Team case analysis reports</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral review of cases</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer review of case reports</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portfolio research project</td>
<td></td>
<td></td>
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<tr>
<td>Peer review of portfolio executive summary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation of project results</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Mid-Semester oral exam</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix I.6. Skills Audit

Learning Style

<table>
<thead>
<tr>
<th></th>
<th>0. Active</th>
<th>Hands-on</th>
<th>Reflective</th>
<th>Think it through</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sensing</td>
<td>Literal/factual</td>
<td>Reflective</td>
<td>Intuitive</td>
<td>Abstract concepts</td>
</tr>
<tr>
<td>Visual</td>
<td>Images (pictures, charts, graphs)</td>
<td>Verbal</td>
<td>Text, oral communication</td>
<td></td>
</tr>
<tr>
<td>Sequential</td>
<td>Linear, stepwise progression to reach understanding</td>
<td>Global</td>
<td>Big picture, big jumps to reach understanding</td>
<td></td>
</tr>
</tbody>
</table>

Content/Discipline Skills

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industry knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial analysis</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Management/logistics analysis</td>
<td></td>
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<tr>
<td>Human resource/compensation</td>
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<tr>
<td>Market analysis</td>
<td></td>
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<tr>
<td>Forecasting, simulation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economic analysis</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Data management</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 = no work experience or internship</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 = non-career related work experience but no internship</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 = internship</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 = internship + some career-related work experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5 = 1 or more years career-related work experience</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
**Team Skills**

Name: _______________________

Rank level of ‘skill’ where 1 = poor, 2 = OK, 3 = reasonable proficiency, 4 = good, consider this a ‘strength’, 5 = major strength, focus of employment credentials

<table>
<thead>
<tr>
<th>Team skill</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>Creative thinker, innovator, visionary</td>
<td></td>
<td></td>
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<tr>
<td>Detail oriented, usually double and triple check</td>
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<tr>
<td>Adhere to timeline closely, a communicator who keeps everyone up-to-date</td>
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<tr>
<td>Organizer, planning and organization</td>
<td></td>
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<tr>
<td>Documentation, clear and complete</td>
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<tr>
<td>Facilitator, ensure all team members are involved, conflict mediator</td>
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</table>

**Leaders Results Matrix**

Name: _______________________

Team members should have a 4 or 5 rating in each skill, or a justification for why this person was chosen, e.g., their ability in one area was considered of greater importance in fulfilling the overall goals of the team make-up; the market was oversupplied with certain skills and undersupplied in others.

<table>
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<tr>
<th>Style</th>
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<th>Content skill</th>
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<tr>
<td>Person 3</td>
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Appendix I.7. PhD in Agribusiness and Managerial Economics Program Summary and Course Requirements

Degree Requirements

PhD students are expected to gain an acceptable level of competency in economic theory, quantitative methods, and their field areas. The courses necessary to meet PhD requirements are listed below. Any alterations in course requirements must be accompanied by a written explanation from the student (and endorsed by the student’s advisory committee chair) to the Chair of the Intercollegiate Faculty of Agribusiness (IFA) at the time the degree plan or any petition to alter the plan is submitted. The Chair of the IFA must approve alterations in course requirements.

Credit Hour Requirements
The program requires a minimum of 45 credit hours of course work and a maximum of 19 credit hours of AGEC 691 (Research). A minimum of 9 hours in specific courses in the Mays Business School will be required for each area of emphasis. Course work counted toward a Master’s degree cannot be counted on a PhD student’s degree plan.

Prerequisites
Minimum prerequisites include a Master of Agribusiness, an MS in Agricultural Economics or Economics, an MS degree in a business field such as Finance, Accounting, Management, Marketing or Information Systems, an MBA, or equivalent degree. Depending upon the student’s background, specific prerequisite courses may be required.

A student undertaking this program of study must have completed the following or equivalent courses:

- ECON 607 Foundations of Microeconomic Theory
- ECON 611 Foundations of Macroeconomic Theory
- AGEC 621 Econometrics for Agribusiness
- ECMT 660 Mathematical Economics I
- AGEC 607 Research Methodology (not required if student has completed a MS thesis)

Second Year Continuation
Continuation in the PhD in Agribusiness and Managerial Economics will be evaluated after the student has completed the first year of core courses and passed the AGEC Qualifier exam. Continuation will be based on criteria established by the PhD in Agribusiness and Managerial Economics operations committee of the IFA. The IFA will set the continuation standards for the program, and provide oversight of the evaluation process. These standards will be consistent with those of existing PhD programs offered by the Mays Business School and the Department of Agricultural Economics at Texas A&M University.

Program Requirements:
Competency in economic theory and application is expected. Two courses (7 credit hours) are taken to meet the minimum microeconomic theory requirement.

Economic Theory and Applications
  Microeconomic Theory:
ECON 629  Microeconomic Theory I .............................................................. 3 Credits  
ECON 630  Microeconomic Theory II ............................................................ 4 Credits  

Total Economic Theory requirements .................................................................. 7 Credits

Core Requirements
Three courses (9 credit hours) covering advanced material which comprise a common body of critical knowledge is required for all PhD students.
AGEC 635  Consumer Demand Analysis for Food and Agricultural Products .... 3 Credits  
AGEC 636  Agribusiness Markets and Applied Welfare Analysis ................. 3 Credits  
AGEC 637  Production Economics and Dynamic Optimization in Ag. Econ. ... 3 Credits  

Total Core Requirements .................................................................................. 9 Credits

Total Economic Theory and Applications ....................................................... 16 Credits

Quantitative Methods
Three courses (8 credit hours) in quantitative methods are required for the PhD degree in agricultural economics. These courses are:
ECON 685  Stat Prep (August course) .............................................................. 2 Credits  
AGEC 661  Applied Econometric Methods in Agriculture ......................... 3 Credits  
AGEC 641  Operations Research Methods in Agricultural Economics ......... OR  
AGEC 643  Applied Simulation in Agricultural Economics ......................... 3 Credits  

Total quantitative methods requirements ......................................................... 8 Credits

Economic Theory or Quantitative Methods Elective
Students must choose one or more of the following courses to augment their studies in economic theory or quantitative methods:
AGEC 641  Operations Research Methods in Agricultural Economics  
AGEC 643  Applied Simulation in Agricultural Economics  
ECON 636  Macroeconomic Theory I  
ECON 646  Macroeconomic Theory II  
ECMT 669  Fundamental Mathematics for Economists (taught in August)  
ECMT 675  Econometrics I  
ECMT 677  Applied Micro econometrics  
ECMT 678  Nonparametric Econometrics  
ECMT 679  Time Series Econometrics  

Total Economic Theory or Quantitative Methods Elective .......................... 3 Credits

Other AGEC courses may be required or recommended depending on the student’s area of emphasis. This may include AGEC 672 (Fundamentals in Agricultural Markets and Information Economics), AGEC 673 (Fundamentals in Resource and Environmental Economics) or AGEC 685 (Directed Studies). If, in the judgment of the Chair of the IFA or the student’s Advisory Committee chair, the student is deficient in other subject matter areas important to his/her graduate program, the student may be required to satisfy additional prerequisites.
Field Area
Four field areas are offered: (1) finance, (2) strategic management, (3) marketing, and (4) supply chain management. Students are required to take specific courses offered by the Finance (FINC), Management (MGMT), Marketing (MKTG) and Information and Operations Management (INFO) departments in the Mays Business School. This is in addition to core courses in the Agricultural Economics (AGEC) and Economics (ECON) departments.
Appendix I.8. Field Area Requirements for PhD in Agribusiness and Managerial Economics

Finance emphasis:
Field Requirements:
AGEC 671 Fundamentals in Agribusiness and Managerial Economics .... 3 Credits
AGEC 695 Frontiers in Agribusiness and Managerial Economics .......... 3 Credits
AGEC 685 Readings in Agricultural Finance .................................. 3 Credits
FINC 688 Seminar in Corporate Theory......................................... 3 Credits
FINC 688 Seminar in Investments Theory ..................................... 3 Credits
Total Field Requirement.................................................................. 15 Credits

Total Minimum Course Requirements ............................................ 42 Credits

Research
FINC 690 Research Topics Seminar.............................................. 1 Credit
FINC 688 Seminar in Research Methods ....................................... 3 Credits
AGEC 691 Research ..................................................................... 18 Credits*
Total Research Credit .................................................................... 22 Credits

* Additional hours of coursework can replace research hours.

Total Credits .................................................................................. 64 Credits

Marketing emphasis:
Field Requirements:
AGEC 671 Fundamentals in Agribusiness and Managerial Economics .... 3 Credits
AGEC 695 Frontiers in Agribusiness and Managerial Economics ........ 3 Credits
AGEC 672 Fundamentals in Markets and Information Economics ...... 3 Credits
MKTG 680 Seminar in Buyer Behavior........................................... 3 Credits
MKTG 682 Seminar in Marketing Strategy Research ....................... 3 Credits
Total Field Requirement ............................................................... 15 Credits

Total Minimum Course Requirements ............................................ 42 Credits

Research
MKTG 688 Seminar in Research Methods ....................................... 3 Credits
AGEC 691 Research ..................................................................... 19 Credits*
Total Research Credit .................................................................... 22 Credits

* Additional hours of coursework can replace research hours.

Total Credits .................................................................................. 64 Credits
Strategic Management emphasis:
Field Requirements:
AGEC 671  Fundamentals in Agribusiness and Managerial Economics .... 3 Credits
AGEC 695  Frontiers in Agribusiness and Managerial Economics ......... 3 Credits
MGMT 634  Seminar in Organizational Behavior .................................... 3 Credits
MGMT 636  Seminar in Organizational Theory ...................................... 3 Credits
MGMT 676  Strategic Management Survey .......................................... 3 Credits
MGMT 677  Strategy Implementation ...................................................... OR
MGMT 682  Industrial Organization and Strategic Management ........... 3 Credits
Total Field Requirement ....................................................................... 18 Credits

Total Minimum Course Requirements .................................................. 45 Credits

Research
AGEC 691  Research ................................................................................. 19 Credits*

* Additional hours of coursework can replace research hours.

Total Credits ............................................................................................ 64 Credits

Supply Chain Management emphasis:
Field Requirements:
AGEC 671  Fundamentals in Agribusiness and Managerial Economics .... 3 Credits
AGEC 695  Frontiers in Agribusiness and Managerial Economics ......... 3 Credits
AGEC 672  Fundamentals in Markets and Information Economics ......... 3 Credits
INFO 688  Supply Chain Management Foundations ............................ 3 Credits
INFO 688  Seminar in Supply Chain Management ............................... 3 Credits
Total Field Requirement ....................................................................... 15 Credits

Total Minimum Course Requirements .................................................. 42 Credits

Research
INFO 688  Seminar in Research Methods .............................................. 3 Credits
AGEC 691  Research ............................................................................... 19 Credits

Total Research Credit ............................................................................ 22 Credits*

* Additional hours of coursework can replace research hours.

Total Credits ............................................................................................ 64 Credits

There is no specific commitment from the Mays Business School to offer a particular doctoral seminar every year or during a particular term, as course offerings vary with the size of departmental programs and the availability of faculty to teach a particular topic.
Appendix E. Extension

Appendix E.1. Contracts and Grants FY 2011 – AgriLife Extension Awards

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<thead>
<tr>
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<th>END DATE</th>
<th>AMOUNT</th>
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<td>Economic Impacts of the Swine Industry in the Southern Ogallala Region</td>
<td>USDA/ARS</td>
<td>1/1/2011</td>
<td>12/31/2012</td>
<td>50,000</td>
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<td>Economic Impacts of the Feedgrain Industry in the Southern Ogallala Region</td>
<td>USDA/ARS</td>
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<td>12/31/2013</td>
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<td>Texas Tech University System</td>
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<td>Economic Assessment of Proposed Ground Water Management Strategies for GMA2</td>
<td>Texas Tech University System</td>
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<td>5/31/11</td>
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<td>Economic and Groundwater Use Implications of Bioenergy Feedstocks Production in the OAP Region</td>
<td>USDA/ARS</td>
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<td>12/31/2012</td>
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<td>Development and Evaluation of Region a Water Plan for Agriculture</td>
<td>Freese and Nichols Consultants</td>
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<td>Anderson, Carl</td>
<td>Maximizing Income Under the New Farm Program</td>
<td>Cotton Inc.</td>
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<td>Risk Management Education for Texas Livestock Producers on Pastures and Forages</td>
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<td>Small Acreage Risk Management</td>
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<td>An Economic Impact Analysis</td>
<td>Gen. Land Office</td>
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<td>A New Model for Delivering Tourism Marketing Assistance and Resources to Rule Businesses</td>
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<td>An Initial Examination of the Economic Impact of Nature Tourism on the Rio Grande Valley</td>
<td>South Texas Nature Marketing Coop</td>
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<td>An Economic Impact Analysis of Proposed civic Center in Childress County, Texas</td>
<td>Childress Economic Development Corp</td>
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<td>Maintenance of Cotton Quality Valuation Software Based On Loan Values and Maintenance of an Economic and Financial Decision</td>
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<td>Development of Decision Support Software to Evaluate Cotton Picking vs Stripping Harvest Alternatives</td>
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<td>Trade Adjustment Assistance for Gulf and South Atlantic Shrimp Fishermen</td>
<td>USDA – NIFA via University of Minnesota</td>
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<td>6/30/2013</td>
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<td>Tax Practitioner Workshops Program and Continuing Education in Extension Agricultural Economics</td>
<td>Texas Education Extension Foundation</td>
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<td>Current Economic Status of Conservation</td>
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<td>Johnson, Jason</td>
<td>and No-Till Cotton Production in the Southeastern US Working Group, West Texas Proj#08-376</td>
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<td>Current Economic Status of conservation and No-Till Cotton Production in the southeastern United States Working Group, TX</td>
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<td>Feedstock Sourcing for Chevron Refineries An Examination of Grain Sorghum Trade Flows and Grain Sorghum Costs of Production</td>
<td>Chevron Technology Ventures, LLC Texas Grain Sorghum</td>
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<td>Iowa State University</td>
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<td>The Cost and Flow Pattern Impacts of Alternative Cotton Futures Delivery Points in Texas</td>
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<td>Marketing Choices by Texas Cotton Growers</td>
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<td>Waller, Mark</td>
<td>Market Maker Adoption and Implementation in Texas for the Gulf Seafood Industry</td>
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<td>Kids and Kows and More</td>
<td>Southwest Dairy</td>
<td>9/1/10</td>
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<td>USDA-Risk Mgmt Agency</td>
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<td>Master Marketer Program</td>
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<td>Texas Corn Producers</td>
<td>1/1/11</td>
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# Appendix E.2. Contracts and Grants FY 2010 – AgriLife Extension Awards

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<th>Begins</th>
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<td>Advanced Risk Management Series in the Texas High Plains</td>
<td>USDA Risk Management Agency</td>
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<td>Master Marketer Educational Event – Amarillo</td>
<td>USDA Risk Management Agency</td>
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<td>Commodity Partnership for Small Agricultural …</td>
<td>USDA Risk Management Agency</td>
<td>09/08/09</td>
<td>: 09/30/10</td>
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<td>Master Marketer Program</td>
<td>Cotton Inc.</td>
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<td>12/31/10</td>
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<td>Anderson, Carl G.</td>
<td>Maximizing Income Under the New Farm Program Proj #04-551</td>
<td>Cotton Inc.</td>
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<td>A Determination of Cotton Market Prices Required to</td>
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<td>12/31/10</td>
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<td>Justify the Use of a Field Cleaner in Cotton Stripping</td>
<td>Cotton Inc.</td>
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<td>Bennett, Blake K.</td>
<td>Estimating the Correlation Between Fertilizer and Fuel Prices and the</td>
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<td>Optimal Nitrogen Usage in Cotton Production Proj #10-715</td>
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<td>Falconer, Lawrence L.</td>
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<td>Development of Decision Support Software to Evaluate Cotton Picking</td>
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<td>Current Economic Status of conservation, and No-till Cotton</td>
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<td>Introducing Annie's Project to Texas Ag Producers</td>
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<td>A Market Analysis for Pomegranate Sales in Texas</td>
<td>Texas Dept. of Agriculture</td>
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<td>Marketing and Risk Management for Socially Disadvantaged Horticultural Producers in South Texas</td>
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<td>Watershed Assistance to Improve Water Quality in North Central Texas</td>
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<td>09/23/09</td>
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<td>9/10/09</td>
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<td>Southwest Dairy Museum</td>
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**Faculty 2-Page Curriculum Vitae**

If faculty member provided a CV, the name includes a clickable link to that CV.

