Graduate Program Review
2013-2014

Department of
Agricultural and Applied Economics
Phillip Johnson, Chair

College of
Agricultural Sciences and Natural Resources
Mike Galyean, Dean

November 2013
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I. Program Overview-

The mission of the Department of Agricultural and Applied Economics (AAEC) states that we are committed to provide the highest standards of excellence in learning, research, and engagement on all aspects of the economics of regional, state, and global production, distribution, and consumption of food and fiber goods and services, and public and private use of natural resources. The vision statement of AAEC states that we intend to be recognized as the center of excellence for leadership in learning, discovery, and delivery of knowledge on economic aspects of all current and emerging issues related to regional, state, and global food, fiber, and natural resources. Appendix A contains copies of our strategic plan.

The Department of Agricultural Economics and Farm Management at Texas Technological College was established in 1927. It began with four courses and one faculty member (L.D. Howell) in the Fall Semester of 1927 and the first degree was awarded in 1929. In 1933 the name was changed to the Department of Agricultural Economics, Farm Management, and Rural Sociology. The name was shortened to Agricultural Economics in 1947. The name remained unchanged until 1996, when the Department was renamed Agricultural and Applied Economics in recognition of the growing proportion of graduates employed in fields not directly related to agriculture.

The Department was primarily an undergraduate teaching Department until the mid-1960s, when an infusion of young research faculty brought in additional research capability and a significant boost in the M.S. program. The Department graduated only 149 students, all B.S., between 1929 and 1955, an average of 5.5 students per year. Today we graduate around 70 B.S. students per year, plus approximately 6 M.S., 4 MAB, and 4 Ph.D. students per year. The M.S. program began about 1955, with a total of 28 students graduated between then and 1969. A Ph.D. program was approved in 1969, but was not offered until 1979 because of inadequate resources for the program. The first Ph.D. graduate from the Department graduated in 1982.

The Department has historically maintained research programs related to the semi-arid West Texas region - cotton, livestock, rangelands, and the Ogallala aquifer. Dedicated research funding until 1995 was limited to a cooperative agreement with the Texas Agricultural Experiment Station – Texas A&M University and small portions of Legislative “line-item” funding received by the College, all controlled by other departments within the College. There was also a research unit of the Economic Research Service, U.S. Department of Agriculture, housed in the Department between 1975 and 1981, and a small endowment established the Thornton Agricultural Finance Institute in 1981, but its funding has been essentially static.

The Department was awarded a Legislative line-term to conduct Cotton Economics Research in 1995 that provided a funding base from which to construct a planned, focused research thrust. This has since been re-configured by the College since formal line-items were eliminated, but the Department currently receives approximately $115,000 per year to support its overall research program. From this relatively small base, the faculty in the Department has established a national and international reputation for its research in Cotton Economics, Risk Management/Crop Insurance, and Water Economics. Average total research expenditures over the last six years have been $1.4 million per year.
Outreach through professional publications and presentations have been significant. Over the past six years faculty have published 250 refereed articles/abstracts, an average of 40 annually, with 73 in the most recent year (2012/2013). This is average of 2.5 publications per year per graduate faculty. The faculty, post-docs, and graduate students have averaged 50 presentations and proceedings annually over the past six years.

The Department currently has 17 full time tenure-track faculty members (16.74 FTEs) and maintains two undergraduate programs, a Master of Science program (thesis and non-thesis options), a Master of Agribusiness program, and a Ph.D. program. The Department also contributes to a joint M.S./J.D. program with the Law School, contributes to a M.B.A. – Emphasis in Agricultural Business Management which is administered by the Rawls College of Business Administration, and maintains a research program that embodies around 60 research projects per year. Graduate programs are synergistic with the undergraduate programs and the research program, and a considerable number of undergraduate students are inherently integrated in the research program.