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<tr>
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<tr>
<td>Abeygunawardena, Piya</td>
<td>Professor</td>
<td>College Station</td>
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<td><strong>Amosson, Stephen</strong></td>
<td>Prof &amp; Ext. Spec.</td>
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<td><strong>Anderson, David</strong></td>
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<td>Bennett, Blake</td>
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<td>Bessler, David</td>
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<td>Bevers, Stanley</td>
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<td>Boadu, Fred</td>
<td>Prof &amp; Asst. Dept. Head</td>
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<td>Bryant, Henry</td>
<td>Research Assoc. Professor</td>
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<td>Capps, Oral</td>
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<tr>
<td>Clary, Gregory</td>
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<td><strong>Conner, J. Richard</strong></td>
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<td>Dudensing, Rebekka</td>
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<td>Dunn, Richard</td>
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<tr>
<td>Falconer, Lawrence</td>
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<td>Griffin, Ronald</td>
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<td>Haby, Michael</td>
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<td>Hogan, Robert</td>
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<td>Ishdorj, Ariun</td>
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<td>Jones, Eluned</td>
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<td>Lacewell, Ronald</td>
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<td>Leatham, David</td>
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</table>
Stephen H. Amosson  
Professor and Extension Economist-Management  
s-amosson@tamu.edu

**Current Appointment**

Regents Fellow, Professor and Extension Economist-Management, Texas AgriLife Extension Service serving as the Management Economist for the 22 counties of the Texas Panhandle since 1985. Applied research interests include water economics (policy & management), socio-economic analysis, air quality and energy economics.

**Education**

1983  Ph.D. (Agricultural Economics), Texas A&M University  
1980  M.S. (Agricultural Economics), Iowa State University  
1972  B.S. (Animal Science), Iowa State University

**Past Appointments**

2003 - Regents Fellow, Professor and Economist-Management, Texas Cooperative Extension  
1993 - 2003 Professor and Economist-Management, Texas Agricultural Extension Service  
1991 - 1993 Associate Professor and Economist-Management, Texas Agricultural Extension Service  
1984 – 1985 Visiting Assistant Professor, Department of Agricultural Economics, TAMU  
1982 - 1984 Research Economist, Department of Agricultural Economics  
1977 – 1982 Research Associate, Department of Agricultural Economics, TAMU  
1975 – 1977 Research Assistant, Department of Economics, Iowa State University

**Awards (Since 2000 – total career – 25) / Professional Activities**

2010  Texas AgriLife Extension Superior Service Award for Distinguished Extension Career  
2010  Texas Commission on Environmental Quality, the Texas Environmental Excellence Team Award for the “Air Quality: Reducing Emissions from Cattle Feedlots and Dairies”  
2007  Texas County Agricultural Agents Association, Specialist of the Year in Texas Agriculture Award  
2006  Southern Agricultural Economics Association, Lifetime Achievement Award  
2005  American Agricultural Economics Association Distinguished Extension Award: More Than 10 Years’ Experience  
2003  Texas A&M University, Board of Regents - Designated “Regents Fellow”  
2001  Texas A&M University, Former Students Association Faculty Distinguished Achievement Award in Continuing Education
Awards (Since 2000 – total career – 25) / Professional Activities (continued)

2001  Texas A&M University, Vice Chancellor’s Award in Excellence - Specialist Category
2000  Western Agricultural Economics Association Career Award as the Outstanding Extension Program in Agricultural Economics

Selected Other Professional Contributions

Have participated as a PI or C0-PI on more than 130 funded grants addressing water, air quality, production economics and educational programming.

Selected Publications


David P. Anderson  
Professor and Extension Economist  
danderson@tamu.edu

Current Appointment

Professor and Extension Economist. Livestock economics, marketing, and policy. Classes taught include AGEC 614, AGEC 429.

Education

1994  Ph.D.  Texas A&M University, Agricultural Economics.  
1990  M.S.  University of Arizona, Agricultural Economics.  
1987  B.S.  University of Arizona, Agricultural Economics.

Past Appointments

2008 -  Professor and Extension Economist, Dept. of Ag Economics, Texas A&M  
2002 - 2008  Associate Professor and Extension Economist, Ag Economics, Texas A&M  
1999 - 2002  Assistant Professor and Extension Economist, Ag Economics, Texas A&M  
1996 - 1998  Assistant Research Scientist, Ag Economics, Texas A&M  
1994 - 1996  Extension Economist, Livestock Marketing Information Center

Awards / Professional Activities

2010  Independent Cattlemen’s Association of Texas Cattlemen’s Council Award  
2008  Texas AgriLife Extension Superior Service Award  
2004  University of Arizona College of Agriculture Young Achiever Award  
2002-2003  American Ag Economic Association Distinguished Extension Program Award

Selected Other Professional Contributions

Chairman of the Livestock Marketing Information Center Technical Advisory Committee, 2008-2010. Texas AgriLife Extension Editorial Review Committee member 2006-present. Advised 13 MS students and served on 36 graduate committees.

Selected Publications

Congressional District. Texas AgriLife Extension Service, Department of Agricultural Economics, The Texas A&M University System, College Station, Texas, July 2011.


Blake K. Bennett  
Associate Professor and Extension Economist  
b-bennett@tamu.edu

Current Appointment

Associate Professor and Extension Economist, Department of Agricultural Economics, Texas A&M University System since 1999. Areas of specialization include wheat, corn, cattle and limited acreage farming operations.

Education

1999  Ph.D. Texas Tech University, Agricultural and Applied Economics  
1995  M.S. Texas Tech University, Agricultural Economics  
1993  B.S. Texas Tech University, Agricultural Economics

Past Appointments

2005 - Present  Associate Professor and Extension Economist, Department of Agricultural Economics, Texas A&M University System  
1999 - 2005  Assistant Professor and Extension Economist, Department of Agricultural Economics, Texas A&M University System  
1994 - 1998  Research and Teaching Assistant, Department of Agricultural and Applied Economics, Texas Tech University

Awards / Professional Activities

2008 - 2009  National Small Farms Conference Planning Committee  
2008 - 2009  Dallas County Troubled Youth Development Board  
2005  Plano, Texas ISD Curriculum Review Board  
2005  Texas Cooperative Extension Team Award for Superior Service

Selected Other Professional Contributions

My overall program objectives are centered around the unique and diverse agricultural producers in North Texas. As a District Economist in North Texas my clientele base is bimodal with a body of large commercial producers as well as a group of part-time producers operating on limited acreage. Directing an Extension Program that meets the needs of both groups requires diversification and adaptation to different producer goals and objectives as well as how to reach these clientele. I approach my role in serving this clientele base with particular consideration of these varied goals and objectives with the understanding that both groups have a considerable economic and natural resource impact to the local area and the state. My goal is to establish myself as the best source for reliable, accurate, and unbiased information regarding commercial commodities produced in the region as well as a national source of Extension educational support for limited acreage producers and innovative ways of disseminating Extension educational materials to clientele.
Selected Publications


David A. Bessler  
Professor  
d-bessler@tamu.edu

Current Appointment

Regents Professor  
Teaching: AGEC 317, 447, 607 and 676  
Specialization: Econometrics with Observational Data

Education

1977  Ph.D., University of California, Davis, Agricultural Economics  
1973  M.S., University of Arizona, Agricultural Economics  
1971  B.S., University of Arizona, Economics

Past Appointments

1977-1982  Assistant Professor, Purdue University

Awards / Professional Activities

2011 Fellow of the Agricultural and Applied Economics Association

2011 Distinguished Scholar of the Western Agricultural Economics Association

2007 – present  Adjunct Professor of Economics

2006  Former Students’ Award for Distinguished Achievement in Graduate Student Mentoring, TAMU

2006  Presidential Award for Faculty Service to International Students, TAMU

1991 Simon Fellow in Econometrics, Victoria University of Manchester, U.K

1985-1999  Associate Editor- Journal of Forecasting,

1986-1988 Editor - Western Journal of Agricultural Economics

Selected Publications (former student indicated by an asterisk*)


Stan J. Bevers
Professor and Extension Economist-Management
s-bevers@tamu.edu

Current Appointment


Education

Year Master of Science: Agricultural Economics, 1989, Texas A&M University, College Station, Texas.
Year Bachelors of Science: Agricultural Education, 1982, Cameron University, Lawton, Oklahoma.

Past Appointments

1987 – 1989 Research Assistant, Department of Agricultural Economics, Texas A&M University, College Station, Texas.
1982 – 1987 Vocational Agriculture Instructor, Carmen-Dacoma High School, Carmen, Oklahoma.

Awards / Professional Activities

2010 Superior Service Award – Specialist, Texas AgriLife Extension Service
2009 Epsilon Sigma Phi Mid-Career Award, Alpha Zeta Chapter
2005 Superior Service Award – Team, Texas AgriLife Extension Service
2004 Specialist of the Year in Texas Agriculture, Texas County Agricultural Agents Association
2001 Southern Agricultural Economics Association Extension Program Team Award
2000 Secretary of Agriculture’s Distinguished Program Award
2000 Cooperative State Research, Education, and Extension Service Distinguished Program Award, USDA-CSREES
1998 Vice Chancellor’s Award in Excellence Extension Team Award, Texas A&M University
1998 American Agricultural Economics Association Distinguished Extension Program Team Award
1997 Superior Service Award – Team, Texas AgriLife Extension Service
1997 Southern Agricultural Economics Association Extension Program Team Award
1996 Epsilon Sigma Phi Early Career Award, Alpha Zeta Chapter
1994 Vice Chancellor’s Award in Excellence, Extension Team Award, Texas A&M University
1994 Superior Service Award – Team, Texas AgriLife Extension Service
1991 Superior Service Award – Team, Texas AgriLife Extension Service

Selected Other Professional Contributions

Ranch Management and Analysis: Bevers has been a part of the national effort to evaluate and standardize how cow-calf operations were evaluated from both a production and financial standpoint. This effort resulted in what’s known today as Beef Cow-calf SPA. Bevers has personally conducted or been involved in the SPA analysis of over 300 herds located from Texas to Montana to Georgia. He currently hosts the Southwest SPA database with information from 580 herd analyses, including over 400,000 breeding cows from Texas, Oklahoma, and New Mexico.

Master Marketer Program: The Master Marketer Program began in the early 1990’s. Bevers serves on the four-person executive committee. This program has won numerous awards at the state and national level including the 1998 AAEA Distinguished Extension Program and the 2000 Secretary of Agriculture’s Distinguished Program for Excellence from USDA.

Selected Publications


Frederick Owusu Boadu
Professor
f-boadu@tamu.edu

Current Appointment
Professor, Agricultural Law, Law, Natural Resource Economics, Institutions.

Education
1980 Ph.D. University of Kentucky, Agricultural Economics
1978 M.S. University of Kentucky, Agricultural Economics
1974 B.S. Berea College, Berea, Kentucky, Economics
1988 J.D. Georgia State University, Atlanta, Ga. Law

Past Appointments
1989 - 1993 Assistant Professor, Agricultural Economics, TAMU.
1984 - 1988 Assistant Professor of Economics, Atlanta University, Atlanta, Ga.
1982 - 1984 Assistant Professor of Economics, Spelman College Atlanta, Ga.
1981 - 1982 Economist, Center for International Development, Tuskegee Institute, Al.

Awards / Professional Activities
2005 Risk Policy Fellow, American Association for the Advancement of Science
1994 Diplomacy Fellow, American Association for the Advancement of Science
2007 Association of Former Students, Distinguished Achievement Award for Teaching at the College Level
2004 Outstanding Faculty, Department of Agricultural Economics

Selected Other Professional Contributions

Member State Bar of Texas Continuing Legal Education. Responsible for planning and hosting annual Agricultural Law Seminar to update agricultural laws affecting farmers in the State of Texas.

Led departmental initiative in developing Honors program.

Selected Publications


Henry L. Bryant  
Research Associate Professor  
h-bryant@tamu.edu

Current Appointment

Research Associate Professor, Department of Agricultural Economics, Texas A&M University since 2010. Classes taught include AGEC 643. Research interests include renewable energy, causal inference, contingent claims, and public policy.

Education

2003 Ph.D. Texas A&M University, Agricultural Economics  
1991 B.S. University of Nevada, Business Administration

Past Appointments

2004 - 2010 Research Assistant Professor, Department of Agricultural Economics, Texas A&M University  
2003 - 2004 Post-Doctoral Researcher, Department of Agricultural and Resource Economics, University of California, Berkeley

Awards / Professional Activities

2008 Texas AgriLife Extension Superior Service Team Award

Selected Other Professional Contributions

Have advised 10 Ph.D. and M.S. students who have graduated, currently advising 8 M.S. / Ph.D. students.

Have delivered award-winning research on renewable energy policy to state and national policy makers.

Selected Publications


Oral Capps, Jr., Ph.D.
Executive Professor
ocapps@tamu.edu

Current Appointment

Executive Professor and holder of the Southwest Dairy Marketing Endowed Chair, and Co-Director Agribusiness, Food, and Consumer Economics Research Center (AFCERC). Classes taught include AGEC 105 and AGEC 317.

Education

1979  Ph.D. Agricultural Economics, Virginia Tech
1979  M.S. Statistics, Virginia Tech
1977  M.S. Agricultural Economics, Virginia Tech
1975  B.S. Mathematics, Virginia Tech

Past Appointments

1989-2009  Professor, Dept. of Agricultural Economics, Texas A&M U
1994-2001  Graduate Recruitment Coordinator, Dept. of Agric. Economics, Texas A&M U

Awards / Professional Activities

2011  Vice Chancellor’s Award in Excellence for Industry/Agency/University/Association Partnerships
1997,2010  Recipient of the Journal of Food Distribution Research Outstanding Journal Article Award
2006, 2007  Appointed to the National Academies Committee on the Economic Development and Current Status of the Sheep Industry in the United States & appointed to the National Beef Demand Study Group
1999  Recipient of the American Agricultural Economics Association Distinguished Teaching Award, and a co-recipient of the Applied Consumer Economics Award given by the American Council on Consumer Interests

Selected Other Professional Contributions

Dr. Capps served on the Editorial Board of the American Agricultural Economics Association, was Past President of the Southern Agricultural Economics Association, and was Past President of the Food Distribution Research Society. Currently, Dr. Capps is a Seminar Leader for the National Association of Business Economics (NABE), and he is a member of the Editorial Board for Business Economics, the professional publication of NABE. Capps also is a member of the Editorial Board for Agribusiness: An International Journal and for the Journal of Agricultural and Resource Economics. Beginning in November 2008, he began a partnership with SAS Institute, Inc., on Business Knowledge Series seminars in applied econometrics. He has served or is currently serving as a consultant to various firms, commodity boards, and law offices.
Selected Publications


J. Richard Conner
Professor
jrc@tamu.edu

Current Appointment

Professor, Agricultural Economics and Ecosystem Science and Management Departments, Texas A&M University since 1981. Classes taught include AGEC 325, AGEC 659 and RLEM 415. Research interests include rangeland related natural resource management and policy and development of decision support systems to aid in abating impacts of risk and uncertainty.