The Department’s current faculty members have distinguished themselves by recognition at the University and College level. In 2012, Thomas Knight was named a Horn Professor, the highest faculty rank within the University. Five members of the faculty are members of the Texas Tech University Teaching Academy. Teaching, research and outreach excellence of the faculty has been recognized across campus. Eduardo Segarra (1994) received the President’s Academic Achievement Award. Sukant Misra (2007) and Phillip Johnson (2008) received the President’s Excellence in Teaching Award. Phillip Johnson received the President’s Excellence in Advising Award in 2008. Emmett Elam (2005), Phillip Johnson (2007) and Thomas Knight (2010) have received the College of Agricultural Sciences and Natural Resources (CASNR) Advising Award. Jaime Malaga received the CASNR Junior Faculty Award in 2006. Marty Middleton received the CASNR Instructor Staff Award in 2008. Eduardo Segarra (1994), Sukant Misra (1997) and Samarendu Mohanty (2003) have received the New Faculty Award from the Texas Tech University Alumni Association. Eduardo Segarra (1994), Samarendu Mohanty (2002), Jaime Malaga (2003), and Thomas Knight (2010) have received the Texas Tech University Mortar Board Outstanding Faculty Award. Emmett Elam, Samarendu Mohanty and Eduardo Segarra have been recognized as the Teacher of the Semester by the CASNR Aggie Council.

The Department’s faculty has served as officers in national and regional associations, editors and co-editors of journals, and members of committees and boards of professional organizations. Eduardo Segarra (1998) and Darren Hudson (2011) have served as the President of the Southern Agricultural Economics Association. Eduardo Segarra served as the President of the American Agricultural Economics Association Foundation (2002). Chenggang Wang serves on the editorial board of the International Journal of Applied Agricultural Research.

One measure of the quality of our graduate program is the recognition of our faculty and graduate students from professional organizations. Erin Wheeler, M.S. in Agricultural and Applied Economics received the 2005 Southern Agricultural Economics Association M.S. Thesis Honorable Mention. Her advisor was Dr. Eduardo Segarra. Dr. Jaime Malaga has advised two students that have received recognition for their thesis. Priscilla Arguello received the 2009 Agricultural and Applied Economics
Outstanding Masters Thesis Award by the Southern Agricultural Economics Association, and Jose Antonio Lopez received the 2010 Outstanding Dissertation Award by the Texas Tech University Graduate School. In 2008, Dr. Malaga was awarded the Distinguished Professional Contribution Award by the Southern Agricultural Economics Association. Dr. Benaissa Chidmi received the 2012 Outstanding Article Award from the Agribusiness: An International Journal.

Over the past six years the Department has added two endowed chairs and one endowed professorship and increased endowments supporting chairs and institutes by over $3.3 million. The Larry Combest Endowed Chair in Agricultural Competitiveness was established in 2008 to address the long-term viability and economic prosperity of agricultural production and agribusiness. The current holder of the Larry Combest Endowed Chair in Agricultural Competitiveness, Dr. Darren Hudson, also serves as the director of the International Center for Agricultural Competitiveness (formerly the Cotton Economics Research Institute). In 2009, the Emabeth Thompson estate contributed funds to elevate the Charles C. Thompson Professorship to the Charles C. Thompson Endowed Chair in Agricultural Finance, and establish the Emabeth Thompson Professorship of Risk Management. The current holder of the Charles C. Thompson Endowed Chair in Agricultural Finance, Dr. Phillip Johnson, also serves as the director of the Thornton Agricultural Finance Institute. The current holder of the Emabeth Thompson Professorship of Risk Management, Dr. Thomas Knight, is a Horn Professor and national authority on crop insurance. Scholarship endowments increased by $117 thousand over the past six years with the addition of the Don Ethridge, Erin Wheeler-Cook Fellowship, and Parten Foundation Endowments.

Through the strategic planning process the Department set a number of goals that have been reached over the past 10 years. The Masters of Agribusiness degree was established and has grown to represent about a third of graduate enrollment. A concerted effort was made to increase the number of doctoral students in the program and to develop a number of doctoral level courses. Over the past six years the number of doctoral students has doubled and we now offer five organized Ph.D. level courses. The Department has significantly enhanced the econometric curriculum within the graduate program.

Our graduates are competing well in the employment market. Of 22 Ph.D. graduates over the past six years, 10 were been hired by academic institutions into faculty positions and six were hired as research associates. Six Ph.D. graduates were hired by industry, including Ford Motor and banking.

The Agricultural and Applied Department is recognized nationally internationally and for its research in cotton economics, water economics (particularly regarding the Ogallala aquifer), development and analysis using the global fiber model, and international trade issues. We have faculty working in healthcare economics and consumer economics. We continue to strive to provide quality educational programs at the undergraduate and graduate levels.

This report is a collaborative effort of the faculty of the Department of Agricultural and Applied Economics. The purpose of this report is to present an accurate record of the accomplishments of the Department over the past six years (2007 – 2012).
II. Graduate Curricula and Degree Programs

A. Scope of programs within the Department

The AAEC Department offers the following graduate degree programs:

- M.S. in Agricultural and Applied Economics; thesis option
- M.S. in Agricultural and Applied Economics; non-thesis option
- Accelerated B.S./M.S. in Agricultural and Applied Economics; thesis option
- Accelerated B.S./M.S. in Agricultural and Applied Economics; non-thesis option
- Master of Agribusiness (MAB)
- Accelerated B.S./MAB
- Ph.D. in Agricultural and Applied Economics

During the period of this review the Department also collaborated in the following programs:

- Master of Agriculture—Emphasis in Agricultural Business Management, which is administered by the College of Agricultural Sciences and Natural Resources (degree program discontinued in 2013)
- A joint M.S. in AAEC/J.D. program which is coordinated with the Texas Tech University, School of Law
- M.B.A. – Emphasis in Agricultural Business Management, which is administered by the Rawls College of Business

Curricula for the M.S. thesis option, M.S. non-thesis option, joint M.S./J.D., MAB, and Ph.D. programs are shown in Tables II.1 through II.4. Here we briefly discuss the structure and purpose of the seven degree programs offered by the Department.

M.S. Thesis and Non-Thesis Options

The M.S. degree in Agricultural and Applied Economics provides training in economic theory and methods of analysis, with an emphasis on addressing applied economic problems. Students who select the thesis option take 18 hours of core courses, a minimum of 6 hours of AAEC Electives, and a minimum of 6 hours of Master’s Thesis credit (see Table II.1). Students are expected to demonstrate competency as economic analysts by completing a thesis, which is a work of original research. The non-thesis option coursework requirements include 15 hours of core courses, a minimum of 12 hours of AAEC electives, and a minimum of 9 hours of general electives. Non-thesis students are encouraged to structure their elective coursework to focus on an area of concentration of their choosing. Although non-thesis students do not produce a thesis, they are required to complete a professional research paper of narrower scope than a thesis but of the same quality and demonstrating the same competencies.

Graduate coursework requirements of the accelerated B.S./M.S. programs (thesis and non-thesis) are the same as for the corresponding stand-alone degree. The only difference is that accelerated program students may take up to six hours of graduate coursework counting toward both the B.S. and M.S. degrees. Four courses qualify for this dual counting. These courses are: AAEC 5315—Property Appraisal (dual listed as AAEC 4303); AAEC 5317—Financial and Commodity Futures and Options (dual listed as AAEC 4317); AAEC 5318—Finance and the Agribusiness Sector (dual listed as AAEC 4316); and AAEC 5320—Agricultural and Applied Economics
Agribusiness Law (dual listed as AAEC 4320). These courses can be used as AAEC Electives or as General Electives in the applicable M.S. degree program. When these courses are taken for graduate credit the instructor normally includes additional work requirements over and above what is required of undergraduate students.

**Joint M.S./J.D. Program**

The joint M.S./J.D. program is designed to give students the opportunity to acquire graduate level training in agricultural economics that is structured to be complementary with their law degree. The program includes 15 hours of core courses, which focuses on market analysis, agribusiness, and agricultural finance. Students take 9 hours of AAEC or ECO electives and 12 hours of School of Law elective coursework (approved by the Department’s graduate advisor) are counted toward both the M.S. and J.D. degrees.

**Master of Agribusiness**

The Master of Agribusiness program is designed for students with the desire to acquire the necessary skills to pursue a career in the food and agribusiness sector. Students in this program take 24 hours of core courses, 6 hours of approved electives, and 6 hours of professional internship credit. The program targets students from agricultural economics programs as well as students with no background in economics from different disciplines such as Animal and Food Science, Horticulture, Plant and Soil Science, and General Business. The program provides a unique blend of quantitative and analytical training from both the Department of Agricultural and Applied Economics and the Rawls College of Business Administration. In addition, the MAB program offers students the opportunity to gain hands-on experience through a professional internship that helps empower students and increases their confidence in approaching a very competitive job market.

As described above for the M.S. programs, graduate coursework requirements of the accelerated B.S./MAB programs are the same as for the corresponding stand-alone degree. Six hours of graduate coursework may be counted toward both the undergraduate and graduate degree. Eligible courses are those identified in the M.S. Thesis and Non-Thesis Options section above.

**Ph.D. in Agricultural and Applied Economics**

The doctoral program in Agricultural and Applied Economics is designed to develop a broad based competence in economic theory and in techniques of quantitative analysis. Dissertation research of students in our department usually addresses applied problems using contemporary economic theory and analytical methods. Students completing our program have demonstrated a high degree of success in academics, business, and government.