Education

1970 Ph.D. Texas A&M University, Agricultural Economics
1967 M.S. Texas A&M University, Statistics
1965 B.S. Texas A&M University, Agronomy

Past Appointments

1981 Professor, Agricultural Economics and Ecosystem Science and Management Departments, Texas A&M University
1975 – 1981 Associate Professor/Professor, Agriculture Economics Department, Mississippi State University
1973 – 1975 Coordinator/Director of Planning and Analysis, State University System of Florida
1969 – 1973 Assistant Professor, Food and Resource Economics Department, University of Florida

Awards / Professional Activities

2008 Society for Range Management Outstanding Achievement Award
2000 Southern Agri. Econ. Assn. Lifetime Achievement Award
1991 USDA-Soil Conservation Service Superior Service Award
1989 Named Thomas M. O'Connor Professor of Rangeland Ecology and Management
1985 President, Southern Agricultural Economics Association
1984 Distinguished Performance Award for Team Research, Texas Agricultural Experiment Station

Selected Other Professional Contributions

Have advised 12 Ph.D. and 18 M.S. students who have graduated, currently advising 1 Ph.D. student.
Selected Publications


Rebekka M. Dudensing
Assistant Professor
rmdudensing@tamu.edu

Current Appointment

Assistant Professor, Department of Agricultural Economics, Texas A&M University System since November 2008. Appointment is 75% Extension and 25% Research. Research interests include community economic development, regional economics, and the analysis of economic and fiscal impacts. Extension work also includes the interpretation of regional socio-demographic and business data and trends.

Education

2008 Ph.D. Clemson University, Applied Economics
2005 M.S. Texas Tech University, Agricultural & Applied Economics
2002 B.S. Kansas State University, Agriculture

Past Appointments

2006 -2008 Research Associate, EDA University Center for Economic Development, Department of Applied Economics & Statistics, Clemson University
2004 -2005 Research Associate, Department of Agricultural & Applied Economics, Texas Tech University

Other Professional Activities

2009-2011 Rural Health Works Managing Committee Member
2011 National Association of Community Development Extension Professionals
Recognition Committee Member
2010 National Association of Community Development Extension Professionals
Program Committee Member

Selected Publications


Dudensing, Rebekka. 2010. Agriculture Taxes: Considerations across Southern and Other Agricultural States. Texas AgriLife Extension Service, Department of Agricultural Economics. CED 10-03. August.

Richard A. Dunn  
Assistant Professor  
radunn@ag.tamu.edu

Current Appointment

Assistant Professor, Department of Agricultural Economics, Texas A&M University since 2008. Classes taught include AGEC 105, AGEC 105H and AGEC 635. Research interests include health economics and applied microeconomics.

Education

2008 Ph.D. University of Wisconsin-Madison, Economics  
2006 M.S. University of Wisconsin-Madison, Economics  
2004 M.Sc. London School of Economics and Political Science, Econometrics  
2002 B.A. Williams College, Economics and Mathematics

Past Appointments

2008 Assistant Professor, Texas A&M University, Department of Agricultural Economics  
2009 Visiting Professor, University Sains Malaysia, School of Social Sciences

Awards / Professional Activities

2006 - 2008 NIMH Health Economics Trainee

Selected Other Professional Contributions

Referee for 16 journals and reviewer for the 2010 and 2011 Demand Analysis sections of the Agricultural and Applied Economics Association Meetings. Currently acting as chair or committee member for 4 graduate students (Ph.D. and Masters). Served on subcommittee to organize an honors program in the Department of Agricultural Economics.

Selected Publications


Lawrence L. Falconer  
Professor and Extension Economist - Management  
L-falconer@tamu.edu

Current Appointment


Education

1992       Ph.D. Texas A&M University, Agricultural Economics
1980       M.S. Oklahoma State University, Agricultural Economics
1978       B.S. Oklahoma State University, Agricultural Economics

Past Appointments

1992-present  Extension Economist - Management, Texas AgriLife Extension Service
1989-1992    Research and Extension Associate, Texas Agricultural Experiment Station and Texas Agricultural Extension Service
1988-1989    Managing Officer, Striker Energy Resources, Inc.
1986-1988    Data Processing Manager, Meridian Reserve, Inc.
1983-1986    Manager, Economic Research & Analysis, MARCOM Trading Group
1981-1983    Senior Project Analyst, Sunbelt Data Systems
1980-1980    Analyst, Agricultural Group, Data Resources, Inc.

Awards / Professional Activities

2011       Outstanding Extension Program Award, Southern Agricultural Economic Association
2010       Outstanding Contribution Award, Turfgrass Producers of Texas
2010       Distinguished Professional Contribution Award, Southern Agricultural Economics Association
2008       Team Award for Superior Service, Texas Agrilife Extension Service
2003       Specialist of the Year in Texas Agriculture, Texas County Agricultural Agents Association
2000       Early Career Award, Epsilon Sigma Phi

Selected Other Professional Contributions

Selected Publications


Ronald C. Griffin  
Professor  
ron-griffin@tamu.edu

Current Appointment  
Professor, Department of Agricultural Economics, Texas A&M University since 1993. Current classes taught are AgEc 606, AgEc 636, and AgEc 677. Research interests emphasize water resource economics.

Education  
1980 Ph.D. University of Wisconsin, Agricultural Economics  
1977 M.S. Colorado State University, Economics  
1975 B.S. Colorado State University, Mathematics

Past Appointments  
1986 - 1993 Associate Professor, Department of Agricultural Economics, Texas A&M  
1980 - 1986 Assistant Professor, Department of Agricultural Economics, Texas A&M

Awards / Other Professional Activities  
2010-12 Editor, Water Resources Research  
2006 - 2010 Associate Editor, Water Resources Research  
1999 - 2008 Associate Editor (all Economics), Journal of Water Resources Planning and Management  
1992 - 2007 Associate Editor (all Economics), Journal of the American Water Resources Association

Selected Other Professional Contributions  
Four of Dr. Griffin's journal articles have been reprinted in five books that assemble foundation works pertaining to environmental or water economics.

Selected Publications  


Michael G. Haby
Professor and Extension Economist – Seafood
m-haby@tamu.edu

Current Appointment

Professor and Extension Economist – Seafood, Dept. of Agricultural Economics, Texas AgriLife Extension Service / Sea Grant College Program, Texas A&M University. Specialization: Offshore shrimp trawler performance (SPA), fuel-saving trawl and propulsion gear, Trade Adjustment Assistance for the shrimp industry, Seafood quality management and improvement.

Education

1982 M.S. Texas A&M University, Marine Resources Management
1974 B.B.A., Texas A&M University, Marketing

Past Appointments

2001 – Professor and Extension Economist – Seafood, Dept. of Agricultural Economics, Texas AgriLife Extension Service / Sea Grant College Program, TAMU.
1991 – 2001 Associate Professor and Extension Economist – Seafood
1982 – 1991 Seafood Marketing Specialist, Texas AgriLife Extension Service / Sea Grant College Program, TAMU

Awards / Other Professional Activities

2010 National Sea Grant College Program – Superior Outreach Programming Award
2006 Vice Chancellor’s Award in Excellence – Teams Category
2005 Regional Sea Grant College Program – Superior Outreach Programming Award
2004 Texas AgriLife Extension Service Superior Service Award – Teams Category
2003 Vice Chancellor’s Award in Excellence – Specialist Category
2000 Texas AgriLife Extension Service Superior Service Award – Specialist Category
1998 Assoc. Food & Drug Officials; Interstate Shellfish Sanitation Conf.; CFSAN/FDA; Natl. Sea Grant College Prg. – Letter of Commendation
1994 Indiana Retail Grocers Association – Certificate of Appreciation.
1993 Texas AgriLife Extension Service – Certificate of Appreciation.

Selected publications


Robert J. Hogan  
Assistant Professor  
R Hogan@ag.tamu.edu

Current Appointment

Assistant Professor & Extension Economist, Department of Agricultural Economics, Texas A&M University since 2007. District Economist for District 6, Far West Texas. Applied research interests include issues in farm and ranch management, production economics, economic markets, and product marketing.

Education

2003 Ph.D. Oklahoma State University, Agricultural Economics  
1972 B.S. Oklahoma State University, Agricultural Economics

Past Appointments

2007 - Assistant Professor & Extension Economist, Texas AgriLife Extension, Texas A&M University System  
2003 - 2007 Assistant Professor & Extension Economist, Department of Agricultural Economics & Agribusiness, University of Arkansas

Awards / Other Professional Activities

2006 Co-recipient of 2006 American Society of Agricultural and Biological Engineering "Superior" Paper Award.  
2002 & 2003 Oklahoma State University Foundation Distinguished Graduate Fellowship.  
2001 & 2002 Spielman Scholarship, Oklahoma State University.

Selected Other Professional Contributions

Southern Extension Farm Management Committee (Secretary 2008; Vice-chair 2009; and Chair 2010)


Selected publications


Ariun Ishdorj  
Assistant Professor  
aishdorj@tamu.edu

Current Appointment

Assistant Professor, Department of Agricultural Economics, Texas A&M University since 2009. Classes taught include AGEC 105 and AGEC 621. Research interests include applied econometrics, health economics, and consumer and demand analysis.

Education

2008 Ph.D. Iowa State University, Economics  
2000 M.S. University of Idaho, Mathematics  
1996 B.S. National University of Mongolia, Mathematics

Past Appointments

2008 - 2009 Postdoctoral Research Associate, Department of Economics, Iowa State University  
2006 - 2009 Instructor, Department of Economics, Iowa State University  
2002 - 2006 Graduate Research Assistant, Department of Economics, Iowa State University  
1998 - 2000 Graduate Teaching Assistant, Department of Mathematics, University of Idaho

Awards / Other Professional Activities

2011 Southern Agricultural Economics Association, Subject Area Coordinator  
2007 Third Place, Sixth Annual Norman Borlaug Lectureship Poster Competition  
2007 Finalist, Agricultural & Applied Economics Association (AAEA) annual poster competition

Selected Other Professional Contributions

Member, Ph.D. Preliminary Examination Committee (2010-present)  
Member, Undergraduate Advisory Committee (2009-present)  
Chair/Committee member of 6 M.S./Ph.D. students.

Selected Publications


Jason L. Johnson  
Associate Professor  
jljohnson@tamu.edu

Current Appointment

Associate Professor and Extension Economist, Texas AgriLife Extension Services, Department of Agricultural Economics since 2006, Texas A&M University Stephenville Center.

Education

1996       Ph.D. Texas Tech University, Agricultural Economics.  
1993       M.S. Louisiana State University, Agricultural Economics, minor in Economics.  
1991       B.S. Texas Tech University, Agricultural Economics.  

Past Appointments

2007 - 2010  Associate Director, Southern Region Risk Management Education Center.  
1999 - 2006  Associate Professor (Sept. 2003) and Extension Economist, Texas AgriLife Extension Service, Department of Agricultural Economics, Texas A&M University San Angelo Center.  
1997-1998  Assistant Professor and Extension Economist, Texas AgriLife Extension Service, Department of Agricultural Economics, Texas A&M University Weslaco Center.  
1994-1996  Teaching and Research Assistant in the Department of Agricultural Economics, Texas Tech University. Teaching experience in Introduction to Agricultural Economics, Price Theory, and Agricultural Marketing.  
1992-1993  Research Associate in the Department of Agricultural Economics and Agribusiness, Louisiana State University.  

Awards / Professional Activities

2006 - present  Series 65 Investment Advisor Representative, Texas State Securities Board, Texas CRD# 141350.  
2005       Texas AgriLife Extension Service, Superior Service Team Award - Tomorrow’s Top Agricultural Producer Program.  
2002       Epsilon Sigma Phi Early Career Award - Texas A&M University Alpha Zeta Chapter.  

Selected Other Professional Contributions

During his career at Texas A&M, Dr. Johnson has served as a lead or principal investigator for 27 grant and/or research projects. The total amount of funds generated through these research grants totals over $1.4 million with Dr. Johnson directing over $1.1 million of these funds. Dr. Johnson recently collaborated with Extension professionals from 14 institutions on a grant provided by the Financial Industry Regulatory Authority (FINRA) Foundation to develop and
deliver an online course titled "Investing for Farm Families." This curriculum is available through www.extension.org and has been highlighted and demonstrated at multiple national risk management education conferences.

Professional extension and conference presentations include 50 at the National level; 104 at the Statewide level; and 550+ at the Regional and Multi-County Level. Presentation topics split equally among biological resource (crop and livestock) management and marketing, natural resource (land and water) management, and financial management (investment analysis, futures and options, balance sheet evaluation).

Selected Publications


Eluned Jones
Professor
eluned@tamu.edu

Current Appointment (Fall 2002 – present)
Professor (’06), Food and Agribusiness Strategic Management and Marketing; Chair,
Intercollegiate Faculty of Agribusiness; Director, Master of Agribusiness (MAB) program

Education
1987 Ph.D. Agricultural Economics, Texas A&M University
1977 B.Sc. (Honors) Horticultural Crops and Business Management, U. of Bath, UK
1979 M.S. Horticulture, North Carolina State University

Past Appointments
GIPSA-USDA project completed with S. Eckhoff and M. Paulsen.
1988-2002 Associate (’94) Professor, Coordinator MS Agribusiness degree program,
Department of Agricultural and Applied Economics, Virginia Tech
1987-1988 Vice-President, Director of Livestock Research, Livestock Division, Drexel,
1981-1982 Product Marketing Engineer, Texas Instruments, Midland, Texas.
Research, Texas Tech University, Lubbock, Texas.

Courses Taught
AGEC 625 Environment of Agribusiness (spring, graduate)
AGEC 630 Agribusiness Strategic Management (fall, 1 of 2 MAB capstone courses)
AGEC 671 Foundations of Agribusiness (fall, field PhD course, co-taught, 2002 – 2007)
AGEC 689 Comparison of US and EU Food Systems (summer, 2003-2006, co-taught)
LBAR 489 Undergraduate University Scholars Seminar (fall and spring 2006 – 2009)

179 MAB students advised since fall 2002. 4 MS Chairied, 2 MS Co-chaired at Virginia Tech.
Approx. $1.5 million as PI or Co-PI; ($900K research, $600K teaching and extension education)
My research program is designed to analyze the influence of economic and legislative global
changes on the public versus private role in facilitating US food and agribusiness markets.

Selected Publications:
Ng, D., V. Salin and E. Jones. 2010. “Business Incentives for Food Safety: Theory and
Empirical Evidence.” Report to the ERS-USDA.

and Action Plan for Pathogen Control in Almonds.” Report to the Almond Board of
California, September, pp. 51.


Danny A. Klinefelter  
Professor & Extension Economist  
danklinefelter@tamu.edu

**Current Appointment**

Professor and Extension Economist, Department of Agricultural Economics, Texas A&M University and Texas AgriLife Extension. Classes taught include AGEC 330 and AGEC 630. Specializes in agricultural finance and management development.

**Education**

1979  
Ph.D. University of Illinois, Agricultural Economics

1971  
M.S. University of Illinois, Agricultural Economics

1969  
B.S. Southern Illinois University, Agribusiness

**Past Appointments**

1988 -  
Professor and Extension Economist, Department of Agricultural Economics, Texas A&M University

1987-1988  
Vice President Administration and Coordinator of Field Operations, Farm Credit Capital Corporation

1986  
Extension Economist, Management, Department of Agricultural Economics, Texas A&M University

1982-1985  
Vice President of Marketing, Financial Services and Training, Federal Intermediate Credit Bank, Jackson, Mississippi

1979-1982  
Assistant Professor, Department of Agricultural Economics, Texas A&M University

1976-1979  
Instructor and National Science Fellow Research Trainee, Department of Agricultural Economics, University of Illinois

1972-1976  
Assistant Vice President, Commercial Loan Officer and Credit Analyst, Springfield Marine Bank

**Awards/Professional Activities**

2011  
Regents Fellow, Texas A&M University System

2010  
Distinguished Service to Agriculture Award, American Agricultural Editors Association

2009  
Named one of the 25 people in the world who will have the greatest influence on the future of American Agriculture, Top Producer magazine’s 25th anniversary edition

2006  
Honor Professor, College of Agriculture and Life Sciences, Texas A&M University

2005  
Lifetime Achievement Award, Southern Agricultural Economics Association
2002  Association of Former Students Distinguished Achievement Award for Teaching Excellence - College Level, Texas A&M University
2001  Vice Chancellor’s Award in Excellence - Undergraduate Teaching, Texas A&M University
1998  Association of Former Students Distinguished Achievement Award in Extension - University Level, Texas A&M University
1997  Vice Chancellor’s Award in Excellence - Extension Education and Service, Texas A&M University
1992  Superior Service Award for Developing Innovative Programs in Business and Financial Management, Texas Agricultural Extension Service.
1988  Superior Service Award for Innovative Extension Program in an Interdisciplinary Team Effort, Texas Agricultural Extension Service
1987  Quality of Published Communication Award, American Agricultural Economics Association

Selected Other Professional Contributions

Director, The Executive Program for Agricultural Producers
Executive Secretary, Association of Agricultural Production Executives

Selected Publications


Klinefelter, D. Successor Development and Management Transition on Family Farms and Ranches, Texas AgriLIFE Extension, 2009.


Steven L. Klose  
Associate Professor and Extension Economist  
sklose@tamu.edu

Current Appointment

Associate Professor and Extension Economist – Farm Management and Policy  
FARM Assistance Extension Program Coordinator

Education

2001    Ph.D.  Texas A&M University, Agricultural Economics
1995    M.S.  Texas A&M University, Agricultural Economics
1992    B.S.  Texas A&M University, Agricultural Economics

Past Appointments

2007 -  Associate Professor and Extension Economist,  
         Department of Agricultural Economics, Texas A&M University System
2001-2007  Assistant Professor and Extension Economist,  
           Department of Agricultural Economics, Texas A&M University System
1997-2001  Extension Program Specialist – Farm Management  
           Department of Agricultural Economics, Texas A&M University System
1995-1997  Research Associate, Agricultural and Food Policy Center  
           Department of Agricultural Economics, Texas A&M University System

Awards / Professional Activities

2011-2012  Chairmen of Public Policy Education Working Group (SERA 39)
2006-2011  Southern Extension Public Affairs Committee (Served as Texas representative, 
           Secretary, and Chairman)
2010      Agricultural & Applied Economics Assoc., Distinguished Extension Program
2010      Southern Agricultural Economics Association, Outstanding Extension Program
2009-2010  Vice Chairman of Public Policy Education Working Group (SERA 39)
2008      Western Agricultural Economics Association, Outstanding Extension Program
2007      Texas AgriLife Extension Service, Superior Service Unit Award
2005-2007  Co-Editor and member of Project Steering Committee for 2007 Policy Options 
           and Consequences, a publication product of the National Public Policy Education 
           Committee sponsored by Farm Foundation and USDA
2006      Epsilon Sigma Phi, State Early Career Award

Selected Other Professional Contributions

Dr. Klose is Program Coordinator of the FARM Assistance program, responsible for directing 
program staff and program delivery. In addition to leadership and supervisory responsibilities, 
he is also the lead specialist for model development, database management, and analyst training.
The FARM Assistance program is a concentrated, highly intensified extension effort initiated by the Texas Legislature to assist agricultural producers with strategic planning and risk management. The program utilizes a decision support simulation model that projects a farm or ranch’s financial performance over ten years, incorporating risk. The program provides specific strategic analyses to individual producers in Texas, assisting the farm/ranch manager with long-range planning and decision analysis. In addition, the broader scope of the program is to provide unique educational and analytical capacity to the Texas agriculture industry through the development of the database of program participants.

Selected Publications

Klose, Steven L. “The Environment of the Next Farm Bill Debate.” Choices 2nd Quarter 2011, 26(2)

Outlaw, Joe L., James W. Richardson, and Steven L. Klose. “Farm Bill Stakeholders: Competitors or Collaborators?” Choices 2nd Quarter 2011, 26(2)

Klose, Steven L., Steve Amosson, Jackie Smith, Stan Bevers, Jose Pena, Bill Thompson, Mark Waller. 2011 Texas Agricultural Custom Rates. Texas AgriLife Extension Service, Department of Agricultural Economics, Texas A&M University System. April 2011


Klose, Steven L., Danny Klinefelter, and Rob Hogan. Impacts of Tighter Credit in Agriculture. Texas AgriLife Extension Service, Texas A&M University System, Department of Agricultural Economics, Agriculture and the 2008 Credit Crisis Series, E-549, March 2009

Klose, Steven L., George M. Knapek, and J. Marc Raulston. The Intersection of Farm Credit and Farm Policy. Texas AgriLife Extension Service, Texas A&M University System, Department of Agricultural Economics, Agriculture and the 2008 Credit Crisis Series, E-548, March 2009


Ronald D. Lacewell
Professor/ Associate Vice Chancellor
r-lacewell@tamu.edu

Current Appointment

Professor and Associate Vice Chancellor, Department of Agricultural Economics and Texas A&M AgriLife. Classes include thesis and special problems. Research includes natural resources and renewable energy.

Education

1970 PhD, Oklahoma State University, Agricultural Economics
1967 M.S., Texas Tech University, Agricultural Economics
1963 B.S., Texas Tech University, Agricultural Economics

Past Appointments

1966 Instructor, Agricultural Economics, Texas Tech University
1970-73 Asst. Professor, Agricultural Economics, Texas A&M University
1973-78 Assoc. Professor, Agricultural Economics, Texas A&M University

Awards / Professional Activities

1980 Distinguished Individual Performance Award (A&M Agri.)
1989 Distinguished Team Performance Award (A&M Agri.)
1998 Distinguished Team Performance Award (A&M Agri.)
2003 Distinguished Alumni of Texas Tech University
2004 Southern Agri Econ Assn. Lifetime Achievement Award
2005 Western Agri Econ Assn. Scholar Award
2003 Tex. Plant Protection Assn Award for Service
2001-2006 Vice President Western Agri. Econ. Assn.
2006-2007 Univ. Council for Water Resources (Board member)
1977-1979 President of Univ. Council for Water Resources
Board of Tex. Plant Protection Assn.
Member Alpha Zeta, Member Sigma Xi. Member Gamma Sigma Delta
Selected Other Professional Contributions

Publications include over 100 refereed journal articles and over 200 bulletins and numerous invited and contributed professional papers. Principal and co-principal investigator for contracts totaling several million dollars. Served as economist of several multi-disciplinary, multi-state contracts which have exceeded $40 million. Research areas have included water, energy, integrated pest management, fisheries, recreation, weather modification and new crops. Served as a consultant to EPA, U.S.D.A., U.S. Dept. of Interior, Office of Technology Assessment of the U.S. Congress, Army Corps of Engineers, World Resources Institute, State Agencies, Conoco, Diamond Shamrock, several engineering firms, Texas Attorney General, Fulbright and Jawarski Law Firm, Department of Justice and others.

Selected Publications


David Leatham
Professor
d-leatham@tamu.edu

Current Appointment

Professor, Department of Agricultural Economics, Texas A&M University since 1996 and Associate Head for Graduate Programs since 1997. Classes taught include: AGEC 330: Financial Management in Agriculture; AGEC 431 Cases in Agribusiness Finance; AGEC 432: Rural Real Estate and Financial Analysis; and AGEC 605: Rural Real Estate Appraisal and Organization. Research interests include improving financial decision making for agricultural businesses including farms and ranches and the ability of financial intermediaries to provide credit to agricultural businesses.

Education

1983       Ph.D. (Agricultural Economics), Purdue University.
1978       M.S. (Agricultural Economics), Brigham Young University.
1977       B.S. (Agricultural Economics), Brigham Young University.

Past Appointments

May 1997-   Associate Head for Graduate Programs, TAMU.
Sept. 1996-  Professor of Agricultural Economics, TAMU
1989-1996   Associate Professor of Agricultural Economics, TAMU.
1983-1989   Assistant Professor of Agricultural Economics, TAMU.

Awards / Professional Activities

1983-       Member of AAEA, WAEA, SJAE
2009 -2014, NC-1177  Member of Regional Agricultural Finance Workgroup
1983-1987, NC-161   Financing Agriculture in a Changing Environment; Macro, Market, Policy and Management

Participant: ESCOP/ACOP Leadership Development Program

1988       Award: Recipient of the Texas Agricultural Experiment Station Award of Excellence for Team Research (one award annually)
Selected Other Professional Contributions

Advisor for the Graduate Student Association in Agricultural Economics.

Chair of Graduate Committee, 12 PhD students and 19 MS students who have graduated. Currently advising 8 PhD students.

Selected Publications


Kerry K. Litzenberg
Professor
litz@tamu.edu

Current Appointment

Presidential Professor of Teaching Excellence and Regents Professor, Department of Agricultural Economics, Texas A&M University since 1979. Classes taught include AGEC 315, AGEC 484 (Internships), Research interests include agribusiness marketing and sales and student learning and motivation.

Education

B.S. 1971 - Ph.D. Purdue University, Agricultural Economics
M.S. 1972 - M.S. Purdue University, Education
PhD 1979 - B.S., Purdue University, Agricultural Education

Past Appointments

1978-1985 Assistant Professor, Dept of Agricultural Economics, Texas A&M University
1985-1990 Associate Professor, Dept of Agricultural Economics, Texas A&M University
1990- 2009 Professor, Department of Agricultural Economics, Texas A&M University
2002 Eppright Professor of Undergraduate Teaching Excellence
2009 Regents Professor
2010 Presidential Professor of Undergraduate Teaching Excellence

Awards / Professional Activities

2011 USDA National Teaching Excellence Award
2010 National Teaching Award, Agriculture and Applied Economics Association.
2009 Lifetime Achievement Award, Southern Agricultural Economics Association
1997 Recipient of the Texas A&M Association of Former Students Distinguished Achievement Award for Teaching at the college-level
1996 Recipient of the Outstanding Teacher Award by the Agricultural Economics and Agribusiness Association.
1996 Recipient of the Texas A&M Vice Chancellor’s Award in Excellence for Student Counseling and Relations.
1985 Texas A&M University Association of Former Students Distinguished Faculty Teaching Award awarded at Texas A&M University (three awarded annually).
1983 Texas A&M University Former Students Distinguished Teaching Award in the College of Agriculture (three awarded annually).
Selected Other Professional Contributions

2003 Fellow, International Food and Agribusiness Management Association

Selected publications


Bruce McCarl Ph.D.
University Distinguished Professor, Regents Professor, AgriLife Faculty Fellow
mccarl@tamu.edu

Current Appointment

Education

1970 B.S. in Business Statistics Univ. of Colorado, Boulder Business Statistics
1973 PhD in Management Science, Pennsylvania State University

Past Appointments

1982-1985 Professor, Agricultural and Resource Economics Oregon State
1977-1982 Associate Professor, Agricultural Economics Purdue
1973-1977 Assistant Professor, Agricultural Economics Purdue

Awards / Other Professional Activities

2010 Former Students Distinguished Achievement Research-Texas A&M
2009 Bruce Gardner Memorial Prize for Applied Policy Analysis
2009 Western Agricultural Economics Association, Distinguished Scholar Award
2009 Presidential Award of Excellence for Faculty Service to International Students
2009 Amer. Society of Agric. and Biological Eng. Educational Aids Blue Ribbon Award
2008 TAMU Distinguished Professor
2008 Publication of Enduring Quality, American Agricultural Economics Association
2007 Nobel Peace Prize participant in award to Intergovernmental Panel on Climate Change
2007 President's Award, American Agricultural Economics Association
2007 Distinguished Scientist Award - Texas A&M Chapter of Sigma Xi
2005 Texas Agricultural Experiment Station Fellow
2005 Distinguished Fellow, American Agricultural Economics Association
2002 TAMU Regents Professor, Faculty Senate
1994 Former Students Distinguished Achievement Research
1993 USDA Administrators Superior Service Award - Individual Scientific Research
1992 TAMU Agricultural Economics Graduate Student Instructor Award
1987 U.S. Environmental Protection Agency, Award for Research Excellence

Selected Other Professional Contributions

Editor Choices, Associate editor AJAE, Climatic Change, Water Resources Research
Have advised 59 PhD, 19 MS thesis and 3 MS non thesis students who have completed. As of now 15 PhD in process and 1 MS.

Selected Publications

Journal Articles, 217; Books, 8; Book Chapters, 46; 283 invited papers and 144 other presentations; 66 Government or Station Bulletins


Max “Dusty” Menzies  
Assistant Lecturer and Undergraduate Counselor  
\[d\text{-}menzies@tamu.edu\]

**Current Appointment**

Assistant Lecturer and Undergraduate Counselor – Texas A&M University

Classes Taught – AGEC 217 – Fundamentals of Agricultural Economics Analysis  
AGEC 314 – Marketing Agriculture and Food Products

**Education**

2004  M.S. Texas A&M University – Agricultural Economics  
1997  B.S. Texas A&M University – Animal Science & Agricultural Economics

**Awards / Professional Activities**

2008  Student Led Award for Teaching Excellence - Winner  
2009  Student Led Award for Teaching Excellence - Finalist  
2010  Student Led Award for Teaching Excellence - Finalist

**Selected Other Professional Contributions**

Advise current and prospective students on course loads, admission requirements, and all facets of academic program. Assist in recruiting efforts throughout the department including being an advisor for the departmental recruiting organization, the Aggie REPS. Conduct New Student Conferences for freshmen, on-campus change of majors, and off-campus transfers. Coordinate the AGEC Undergraduate Writing Lab and graders for AGEC Undergraduate Programs.

Currently in the PhD program in the Texas A&M Department of Education, Higher Education Program. Research in program focuses on higher education finance and policy, specifically calculating price elasticity of tuition for various colleges at a Research 1 University.

**Selected Publications**

Selected poster at the Agricultural and Applied Economics Association Annual Meeting, Milwaukee, WI.


Menzies, M.D., et. al. (2009). “Integrating the Practice of Writing into the Classroom.” Panelist at the Agricultural and Applied Economics Association Annual Meeting, Milwaukee, WI.


James W. Mjelde  
Professor  
j-mjelde@tamu.edu

Current Appointment

Professor, Department of Agricultural Economics, Texas A&M University since 1995. Classes taught include AGEC 105 and AGEC 604. Research interests include natural resource use and value and energy economics.

Education

1985 Ph.D. University of Illinois, Agricultural Economics  
1982 M.S. Montana State University, Applied Economics  
1980 B.S. Montana State University Fish and Wildlife Management

Past Appointments

2005 - Professor, Texas A&M Water Resources Program, Texas A&M University  
1996 - 2001 Faculty Associate, Busch School of Govt. and Public Service, Texas A&M  
1994 - 1997 Graduate Advisor, Department of Agricultural Economics, Texas A&M  
1990 - 1995 Associate Professor, Department of Agricultural Economics, Texas A&M  
1985 - 1990 Assistant Professor, Department of Agricultural Economics, Texas A&M

Awards / Other Professional Activities

2011 Association of Former Students Award for Teaching Excellence – College Level  
2009 - 2001 Editorial board of Energy Economics  
2008 - 2011 Western Agricultural Economics Association, Representative  
1994 Fellow to the Cooperative Institute for Mesoscale Meteorological Studies (CIMMS), University of Oklahoma

Selected Other Professional Contributions


Have advised 30 Ph.D. and M.S. students who have graduated, currently advising 5 M.S. / Ph.D. students.

Selected Publications


A. Gene Nelson
Senior Professor
nelsong@tamu.edu

Current Appointment

Senior Professor, Department of Agricultural Economics, Texas A&M University since 1990. Classes taught include AGEC 422, Land Economics, and AGEC 489, Financial Planning for Professionals. Research and outreach interests include risk management, financial planning, taxation, and managerial economics.

Education

1969       Ph.D., Purdue University, Agricultural Economics
1967       M.S., Purdue University, Agricultural Economics
1964       B.S., Western Illinois University, Agricultural Economics

Past Appointments

2011 - now       Senior Professor, Department of Agricultural Economics, Texas A&M University
2008 - 2011      Professor, Department of Agricultural Economics, Texas A&M University
2005 - 2008      Executive Associate Dean, College of Agriculture and Life Sciences, Texas A&M University
1990 - 2005      Department Head, Agricultural Economics, Texas A&M University
1999 - 2000      Associate Vice Chancellor, The Texas A&M University System Agriculture Program (half-time to develop strategic plan)
1982 - 1990      Department Head, Agricultural and Resource Economics, Oregon State University
1981 - 1982      Acting Department Head, Agricultural and Resource Economics
1980 - 1981      Assistant Department Head, Agricultural and Resource Economics
1979 - 1980      Professor and Extension Farm Management Specialist
1974 - 1979      Associate Professor and Extension Farm Management Specialist
1969 - 1974      Assistant Professor and Extension Specialist, Department of Agricultural and Resource Economics, Oregon State University

Awards / Other Professional Activities

2004       Distinguished Scholar of the Western Agricultural Economics Association
1996       Vice Chancellor's Award for Excellence in Administration, TAMUS Agriculture Program
1987       Who's Who of Emerging Leaders in America
1985       Who's Who in the West
1979       USDA Superior Service Award for leadership in developing innovative educational methods and materials dealing with risk in farm decision making
1973       Extension Program Development Award for outstanding achievement as a new member of the Oregon State University Extension Service
1991 - 1992  President, Western Agricultural Economics Association
2000 - 2004  Chair of Board, Council on Food, Agricultural and Resource Economics (C-FARE)
2004 - 2010  Member, U.S. Department of Agriculture, Advisory Committee on Agriculture Statistics
2006 - 2007  Chair of Panel to Review the Census of Agriculture for the U.S.D.A National Agriculture Statistics Service. The review was coordinated by the C-FARE.

Selected Other Professional Contributions

Supervised 12 theses and dissertations.

Served as PI for the U.S. Department of Agriculture, Cooperative State Research Service project to plan and implement Center for North American Studies, 1994-95


Selected Publications


Desmond Ng
Associate Professor
dng@ag.tamu.edu

Current Appointment

Assoc. Prof. of Agribusiness and Strategic Management, taught include AGEC 314 (Intro. To Food Marketing), AGEC 440 (Capstone in Agribusiness Management), AGEC 619 (Managerial Economics), AGEC 671 (Foundations of Agribusiness Management), specialization in supply chains, innovation, entrepreneurship, institutions and cognition.

Education

2001 Ph.D., Agricultural Economics, University of Illinois at Urbana Champaign, Agribusiness / Strategic Management
1997 M.S., McGill University, Canada, Strategic Management
1994 B.S., University of British Columbia, Canada, Agribusiness

Past Appointments

2010 - Present Assoc. Prof. of Agribusiness, Dept. of Ag. Economics, Texas A&M University
2004 – 2010 Assistant Prof. of Agribusiness, Dept. of Ag. Economics, Texas A&M University
2000 - 2004 Assistant Prof. of Agribusiness, Dept. of Rural Economics, University of Alberta

Awards / Professional Activities


2005 Outstanding Research Paper Award for the 2005 International Academy of Business Economics Annual Conference, Las Vegas for a paper titled: “Strategic Change through a Competition of Realities”

Selected Other Professional Contributions

2010- 2011 Guest editor for International Food and Agribusiness Management Review on Special Issue of Agribusiness Pluralism

2009-present Editorial Board on the Journal of Complexity and Leadership Management
Selected Publications


John P. Nichols  
Professor and Head  
jpn@tamu.edu  

Current Appointment  
Professor and Head, Department of Agricultural Economics, Texas A&M University  

Education  
1968  Ph.D. Agricultural Economics, Cornell University  
1965  M.S. Michigan State University  
1963  B.S. Cornell University  

Past Appointments  
2005 – 2006  Professor and Interim Head, Agricultural Economics, Texas A&M University  
1981 – 2004  Professor and Associate Head, Agricultural Economics, Texas A&M University  
2005 – present  Adjunct Professor, Department of Nutrition and Food Science, Texas A&M University  
1999 – 2005  Director, Center for Consumer and Food Marketing Issues, Institute of Food Science and Engineering, Texas A&M University  
1990  Visiting Professor, Institute de Gestion Internationale Agro-Alimentaire, ESSEC, Cergy, France  

Awards / Professional Activities  
2004  Fellow of the International Food and Agribusiness Management Association  
1998  Vice Chancellor’s Award in Excellence – Team Research  
2009  Vice Chancellor’s Award in Excellence - Administration  
2003- 2009  Honorary Professor, Diploma of Honor, Gold Medal - Armenian State Agrarian University  

Selected Other Professional Contributions  
International Center for Agribusiness Research and Education, Chairman of the Foundation Board, Yerevan, Armenia 2006 – present  
Texas Department of Agriculture, GO TEXAN Partnership Advisory Board, Chair 2006 – 2007  
Dallas Federal Reserve Bank, Advisory Committee on Agriculture and Small Business 2011-2014  
Encyclopedia of Agricultural Sciences, 2e, Elsevier; Editorial Board 2011-2014  
International Food and Agribusiness Association, Executive Committee 1996 - 2000  
University Transportation Center for Mobility, Texas Transportation Institute, Executive Committee 2007 – 2011  
Agriculture and Applied Economics Association, AEM Section Secretary 2001-2008  
NEC – 63 Regional Research Committee on Commodity Promotion, Chair 1995 – 1999
Research and Teaching: Career research interests have focused on the role of marketing management techniques (promotion, product development, quality enhancement, distribution, and pricing) in the improvement of food and agribusiness marketing systems. Emphasis has been given to mission-oriented research and the application of research results in the management of marketing activities in businesses and producer organizations. Teaching responsibilities include courses in agribusiness and food marketing and policy. Advised graduate student thesis research.

International Marketing and Agribusiness Education: Led projects in economic transition countries with external funding totaling more than $4 million focusing in curriculum reform and development of educational institutions to assist in transformation of agriculture and food sector.

Selected Publications


Joe L. Outlaw  
Professor  
joutlaw@tamu.edu

Current Appointment

Professor and Extension Specialist - 100% Extension, Department of Agricultural Economics, Texas A&M University since 2005.

Education

1992 Ph.D. Texas A&M University, Agricultural Economics  
1988 M.S. Texas A&M University, Agricultural Economics  
1987 B.S. Texas A&M University, Agricultural Economics

Past Appointments

2005 - Professor and Extension Specialist, Texas AgriLife Extension Service  
2000 - 2005 Associate Professor and Extension Specialist, Texas Cooperative Extension  
1995 - 2000 Assistant Professor and Extension Specialist, Texas Agricultural Extension Service  
1996 - 1999 Extension Economist District 9 (Southeast Texas), Texas Agricultural Extension Service  
1992 - 1995 Assistant Research Scientist, Agricultural and Food Policy Center, TAES, Texas A&M University  
1990 - 1992 Research Associate, Agricultural and Food Policy Center, TAES, Texas A&M University  
1990 - 1990 Assistant Lecturer, Department of Agricultural Economics, Texas A&M University  
1988 - 1989 Extension Associate, TAEX, Texas A&M University

Awards / Professional Activities

2011 Southern Agricultural Economics Association  
2010 The Agricultural and Applied Economics Association  
2010 Southern Agricultural Economics Association - Team Award  
2009 The Gold Quill Award, The Journal of the American Society of Farm Managers and Rural Appraisers (ASFMRA)  
2008 Superior Service Specialist Award, Texas AgriLife Extension Service  
2008 Superior Service Team Award, Texas AgriLife Extension Service  
2008 Distinguished Achievement Award for Extension, Outreach, Continuing Education, and Professional Development, Association of Former Students University Level Awards  
2008 Outstanding Extension Program Award, Western Agricultural Economics Association. Award was for the Financial and Risk Management (FARM) Assistance Unit
Selected Publications


Marco A. Palma
Assistant Professor and Extension Economist
mapalma@tamu.edu

Current Appointment

Assistant Professor and Extension Economist, Department of Agricultural Economics, Texas A&M University since 2006. Horticulture marketing specialist with extension and applied research interest in consumer preferences of horticultural crops.

Education

2005 Ph.D. University of Florida, Food and Resource Economics
2002 M.S. University of Florida, Food and Resource Economics
2000 B.S. University of Florida, Food and Resource Economics

Past Appointments

2006 - Visiting Faculty, International Center for Advanced Mediterranean Agronomic Studies

Awards / Professional Activities

2011 Food Distribution Research Society Board Member
2011-2013 Southern Agricultural Economics Association Executive Board Member
2011 Southern Agricultural Economics Association Distinguished Extension Program
2010 Vice Chancellor’s Award in Excellence for a Research Team

Selected Other Professional Contributions

President of Gamma Sigma Delta, Texas A&M University Chapter.

Chair of Green Industry research Consortium.

Editor, Southern Nursery Association Research Conference

Selected Publications


John L. Park  
Professor  
jlpark@tamu.edu

Current Appointment

Dr. Park is Professor and Extension Specialist, and Roy B. Davis Professor of Agricultural Cooperation. He is an Extension professional whose experience in agribusiness marketing and management is used to support the needs of the modern agricultural cooperative.

Education

1996 Ph.D. Texas A&M University, Agricultural Economics  
1992 M.S. Utah State University, Agricultural Economics  
1991 B.S. Brigham Young University, Agricultural Economics

Past Appointments

2008 - Professor and Extension Specialist, Department of Agricultural Economics, Texas AgriLife Extension Service, Texas A&M University  
2003 - 2008 Associate Professor and Extension Specialist, Department of Agricultural Economics, Texas AgriLife Extension Service, Texas A&M University  
2000 - 2003 Visiting Assistant Professor, Department of Agricultural Economics, Texas A&M University  

Awards / Professional Activities

2011 - 2012 Past President, Food Distribution Research Society  
2010 Association of Former Students Distinguished Achievement Award – College Level Teaching  
2010 Epsilon Sigma Phi Alpha Zeta Chapter, Early Career Award  
2010 Western Agricultural Economics Association, Undergraduate Teaching Award (Less than 10 Years)  
2010 - 2011 President, Food Distribution Research Society  
2009 - 2010 Co-Chair, National Leadership Team, eXtension Cooperatives Community of Practice  
2006 - 2009 Secretary-Treasurer, Food Distribution Research Society  
2006 - Editorial Board, Journal of Food Distribution Research  
2005 - 2006 Director, Food Distribution Research Society  
2003 - Director, Texas Agricultural Cooperative Council  
2002 Agricultural Economics Agribusiness Association (student club), Department of Agricultural Economics, Texas A&M University, Outstanding Faculty Award  
2001 Patrick J. Byrne Award for Emerging Leadership, Food Distribution Research Society  
1998 - 2002 Vice-President (Membership), Food Distribution Research Society
1998 Presidential Award for Excellence in Research and Communication, Food Distribution Research Society

Selected Other Professional Contributions

Co-advisor to department chapter of the National Agri-Marketing Association, 2001 - 2003, including coaching the Marketing Plan Competitive Team.

Have advised as chair/co-chair for 1 PhD, 2 MS, 2 MS non-thesis students, and served on committees of various others. Of these, the Applebaum Award, MS Non-Thesis Category was presented to Jonathan Baros, 2009, by the Food Distribution Research Society in recognition of excellence in graduate work.

Selected Publications


John B. Penson, Jr.
Regents Professor and Stiles Professor
jpenson@tamu.edu

Current Appointment

Regents Professor and Stiles Professor of Agriculture, Department of Agricultural Economics, Texas A&M University since 1975. Classes taught include AGEC 105, AGEC 330, AGEC 430 and AGEC 434/634. Research interests include macroeconomics of agriculture and credit market analysis.

Education

1973 Ph.D. University of Illinois, Agricultural Economics
1967 M.S. Southern Illinois University, Agribusiness Economics
1964 B.S. Southern Illinois University, Agribusiness Economics

Past Appointments

1988 - Regents Professor, Department of Agricultural Economics, TAMU
1983 - 1988 Professor, Department of Agricultural Economics, TAMU
1982 Associate Professor, Department of Agricultural Economics, TAMU
1980 - 1981 Visiting Scholar, Research Department, Federal Reserve Bank of Kansas City
1978 - 1979 Professor, Department of Agricultural Economics, TAMU
1975 - 1978 Associate Professor, Department of Agricultural Economics, TAMU
1974 - 1975 Agricultural Economist, ERS, USDA and adjunct Asst. Professor, Purdue Univ.
1973 - 1974 Agricultural Economist, ERS, USDA, Washington, DC
1967 - 1969 Agricultural Economist, ERS, USDA, Washington, DC

Selected Awards / Professional Activities

2011 Association of Former Students Award for Teaching Excellence – University Level
2009 Association of Former Students Award for Teaching Excellence – College Level
2007 Lifetime Achievement Award, Southern Agricultural Economics Association
2007 - 2009 Co-editor, Choices, American Agricultural Economics Association
2000 Regents Professor Award, Board of Regents, TAMU
1997 Distinguished Policy Contribution Award, American Ag. Economics Assoc
1993 Honors Professor Award, COALS Student Council, TAMU
1992 Association of Former Students Award for Teaching Excellence – University Level
1988 Stiles Endowed Professor, Department of Agricultural Economics, TAMU
1986 Outstanding Alumnus Award, Southern Illinois University
1985 Distinguished Undergraduate Teaching Award, American Ag Economics Assoc.
1984  Outstanding Undergraduate Teaching Award, Western Ag. Economics Assoc.
1984  Association of Former Students Award for Research – University Level

Selected Other Professional Contributions

Annual presentations on the macroeconomic outlook and implications for agriculture presented to various audiences, including the Farm Credit Administration, the Council of Chief Credit Officers of the Farm Credit System, the President’s Planning Committee of the farm Credit System and the California Agribusiness Management Conference.

Served as chairman of 26 theses and dissertations at Texas A&M University. Two students received the Former Student Association Award for Distinguished Graduate Program. One dissertation was honored by the American Agricultural Economics Association Awards Program.

Past Chair, Outstanding Doctoral Dissertation Awards Committee, American Agricultural Economics Association. Also served as member of the Outstanding Policy Contribution Award Committee and the Quality of Communications Award Committee, American Agricultural Economics Association.

Taught courses in financial management and managerial accounting for the past 15 years at the Universidad De Valle Guatemala in Guatemala City under joint program with Texas A&M University. Taught similar courses in Ecuador and Nicaragua.

Served as Visiting Professor, Foreign Distinguished Professor Program, Korea University, Seoul, South Korea, Fall 2007. Taught course in macroeconomics of agriculture and gave two campus wide seminars. Taught a course in business finance at Korea University the last four years through distance learning facilities at Korea University.

Served as head of a multi-disciplinary project evaluation team for the Egyptian Development Bank and USAID in Cairo Egypt and participated in similar development projects in other foreign countries.

Served as an expert advisor to the Foreign Agricultural Service, USDA on a US State Department funded project the past two years with additional participation scheduled through 2013. Project involves with working the CEO and board of directors of a lending cooperative in the country of Armenia patterned after the U.S. Farm Credit System.

Selected Publications


Luis A. Ribera  
Associate Professor & Extension Economist  
lribera@tamu.edu

Current Appointment

Associate Professor & Extension Economist, Texas AgriLife Extension Service since 2005. Research interest include risk analysis, production economics, biofuels and international trade

Education

2005 Ph.D. Texas A&M University, Agriculture Economics.  
2000 M.S. University of Arkansas, Agriculture Economics.  
1998 B.S. University of Arkansas, Agriculture Economics.

Past Appointments

2011 - Associate Professor, Department of Agricultural Economics, Texas A&M  
2005 - 2011 Assistant Professor, Department of Agricultural Economics, Texas A&M

Awards / Professional Activities

2010 - Sustainable Agronomic Education Association Planning Committee  
2009 - Southern Outlook Conference Planning Committee  
2009 - 2012 Southern Agricultural Economics Association – Distinguished Extension Program Award Committee  
2008 Texas Environmental Excellence Award, Texas Commission on Environmental Quality (Team)  
2007 Outstanding Integrated Activities for Water Resources, USDA (Team)

Selected Other Professional Contributions

Teach two classes in Guatemala through a cooperative agreement between the Department of Agricultural Economics at Texas A&M University and Universidad del Valle.

Selected Publications


James W. Richardson
Regents Professor and Texas AgriLife Research Senior Faculty Fellow
jwrichardson@tamu.edu

Current Appointment

Regents Professor and Texas AgriLife Research Senior Faculty Fellow, Department of Agricultural Economics, Texas A&M University since 2005. Classes taught include AGEC 622 and AGEC 643.

Education

1978 Ph.D. Oklahoma State University, Agricultural Economics
1973 M.S. Oklahoma State University, Agricultural Economics
1971 B.S. New Mexico State University, Agricultural Economics

Past Appointments

2005 - Co-Director Agricultural and Food Policy Center, Regents Professor and Texas AgriLife Research Senior Faculty Fellow, Texas A&M University
2003 - 2005 Co-Director Agricultural and Food Policy Center, Regents Professor and Texas AgriLife Research Faculty Fellow, Texas A&M University
1986 - 2002 Professor Department Agricultural Economics Texas A&M University
1982 - 1986 Associate Professor Department Agricultural Economics Texas A&M University
1978 - 1982 Assistant Professor Department Agricultural Economics Texas A&M University

Awards / Professional Activities

2011 Southern Agricultural Economics Association Outstanding Masters Thesis Award -- Marc Allison -- Chairman
2011 Agricultural and Applied Economics Association Outstanding Masters Thesis Award -- Honorable Mention -- Marc Allison - Chairman
2009 The Journal of the American Society of Farm Managers and Rural Appraisers (ASFMRA). The Gold Quill Award presented to the author(s) of the most outstanding Journal article published in a particular Volume year.
2009 The Association of Former Students of Texas A&M University Distinguished Achievement Awards for Graduate Mentoring.
2009 Texas AgriLife Extension Superior Service Team Award
2008 Western Agricultural Economics Association (WAEA) Distinguished Scholar
2008 Southern Agricultural Economics Association (SAEA) Lifetime Achievement
2007 Vice Chancellor’s Award in Excellence Program -- Graduate Teaching
2005 Texas Agricultural Experiment Station Senior Faculty Fellows Award
2005 American Agricultural Economics Association Distinguished Teaching – Graduate Teaching More Than Ten Years Experience
2003 American Agricultural Economics Association Distinguished Extension Program
Selected Publications


M. Edward Rister
Professor
e-rister@tamu.edu

Current Appointment

Professor (since 1991), Research (36%) and Teaching (64%), Tenure Track; and Associate Head (2006-present).
AGEC 424, “Rural Entrepreneurship I,” and AGEC 425, “Rural Entrepreneurship II”
Entrepreneurial Economics, Water and Energy Economics.

Education

1981 Ph.D., Michigan State University, Agricultural Economics
1976 M.S., Texas A&M University, Agricultural Economics
1974 B.S., Texas A&M University, Agricultural Economics

Past Appointments

2002 - 2006 Associate Head for Undergraduate Program, Agricultural Economics, Texas A&M University
1986-1991 Associate Professor, Agricultural Economics, Texas A&M University
1981-1986 Assistant Professor, Agricultural Economics, Texas A&M University
1977-1981 Graduate Assistant, Agricultural Economics, Michigan State University
1976-1977 Research Associate, Agricultural Economics, Texas A&M University
1976-1976 Lecturer, Agricultural Economics, Texas A&M University

Awards / Professional Activities

2011 WAEA Outstanding Undergraduate Teaching Award with more than 10 years experience. Western Agricultural Economics Association
2011 Distinguished Individual Student Relations Award, Texas A&M University. Texas A&M University Association of Former Students University-Level Awards
2011 U.S. Department of Agriculture–Agricultural Research Service (USDA-ARS), 2011. Certificate of Appreciation, for outstanding contributions towards biological control of Arundo donax, giant reed in the Rio Grande Basin. Certificates awarded to all 20+ team members of multi-disciplinary research team

Selected Other Professional Contributions

47 Refereed Journal Articles
79 Government & Experiment Station Bulletins
6 Published Proceedings
14 Contributed/Submitted Presentations Not Publ.
2 Book Chapters
125 Published Abstracts
17 Invited Presentations Not Published
39 Poster Presentations
Selected Publications


John R.C. Robinson  
Professor and Extension Economist-Cotton Marketing  
\textit{jrcr@tamu.edu}

Current Appointment

Professor and Extension Economist-Cotton Marketing (100\% Extension) since 2005. Professional emphasis is in cotton economics, risk management, and policy issues, which includes developing and delivering Extension education materials and programs focused on cotton risk management, including market outlook, marketing strategies, public policy education, and applied research issues.

Education

<table>
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<tr>
<th>Year</th>
<th>Degree</th>
<th>Institution</th>
<th>Field</th>
</tr>
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<tr>
<td>1993</td>
<td>Ph.D.</td>
<td>Texas A&amp;M University</td>
<td>Agricultural Economics</td>
</tr>
<tr>
<td>1986</td>
<td>M.S.</td>
<td>Texas A&amp;M University</td>
<td>Entomology</td>
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<tr>
<td>1983</td>
<td>B.S.</td>
<td>Texas A&amp;M University</td>
<td>Entomology (Science Option)</td>
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Past Appointments

<table>
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<tr>
<th>Year</th>
<th>Position</th>
<th>Institution</th>
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<tbody>
<tr>
<td>1999 - 2004</td>
<td>Associate Professor and Extension Economist-Management</td>
<td>Department of Agricultural Economics, Texas A&amp;M Research and Extension Center at Weslaco</td>
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<tr>
<td>1995 - 1999</td>
<td>Extension Economist/Assistant Specialist and Assistant Professor</td>
<td>Department of Agricultural Economics, Mississippi State University</td>
</tr>
<tr>
<td>1992 - 1994</td>
<td>Extension Associate and Assistant Research Scientist</td>
<td>Department of Agricultural Economics, Texas A&amp;M Research and Extension Center at Weslaco</td>
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</table>

Awards / Professional Activities

<table>
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<tr>
<th>Year</th>
<th>Activity</th>
</tr>
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<tbody>
<tr>
<td>2007 -</td>
<td>Departmental Extension Awards Subcommittee (Chair since September 2010)</td>
</tr>
<tr>
<td>2006 -</td>
<td>Reviewer of cotton farm program baseline for Congressional Budget Office</td>
</tr>
<tr>
<td>2006 -</td>
<td>Departmental Extension Advisory Committee</td>
</tr>
<tr>
<td>2003 -</td>
<td>Associate Editor, Economics Section, of \textit{Journal of Cotton Science}</td>
</tr>
</tbody>
</table>

Selected Other Professional Contributions

Appointment as a member of the Graduate Faculty in August 2008. Have supervised and coordinated cotton projects with two MABM and two Ph.D. students; have served on the committee of four M.S. students (two as Chair) who have since graduated. Am currently on the Master’s committee for one M.S. and also supervising one MABM who is working on a cotton project concerning 254 counties in Texas.

Selected Publications


C. Parr Rosson, III  
Professor and Extension Economics  
prosson@tamu.edu

Current Appointment

Professor and Extension Economist, and Director, Center for North American Studies, Department of Agricultural Economics. Extension responsibilities include international trade and international marketing. Classes taught are AGEC 452 and AGEC 453. Research interests include trade, trade policy, marketing and transportation.

Education

1982  Ph.D. (Agricultural Economics), Texas A&M University  
1978  M.S. (Agricultural Economics), Texas A&M University  
1971  B.S. (Agronomy), Texas A&M University

Past Appointments

1997  Director, Center for North American Studies, Department of Agricultural Economics, Texas A&M University System  
1993  Professor and Extension Economist, Department of Agricultural Economics, Texas A&M University System  
1989 – 1993  Associate Professor and Extension Economist, Department of Agricultural Economics, Texas A&M University System  
1988 – 1989  Acting Director, International Programs, Division of Agricultural and National Resources, Clemson University  
1982 – 1989  Assistant/Associate Professor and Extension Economist, Department of Agricultural Economics and Rural Sociology, Clemson University

Awards / Professional Activities

2010  Lifetime Achievement Award, Southern Agricultural Economics Association  
2008  Vice Chancellor’s Award in Excellence, Member, Team Research, Texas A&M AgriLife, Texas A&M University System  
2002 - 2007  Agricultural Trade Advisory Committee Member, Grains, Feed, Oilseeds and Planting Seeds, appointed by U.S. Trade Representative and U.S. Secretary of Agriculture  
2007  Honors Professor Award, College of Agriculture and Life Sciences, Texas A&M University  
2000  Masters of Agribusiness Program Award, Special Recognition, University of the Valley of Guatemala, Guatemala City  
1997  Distinguished Achievement Award-Extension, the Association of Former Students, Texas A&M University, Texas A&M University System  
1996  Vice Chancellor’s Award in Excellence, Extension Education, The Agriculture Program, Texas A&M University System
1996  V.F. and Gertrude Neuhaus Teaching Scholars Award, Texas A&M University, College of Agriculture and Life Sciences
1991 – 1994 Special Recognition Award, Texas Agricultural Extension Service, for Outstanding Service in leadership of International Marketing Initiative
1993  Award for Superior Service, Texas Agricultural Extension Service, Texas A&M University System
1992  Deputy Chancellor's Award in Excellence-Team Research, Texas Agricultural Experiment Station, Texas A&M University System
1986  Provost Research Award, Clemson University

Selected Publications


Victoria S. Salin, Ph.D.
Associate Professor
v-salin@tamu.edu

Current Appointment

Dr. Salin is an Associate Professor of Agricultural Economics and Chief Financial Officer, Agribusiness, Food, and Consumer Economics Research Center (AFCERC). Member of the Intercollegiate Faculty of Agribusiness. Classes taught include AGEC 431, AGEC 603, AGEC 619, and AGEC 630.

Education

1996  Ph.D. Purdue University
1984  M.A. University of Virginia
1982  B.A. Miami University

Past Appointments

1993-2003  Assistant Professor, Department of Agricultural Economics, Texas A&M University, College Station, TX.

Awards / Professional Activities

2008-present  Member, Scientific Advisory Council of the World Food Logistics Organization, a confederation of industry associations in food logistics, with 1,233 member companies in 65 countries
2009-2011  Leadership in the Association of Agricultural and Applied Economics, Food Safety and Nutrition Section, currently serving as Chair of the Executive Board.
2000-present  Director, Texas Agricultural Finance Authority, Texas Department of Agriculture, (volunteer position by Governor’s appointment) Austin, TX
2005-2009  Consultant, The Almond Board of California, on economics of the pathogen control program

Selected Other Professional Contributions

Serves on University Committee for Writing across the Curriculum

Current Projects
Value of Time and Temperature History RFID Technology to Leverage Return on Traceability Investments, funded by U.S. Department of Agriculture, 2011-2012.

Selected Publications

Peer-reviewed journals


Book chapters, industry publications, and proceedings publications


Douglass Shaw  
Professor  
wdshaw@tamu.edu

Current Appointment

Professor. Ag. Econ. 350, 673, 677. Environmental and Resource Economics, Risk and Uncertainty, Transportation Economics, Non-market Valuation

Education

1985 Ph.D. University of Colorado, Economics  
1982 M.A., University of Colorado, Economics  
1977 B.A., University of Colorado, Geography

Past Appointments

1986 - 1987 Visiting Assistant Professor, Economics Dept., Williams College  
1987 - 1991 Assistant Professor, Economics Dept., Vassar College  
1995 - 2004 Associate Professor, Applied Economics, University of Nevada, Reno

Awards / Professional Activities

1991 Best paper prize, Swiss Environmental Group  
1998 President, W-133 Regional Research Group, U.S.D.A.  
2004-2009 Reviewer, National Science Foundation, Environmental Protection Agency  
2009-2010 Blue Ribbon Panel on Coastal Restoration, NOAA

Selected Other Professional Contributions

Past Associate Editor, Water Resources Research and Journal of Leisure Research  
Past Editorial Board member, Journal of Agricultural and Resource Economics  
Reviewer of safe drinking water models, U.S. Environmental Protection Agency  
Reviewer of paper selection for annual meetings of the American Agricultural Economics Association  
Past member and Chair of Enduring Quality Award, Association of Environmental and Resource Economics


John W. Siebert  
Professor  
j-siebert@tamu.edu

Current Appointment

Professor teaching AGEC 340 – Agribusiness Management; AGEC 481 – Ethics in Agribusiness and Agricultural Economics; and AGEC 460 – Cross Cutting Challenges.

Dr. Siebert’s area of research specialization is the management of farm supply, food processing, dairy, and cooperative businesses. He is also interested in research regarding college student education and agribusiness employer needs.

Education

1978 Ph.D. Agricultural Economics, University of California – Berkeley
1975 M.S. Agricultural Economics, University of California – Berkeley
1974 B.S. Economics, California State College – Sonoma

Past Appointments

2002-2011 Professor, Department of Agricultural Economics, Texas A&M University
1995-2002 Assoc. Professor, Department of Agricultural Economics, Texas A&M University
1985-1995 Vice President, California Cooperative Creamery, Petaluma, CA
1981-1985 Extension Economist, Dept. of Agric. Economics, University of California-Davis
1978-1981 Asst. Professor and Extension Specialist, Dept. of Agric. Economics, Purdue University

Awards / Professional Activities

2011 T-Camp Legacy, “Camp Siebert”
2010 A&M Former Students Association Teaching Award, University Level
2005 Best Teaching of a Class, Southern Agricultural Economics Assn
2002 “John Siebert Annual Student Scholarship,” Gift of TAMU Donor
2001 Honor Professor Award, College of Agriculture Student Council
1999 A&M Former Students Association Teaching Award, College Level
1999 Fish Camp Legacy, “Camp Siebert”
1997 Center for Teaching Excellence Scholar

Selected Other Professional Contributions

Dr. Siebert is a faculty advisor to the Agricultural Economics Society, a departmental student club. He is also the faculty advisor to the Academic Quiz Bowl Team for 2011 and 2012. He was the Case Studies Managing Editor of the International Food and Agribusiness Management Review, 2009-2010.
Selected Publications


Jackie G. Smith  
Professor and Extension Economist  

j-smith34@tamu.edu

Current Appointment

100% Extension

Education

1978 Ph.D., Oklahoma State University, Agricultural Economics  
1973 M.S., University of Florida, Agricultural Economics  
1971 B.S., Texas Tech University, Agricultural Economics

Past Appointments

1991- Professor and Extension Economist, Agricultural Economics, Texas A&M  
1978 - 1984 Assistant Professor, Agriculture Department, Tarleton State University

Awards / Professional Activities

2001 Superior Service Individual Award, Texas Agricultural Extension Service  
2001 State Mid-Career Award, Epsilon Sigma Phi  
2000 Specialist of the Year, Texas County Agricultural Agents Association  
2000 USDA Group Honor Award for Excellence  
1999 Vice Chancellor’s Award in Excellence  
1998 Distinguished Extension Program Group, AAEA  
1997 Superior Service Team Award, Texas Agricultural Extension Service  
1997 Distinguished Extension Program Award, SAEA  
1988 Superior Service Team Award, Texas Agricultural Extension Service  
1984 Tarleton Project 2000 Advisory Committee, Texas A&M System  
1983-1984 Faculty Senate, Tarleton State University

Selected Other Professional Contributions

Taught Commodity Futures class at Lubbock Christian University. 2009, 2010  
Taught Ag Policy class at Lubbock Christian University. 2008, 2011  
Member of Plains Cotton Growers Cotton Improvement Committee, 2000-Present  
Served 2 terms on Departmental FEC Committee  
Served 2 terms on Departmental FAC Committee  
Texas Extension Specialists Association President 2004-2005  
Texas Extension Select Committee on County Staffing 1998-1999  
Master Marketer Coordinating Committee, 1994-present  
Elected to Vice Chancellor of Ag FAC, 1996-1999
Texas Extension CRP Task Force, 1994-2001
Great Plains Ag Council CRP Task Force, 1990-1994
Have taught over 100 Ag Applications of Spreadsheets short courses to farmers and ranchers
Have taught over 100 Futures and Options short courses to farmers and ranchers
Have made over 1200 presentations to farmers and ranchers in the South Plains area of Texas
Taught 10 different courses in Agricultural Economics at Tarleton State University

Selected Publications


Beltwide Cotton conferences. New Orleans.

Management Series 2-12.

Series 2-30.

Smith, J. 1999. “Quicken on the Farm: An Introduction to Farm Financial Record Keeping with

AAEA Organized Symposium.

Drip Irrigation on Cotton in the High Plains.” Beltwide Cotton conferences.

William J. Thompson  
Assistant Professor  
w-thompson@tamu.edu

Current Appointment

March 2007 - Present, Assistant Professor and Extension Economist-Management, Texas AgriLife Extension Service, San Angelo, Texas. Appointment - 100 percent Extension.

Mr. Thompson’s primary responsibilities are to provide leadership in the development and delivery of extension educational programs in farm, ranch and natural resource management in 23 counties of west central Texas. This entails providing economic analysis, training and teaching materials to agricultural producers, landowners, commodity groups, county extension agents, extension specialists and other clientele. Often times these efforts are multi-disciplinary, thus involving specialists, faculty and industry professionals from other areas of specialization. Delivery of agricultural economics extension programming includes: a) one-on-one review, b) analysis and evaluation of individual farm/ranch operations, c) educational meetings, d) fee-based workshops and programs, f) extension publications, g) web-based delivery systems and h) direct mail. Other areas of focus include applied research and result-demonstration programs. Specific commodity expertise covers wheat, grain sorghum, cotton, cow-calf and stocker cattle.

Education

1990 Master of Science, Texas A&M University, Agricultural Economics
1987 Bachelor of Science, Arizona State University, Agribusiness Management/Finance

Past Appointments

2001 - 2007 Assistant Professor and Extension Economist – Management, Texas AgriLife Extension, Fort Stockton, TX Appointment – 100 percent Extension
Awards / Professional Activities

2005 Texas Cooperative Extension Superior Service Award, Extension Team Award.

...for envisioning and effectively developing and implementing the Tomorrow’s Top Agricultural Producer Program to ensure that new producers attain the business skills and networks necessary to prosper.

Selected Publications


Dmitry Vedenov
Associate Professor
vedenov@tamu.edu

Current Appointment

Associate Professor, Department of Agricultural Economics, Texas A&M University since 2007. Classes taught include AGEC 402 (Study Abroad), AGEC 414, AGEC 431, AGEC 630, and AGEC 671. Research interests include risk management and insurance, stochastic modeling, dynamic programming

Education

2011 Ph.D. The Ohio State University, Agricultural, Environmental, and Developmental Economics
1998 M.A. The Ohio State University, Economics
1993 M.S., Moscow Institute of Physics and Technology, Applied Economics and Computers

Past Appointments

2007 - 2009 Assistant Professor, Department of Agricultural Economics, Texas A&M
2001 - 2007 Assistant Professor, Department of Ag. and Appl. Economics, U. of Georgia

Awards / Professional Activities

2009-2010 Chair, AAEA Selected Presentation Committee
2007-2009 Program and Local Arrangements Chair, SCC-76 Information Exchange Group
2007 JARE Outstanding Journal Article Award for 2006
2007 Outstanding Faculty Award, Department of Agricultural and Appl. Economics, University of Georgia

Selected Other Professional Contributions

Advisor to Department’s Team at FDRS Food Marketing Challenge Competition, 2011 (first place).
Faculty leader of France Agribusiness study abroad program, 2009-2012
Chair of Department’s Undergraduate Advisory Committee, 2009-2012

Selected Publications


Mark L. Waller  
Professor and Associate Dept. Head - Extension  
mwaller@tamu.edu  

Current Appointment  
Professor, Associate Department Head, and Extension Program Leader for Agricultural Economics, Department of Agricultural Economics, Texas AgriLife Extension Service, Texas A&M University since 2005. Primary duty is to provide administrative leadership for the Agricultural Economics Extension Program Unit. Extension/applied research interests include agricultural marketing and price risk management.

Education  
1988 Ph.D. University of Illinois, Agricultural Economics  
1980 M.S. Southern Illinois University, Agricultural Economics  
1979 B.S. Southern Illinois University, Double major, Agricultural Education and Plant and Soil Sciences  

Past Appointments  
1999 - 2005 Professor and Extension Economist-Grain Marketing and Policy, Department of Agricultural Economics, Texas A&M University  
1993 - 1999 Associate Professor and Extension Economist-Grain Marketing and Policy, Department of Agricultural Economics, Texas A&M University  
1988 - 1993 Assistant Professor and Extension Economist-Grain Marketing and Policy, Department of Agricultural Economics, Texas A&M University  
1984 - 1988 Research Assistant - Department of Agricultural Economics, Univ. Of Illinois  

Awards / Professional Activities  
2008 Texas Agricultural Extension Service Superior Service Team Award.  
2000 United States Department of Agriculture, Group Honor Award for Excellence.  
2000 Cooperative State Research, Education and Extension Service, Team Recognition Award.  
1999 Texas A&M University, Vice Chancellor's Award in Excellence-Extension Team.  
1998 American Agricultural Economics Association Award for Distinguished Extension Program (Group Award).  
1998 Texas Agricultural Extension Service Superior Service Team Award.  
1994 Texas A&M University, Vice Chancellor's Award in Excellence-Team Award for Support of Industry/Agency/Association Partnership Efforts.  
1991 Epsilon Sigma Phi National Honorary Extension Fraternity, State Early-Career Award.
Selected Other Professional Contributions

Co-developer/co-leader of Master Marketer program, Advanced Topic Series Workshops, TRAMM Workshop and co-leader of Texas Risk Management Education Program.

Selected Publications

Qin, Xiaoyan, Rodolfo M. Nayga, Ximing Wu, Mark L. Waller, Dean A. McCorkle, Stephen H. Amosson, Jackie G. Smith, Stan J. Bevers. 2011. “Master Marketer Program: Analysis of 9 Years of Evaluation Results.” Faculty Paper Series 2011-5, Department of Agricultural Economics, Texas A&M University, College Station, Texas.


Current Appointment

Assistant Professor and Extension Economist-Grain Marketing, Department of Agricultural Economics, Texas AgriLife Extension Service, Texas A&M University since 2007. I plan, develop, implement, and communicate quality, relevant, research-based knowledge to grain producers, users, merchants, and resource providers in the Texas grain industry related to grain marketing and risk management. Appointment, 100% extension.

Education

2006 Ph.D. Texas Tech University, Agricultural Economics
1999 M.S. West Texas A&M University, Agriculture: Business and Economics
1979 B.A. Graceland College, Lamoni, Iowa, Economics

Past Appointments

2007 - Assistant Professor and Extension Economist-Grain Marketing (100% Extension), Department of Agricultural Economics, Texas A&M University
2006 - 2007 Post-Doctoral Research Associate, Department of Agricultural and Applied Economics, Texas Tech University
2005 - 2006 Research Associate, Department of Agricultural and Applied Economics, Texas Tech University
2003 - 2005 Research Assistant, Department of Agricultural and Applied Economics, Texas Tech University

Awards / Professional Activities

2009- Teach a class on Futures Markets at the Universidad del Valle, Guatemala City, Guatemala, a joint Masters program in Applied Economics and Business Administration with Texas A&M University.
2008, 2009 Norman Borlaug Institute for International Agriculture. Coordinated programs with Dr. Michael McWhorter, International Training Coordinator for visiting delegations from India and Colombia
Selected Other Professional Contributions

2004 - Member, Gamma Sigma Delta, Agricultural and Applied Economics Association, Western Agricultural Economics Association, and Southern Agricultural Economics Association

2007- Publication of two weekly newsletters, one for wheat and one for feed grains, as part of my market analysis responsibilities. Current primary email list for the newsletters is 281

2010 Seminar on “Developing a Marketing Plan” at the Chicago Mercantile Exchange and led a trade simulation exercise at the DTN/The Progressive Farmer 2010 Ag Summit in Chicago comprised of agricultural producers from 24 states

2009, 2011 Drought studies with Dr. David Anderson, Dr. Travis Miller, and Dr. John Robinson have been picked up by some 147 news organizations including the Associated Press, Forbes-Online, CBS News.com, the Boston Globe, the Chicago Tribune, the Los Angeles Times, and the Xinhua News Agency (the state news agency of the People's Republic of China, the largest news and information source in China).


Selected Publications


Gary W. Williams, Ph.D.
Professor

gwwilliams@tamu.edu

Current Appointment

Dr. Williams is Professor of Agricultural Economics and Co-Director of the Agribusiness, Food, and Consumer Economics Research Center (AFCERC) in the Department of Agricultural Economics at Texas A&M University. He is also a faculty member in the George Bush School of Government and Public Service and Senior Scientist, Norman Borlaug Institute for International Agriculture. Classes taught include AGEC 429, AGEC 652, and INTA 630.

Education

1981 Ph.D. (Agricultural Economics) Purdue University
1977 M.S. (Agricultural Economics) Purdue University
1974 B.S. (Economics) Brigham Young University

Past Appointments

2009 Co-Director, Agribusiness, Food, and Consumer Economics Research Center (AFCERC), Dept. of Ag. Econ., TAMU
2008 Faculty Member, The George Bush School of Govt. and Public Service, TAMU
1988 Professor, Dept. of Ag. Econ. and Director, Texas Agribusiness Market Research Center (TAMRC), TAMU
1986 Associate Professor, Department of Economics, Iowa State University
1983 Assistant Professor, Department of Economics, Iowa State University

Awards / Professional Activities

2006-2008 Appointed Chair, Committee on the Economic Development of Current Status of the Sheep Industry in the United States, National Academy of Sciences
1998 Vice Chancellor’s Award in Excellence for Team Research, TAMRC, TAMU
1991-1994 Appointed to Tex. Ag. Commissioner’s Select Committee on NAFTA
1988 Distinguished Service Award, Meat Export Research Center, Iowa State U.

Selected Other Professional Contributions

Dr. Williams is the AFCERC chief operations officer responsible for managing the research program of the Center and leads AFCERC research and outreach projects relating to commodity and agribusiness markets and policy and international trade and policy. His areas of teaching and research emphases include commodity promotion programs, international agricultural trade and development, agricultural policy, and marketing and price analysis. Dr. Williams speaks fluent Spanish and has lived and worked in Latin America throughout his career, focusing particularly on NAFTA and other agricultural trade, policy, and development issues. He is well
known for his research on the economic effectiveness of commodity checkoff programs and on the U.S. and world oilseed and livestock industries with emphasis on sheep and lamb markets.

**Selected Publications**


Richard T. Woodward  
Professor  
r-woodward@tamu.edu

Current Appointment

Professor, Department of Agricultural Economics, Texas A&M University since 1997. Classes taught include AGEC 350, AGEC 637 and AGEC 677. Research interests include environmental economics with interest in environmental policy and uncertainty.

Education

1997          Ph.D.     University of Wisconsin – Madison
1994          M.A.       University of Wisconsin – Madison
1984          B.S.       Middlebury College, Middlebury, Vermont

Past Appointments

1985-1987     Peace Corps Volunteer, Costa Rica
1988-1991     Research Associate for the World Resources Institute Washington DC and San José, Costa Rica
1994          Consultant for the World Resources Institute

Awards / Professional Activities

2005-2011     Associate Editor, Marine Resources Economics.
2007-2008     Fulbright Fellow and Research Associate, Tropical Agricultural Research and Higher Education Center (CATIE), Turrialba, Costa Rica
2009 – present Editorial Board Land Economics
2011 – present Associate Editor, Economics Bulletin

Selected Other Professional Contributions

Member of the Texas A&M Water Faculty and Texas A&M’s Applied Biodiversity Sciences faculty.

Has served as member and chair of the department’s PhD qualifying examination committee since 2001.

Selected Publications


Ximing Wu  
Associate Professor  
xwu@tamu.edu

Current Appointment

Associate professor, Department of Agricultural Economics, Texas A&M University since 2009. Courses taught include AGEC 661, AGEC 636 and AGEC 676. Research interest includes econometrics, applied microeconomics, development economics and climate change.

Research Associate, Info-Metrics Institute since 2009.

Education

2003  Ph.D., Agricultural Economics, University of California at Berkeley  
1998  B.S., Economics, Peking University

Past Appointments

2005 - 2009  Assistant Professor, Agricultural Economics, Texas A&M University  
2003 - 2005  Assistant Professor, Economics, University of Guelph

Awards / Professional Activities

2009 -  AAEA annual meeting program leader in multiple areas  
2010  Program Committee, SAEA Annual Meeting  
2007  Guest editor, Choices special issue on immigration and US agriculture

Selected Other Professional Contributions

Have advised 56 graduate students (44 Ph.D.’s and 12 M.S.’s) since joining TAMU in 2005. Regularly review manuscripts for professional journals in agricultural economics, economics, finance and statistics.

Selected Publications


Yu Yvette Zhang
Visiting Assistant Professor
yzhang@tamu.edu

Current Appointment

Visiting Assistant Professor, Department of Agricultural Economics, Texas A&M University since 2010. Classes taught include AGEC 105, AGEC 317 and AGEC 672. Research interests include Applied Microeconomics, Experimental Economics, Industrial Organization, Applied Econometrics, Auctions, and Ecology

Education

2010 Ph.D. Texas A&M University, Economics
2004 Ph.D. Duke University, Biology
1998 B.S. Peking University, Biology

Awards

2009 S. Charles Maurice Graduate Fellowship in Economics, Texas A&M University
2008 Gail Frey Monson Memorial Scholarship in Economics, Texas A&M University
2007 PERC E. Ralph Daniel Scholarship in Economics, Texas A&M University

Selected Publications


Carol B. Faulkenberry  
Extension Program Specialist II (Risk Management)  
cfaulkenberry@ag.tamu.edu

Current Appointment

Extension Program Specialist II (Risk Management), Southern Region Risk Management Education Center - 100% Extension.

Education

1989 B.S. Texas Tech University, Agriculture Communications  
1987 A.S. Clarendon College, Agriculture-Animal Science

Past Appointments

2001 Conference Contractor, Texas Institute for Applied Environmental Research  
1992-1997 Executive Vice President, Texas Simmental Simbrah Association  

Awards / Professional Activities

2010 Outstanding Stephenville FFA Supporter  
2004 Outstanding District 8 4-H Leader Award, Texas AgriLife Extension Service  
1998-2001 Livestock Publications Council awards winner  

Selected Other Professional Contributions

Development of Programs, Services, Products, Processes
Faulkenberry serves as the Extension Program Specialist responsible for the implementation of a communications network including publication and distribution of the results of Southern Region RME Center’s programs from participating institutions to stakeholders and public entities. Faulkenberry has been instrumental in the design and implementation of a national online grant application verification program for applicants and administration to utilize in applying and reporting results of awarded projects across the southern region.

Faculty and Staff Training/Assistance
By using TAMU Centra Media, Faulkenberry plans and implements meetings with grant recipients on how to report and verify their individual grant’s quarterly reporting requirements and how to apply for reimbursement process. Faulkenberry has trained more than 300 grant applicants and recipients since 2001 on the national online grant application verification program.

Financial Support of Extension Activities
Faulkenberry worked with Southern Region RME Center Director and Assistant to the Director in writing the following grants for continuation funding, which enables the Southern Region RME Center to award further grants throughout the southern United States.

USDA/CSREES Agricultural Risk Management Education Competitive Grant – 2007. Amount awarded $1,200,000.

USDA/CSREES Agricultural Risk Management Education Competitive Grant – 2004. Amount awarded $5,000,000.


Selected Publications

Presented Posters

News Releases
Faulkenberry, Carol B., *Agricultural Risk Management Education Competitive Grants Program Strives to Reach Producers*, Stephenville, TX, November 2, 2008.

Coordination and Cooperation
Faulkenberry acts as news writer/communications specialist when called upon by the Director of TAMU Extension and Research Center, Stephenville TX. Mrs. Faulkenberry authored the following:
Faulkenberry, Carol B., *Long Time Researcher Completes Career with Texas Ag Experiment Station*, Stephenville, TX, August 29, 2003.
Faulkenberry, Carol B., *Internationally Noted Peanut Researcher Completes Career With Texas Ag Experiment Station*, Stephenville, TX, February 21, 2003.
Bridget L. Guerrero  
Extension Program Specialist I  
blguerrero@ag.tamu.edu  

Current Appointment  
Extension Program Specialist I, Department of Agricultural Economics, Texas AgriLife Extension Service (100%) since 2010. Supports the Agricultural Economics Extension program activities by providing technical expertise, computerized data analysis, and project management assistance for multiple grant-funded projects.  

Education  
2010 Ph.D. Texas Tech University, Agricultural and Applied Economics  
2003 M.B.A. West Texas A&M University  
2002 B.S. West Texas A&M University, Agribusiness  

Past Appointments  
2010 - Program Specialist, Agricultural Economics, Texas AgriLife Extension  
2010 Teaching Assistant, Agricultural and Applied Economics, Texas Tech University  
2005 - 2010 Extension Associate, Agricultural Economics, Texas AgriLife Extension  
2003 Sales Representative, Indian Ink Leasing, Amarillo, TX  
2002 - 2003 Extension Assistant, Agricultural Economics, Texas AgriLife Extension  

Awards / Professional Activities  
2008 - Member of AAEA, SAEA, and WAEA  
2009 - 2010 Texas Tech University Agricultural Economics Graduate Student Association, President  
2008 - 2010 Texas Tech University Gamma Sigma Delta Honor Society of Agriculture  

Selected Other Professional Contributions  
Special guest on various topics for a weekly 1.5 hour radio program aired on Fox Talk AM 950 and FM 100.7 Radio and Fox News Now Channel 34.2 in the Lubbock area (twice).  

Selected Publications  


Diana “DeDe” Lea Jones  
Extension Program Specialist III – Risk Management  
dljones@ag.tamu.edu

Current Appointment

Provide leadership and coordination regarding extension risk management programs in both the Texas Panhandle and statewide by offering technical expertise and computerized data analysis to develop and interpret strategic risk management alternatives. This action requires meeting, on-site, with farmers, ranchers and agribusiness clientele to obtain confidential financial information necessary for the FARM Assistance decision support system. Work as a full partner on the State Risk Management Education team by providing Texas producers individualized strategic planning. Monthly results are placed into a statewide database of risk management case studies. These studies develop educational materials, and benefit agricultural parties not directly involved in one-on-one financial analyses.

Coordinate with various agricultural agencies to offer financial assistance for high-risk producers, provide expertise on wildlife and environmental economics, teach QuickBooks financial software, and address various legislative issues. Develop educational materials related to risk management and agricultural finance for extension agents, specialists, agricultural producers, and agribusiness organizations. Conduct applied research that determines the economic impact of various financial and production decisions. Plan, implement and evaluate educational programs both individually and through multi-disciplinary team efforts. Develop marketing materials related to risk management to share with extension agents and local lenders.

Education

1999  Master of Business Administration in Marketing, Texas Tech University
1998  Bachelor of Science in Agricultural Economics, Texas Tech University

Past Appointments

2000 - 2001  Executive Assistant, Texas Grain Sorghum Producers
1997 - 2000  Research Associate, Texas Tech Agricultural and Applied Economics Department

Awards / Other Professional Activities

2010  Agricultural and Applied Economics Association Distinguished Extension Program Group Award
2010  Southern Agricultural Economics Association Distinguished Extension Team Award
2008  Western Agricultural Economics Association Outstanding Extension Team Award
2008  Epsilon Sigma Phi Early Career Award
2008  Texas AgriLife Extension Superior Service Award for a Program Unit
2005  Texas AgriLife Extension Superior Service Award for a Program Specialist
Selected Other Professional Contributions

Group meetings are an integral part of supporting/training agricultural producers as well as county extension agents through educational programs in management, marketing and finance. They are also instrumental in promoting FARM Assistance and disseminating research produced from the statewide risk database. My contribution to Extension Agricultural Economics can best be portrayed by listing the variety and number of workshops and presentations given in the Texas Panhandle as well as throughout the state.

<table>
<thead>
<tr>
<th>Events</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farm Bill Educational Workshops</td>
<td>43</td>
</tr>
<tr>
<td>FARM Assistance Financial Workshops</td>
<td>52</td>
</tr>
<tr>
<td>Profitability Workshops</td>
<td>18</td>
</tr>
<tr>
<td>Market Outlooks</td>
<td>29</td>
</tr>
<tr>
<td>QuickBooks Financial Accounting Workshops</td>
<td>22</td>
</tr>
<tr>
<td>Educational Outreach Covering Various Topics</td>
<td>10</td>
</tr>
<tr>
<td>County Agent Trainings</td>
<td>27</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>201</strong></td>
</tr>
</tbody>
</table>

Selected Publications

The majority of publications completed (283 reports) were Farm Assistance strategic analysis for farmers and ranchers of the Texas Panhandle. These operations encompassed over 1 million acres with a combined ending real net worth of $575 million. A list of several other key publications is provided below.


Greg Kaase  
Extension Program Specialist III  
gkaase@afpc.tamu.edu:

**Current Appointment**

Extension Program Specialist III, Risk Management, Department of Agricultural Economics, Texas A&M University since 1999. Current Project Coordinator for Twinwood focusing on result demonstrations, research projects and agricultural educational programs.

**Education**

2006 Ph.D. Texas A&M University, Agricultural Education  
1995 M.S. Texas A&M University, Agricultural Education  
1991 B.S. Texas A&M University, Animal Science

**Past Appointments**

1999 - Extension Program Specialist, Risk Management, Texas AgriLife Extension Service  
1997 – 1999 Haskell County Extension Agent (Ag.), Texas AgriLife Extension Service  
1994 – 1997 Brazos County Extension Agent (4-H), Texas AgriLife Extension Service  
1992 – 1994 Milam County Extension Agent (Asst. – Ag.) Texas AgriLife Extension Service

**Awards / Professional Activities**

2010 Outstanding Extension Program Award Team, Southern Agricultural Economics Association.  
2008 Southern Agricultural Economics Association, Professional Contribution for Poster Presentation, 3rd Place.  
2007 Texas AgriLife Extension Service, Superior Service Unit Award FARM Assistance Team - Member

**Selected Other Professional Contributions**

Primary responsibilities have been conducting FARM Assistance Analyses on clientele, monitoring FARM Assistance database, and updating Texas AgriLife Extension Crop and Livestock Enterprise budgets. Currently project coordinator for Twinwood Project which includes coordinating result demonstration work, research projects and educational programs.
Selected Publications


Dean A. McCorkle
Extension Program Specialist – Economic Accountability
d-mccorkle@tamu.edu

Current Appointment

Extension Program Specialist – Economic Accountability, Texas AgriLife Extension Service, Department of Agricultural Economics, Texas A&M University System since 2004. Provides leadership and coordination for the agency-wide effort of measuring economic impacts of AgriLife Extension programs.

Education

2005 Ph.D. Texas A&M University, Agricultural Education
1991 M.A. Texas A&M University, Agricultural Economics
1988 B.S. Texas A&M University, Agricultural Economics

Past Appointments

1995 – 1997 Assistant Research Scientist, Dept. of Agricultural Economics, TAMU
1991 – 1995 Extension Agricultural Economist, Kansas State Research and Extension, Dept. of Agricultural Economics, KSU

Awards / Professional Activities

2008 Western Agricultural Economics Association Outstanding Extension Project
2007 Texas AgriLife Extension Service, Superior Service Award (Team)
2006 Texas AgriLife Extension Service, Superior Service Award
2000 United States Department of Agriculture Secretary’s Honor Award for Excellence (Team Award for Master Marketer Program)

Selected Other Professional Contributions


Selected Publications


James A. Yates  
Extension Program Specialist III  
jayates@ag.tamu.edu

Current Appointment

Extension Program Specialist III – Risk Management, Department of Agricultural Economics, Texas AgriLife Extension Service (100%) since 2002. Provide leadership and coordination for extension educational programs in risk management in the Texas South Plains and statewide by providing technical expertise and computerized data analysis for the development and interpretation of strategic risk management alternatives for individual producers. This requires meeting, on-site, with farmers, ranchers and agribusiness clientele to obtain confidential financial information necessary for the FARM Assistance risk management decision support system.

Education

1985  M.S. Texas A&M University, Agricultural Economics  
1983  B.S. Tarleton State University, Agricultural Economics

Past Appointments

2002 -  Program Specialist – Risk Management, Ag Econ, Texas AgriLife Extension  
1989 - 2002  Self Employed New Mexico Farmer  
1986 - 1988  Assistant Extension Specialist, CFFM - Ag Econ, University of Minnesota  
1984 - 1986  Programmer, Department of Agricultural Economics, Texas A&M University

Awards / Professional Activities

2011-2012  Texas Extension Specialist Association, President  
2010  AAEA, Distinguished Extension/Outreach Program Group Award  
2010  SAEA, Outstanding Extension Program Team Award  
2008-2009  Texas AgriLife Extension, Leadership Extension Program  
2008  Texas AgriLife Extension, Individual, Superior Service Award  
2007  Texas AgriLife Extension, FARM Assistance Unit, Superior Service Award

Selected Other Professional Contributions

Supplemental Revenue Assistance (SURE) Payment Estimator, spreadsheet to estimate SURE Payments for Texas producers updated annually since 2008.  
South Plains Cotton Update, weekly 1.5 hour radio program aired on Fox Talk AM 950 and FM 100.7 Radio and Fox News Now Channel 34.2 in the Lubbock area since 2005.  
Cotton Profitability Workshops, developed spreadsheet decision aids distributed via website and as a part of 3-hour workshops conducted annually since 2005.  
QuickBooks for Farmers & Ranchers, two-day short course developed with DeDe Jones and conducted annually since 2002.
Selected Publications

*FARM Assistance Strategic Analysis*, a comprehensive analysis of the agricultural firm’s liquidity, solvency, profitability, repayment capacity and financial efficiency. Since 2002 I have completed 312 analyses for farmers and ranchers in 25 Texas counties ranging from Parmer in the northwest to Sutton in the southwest and Archer and Stonewall to the east.


Alan Mac Young  
Extension Program Specialist II  
amyoung@ag.tamu.edu

**Current Appointment**

Extension Program Specialist, Texas AgriLife Extension, Department of Agricultural Economics, Texas A&M University since 2005. Area of specialization: Farm Assistance Program in South Texas (Districts 10, 11 and 12).

**Education**

1975 M.S. Texas Tech University, Agricultural Economics  
1973 B.S. Texas Tech University, Agricultural Economics

**Past Appointments**

2010 - Extension Program Specialist II, Dept. of Ag. Economics, Texas A&M  
2005 - 2009 Extension Program Specialist I, Dept. of Ag. Economics, Texas A&M  
2004 - 2005 Loan Officer, Small Business Administration, Fort Worth, Texas  
2002 - 2003 Management & Account Positions, Rent-A-Center, Fort Worth, Texas  
2001 – 2001 Membership Director, U.S. Chamber of Commerce, Fort Worth, Texas  
1999 – 2000 Marketing Director, All American Builders, Inc., Hurst, Texas  
1997 – 1998 Executive Director, American Ostrich Association, Fort Worth, Texas  
1978 – 1996 Management & Research Positions, Farm Credit Bank of Texas, Austin, Texas  
1975 – 1978 Agricultural Economist, Federal Reserve Bank of Texas, Dallas, Texas

**Awards / Professional Activities**

2011 TCEQ Environmental Excellence Award for Agriculture Water Conservation, Agriculture Demonstration Initiative Project with Harlingen Irrigation District  
2010 AAEA Distinguished Extension/Outreach Program Group Award  
2010 SAEAA Distinguished Professional Contribution Award-Presented Poster Award, Second Place  
2010 SAEAA Distinguished Extension Program Team Award  
2008 WAEA Outstanding Extension Program Award  
2007 Texas AgriLife Extension Superior Service Unit Award—Financial and Risk Management Assistance Team

**Selected Other Professional Contributions**

Publications and reports completed: 27 Agricultural Demonstration Initiative (ADI) grant reports; 278 Farm Assistance client reports; 46 presented papers, posters and published works.

Education outreach and coordination: 49 education programs with 2,959 contacts; 33 ADI
education and coordination meetings with 664 attendees; 9 Extension agent training presentations to 561 attendees; 10 Southern Region Farm Assistance notes distributed to agents, specialist, and administrators.

**Selected Publications**


Young, Mac, Roy Parker, and, Steven Klose. “Economics of Grain Storage Bags in the Coastal Bend and Upper Gulf Coast of Texas.” FARM Assistance Focus Series 2009-5. Texas AgriLife Extension Service, Department of Agricultural Economics, Texas A&M University. June 2009.