Two options are offered for the Doctor of Philosophy in the Agricultural and Applied Economics program. The first option (Table II.4) does not require a minor. Degree requirements include 36 hours of core courses, 12 hours of AAEC/ECO electives, 12 hours of committee approved field courses, and a minimum of 12 hours of Dissertation credit. The second option includes a minor in Family Financial Planning—a joint Ph.D. program between the Department of Agricultural and Applied Economics and the College of Human Sciences. Program requirements include 36 hours of core courses, 12 hours of dissertation credit, and 28 hours of specific courses constituting the minor. Completion of the Doctoral
program in Agricultural and Applied Economics with a minor in Family Financial Planning qualifies graduates to take an exam administered by the Certified Financial Planning Board of Standards to become Certified Financial Planners.

The following tables provide detailed requirements for the graduate degree programs in the Department.

### Table II.1: M.S. Degree Program in Agricultural and Applied Economics

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Thesis Option</th>
<th>Non-thesis Option</th>
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<tbody>
<tr>
<td>AAEC 5303</td>
<td>Advanced Production Economics</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>AAEC 5307</td>
<td>Applied Econometrics I</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>AAEC 5310</td>
<td>Advanced Market Analysis</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>AAEC 5321</td>
<td>Research Methodology in Economics</td>
<td>3</td>
<td>-----</td>
</tr>
<tr>
<td>ECO 5311 or AAEC 5316</td>
<td>Macroeconomic Theory or International. Trade</td>
<td>3</td>
<td>3</td>
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<tr>
<td>ECO 5312</td>
<td>Microeconomic Analysis</td>
<td>3</td>
<td>3</td>
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<tr>
<td>AAEC 6000</td>
<td>Master’s Thesis</td>
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<td>AAEC Electives</td>
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<td>General Electives</td>
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<td><strong>30</strong></td>
<td><strong>36</strong></td>
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1Numbered courses are core courses.

### Table II.2: Joint M.S.-J.D. Program in Agricultural and Applied Economics

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<th>Course Title</th>
<th>Credit Hours</th>
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<td>AAEC 5303</td>
<td>Advanced Production Economics</td>
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<tr>
<td>AAEC 5307</td>
<td>Applied Econometrics I</td>
<td>3</td>
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<td>AAEC 5310</td>
<td>Advanced Market Analysis</td>
<td>3</td>
</tr>
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<td>AAEC 5312</td>
<td>Agribusiness Analysis</td>
<td>3</td>
</tr>
<tr>
<td>AAEC 5318</td>
<td>Finance &amp; the Agribusiness Sector</td>
<td>3</td>
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<tr>
<td>AAEC and/or ECO Electives</td>
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<td>9</td>
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<tr>
<td>Law School Electives</td>
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<td><strong>Total Credit Hours</strong></td>
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Agricultural and Applied Economics
### Table II.3: Master of Agribusiness Degree Program

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<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
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<td>AAEC 5307</td>
<td>Applied Econometrics I</td>
<td>3</td>
</tr>
<tr>
<td>AAEC 5310</td>
<td>Advanced Market Analysis</td>
<td>3</td>
</tr>
<tr>
<td>AAEC 5312</td>
<td>Agribusiness Analysis</td>
<td>3</td>
</tr>
<tr>
<td>AAEC 5318</td>
<td>Finance and the Agribusiness Sector</td>
<td>3</td>
</tr>
<tr>
<td>ECO 5310</td>
<td>Price and Income Theory</td>
<td>3</td>
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<tr>
<td>MGT 5371</td>
<td>Managing Organizational Behavior</td>
<td>3</td>
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<tr>
<td>MKT 5360</td>
<td>Marketing Concepts and Strategies</td>
<td>3</td>
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<tr>
<td>AAEC 5320</td>
<td>Agribusiness Law</td>
<td>3</td>
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<td>Approved Electives</td>
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<td>AAEC 5000</td>
<td>Professional Internship</td>
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### Table 4: Ph.D. Program Option 1

**Ph.D. in Agricultural and Applied Economics – No Minor Required**

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<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tr>
<td>AAEC 5303</td>
<td>Advanced Production Economics</td>
<td>3</td>
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<tr>
<td>AAEC 5307</td>
<td>Applied Econometrics I</td>
<td>3</td>
</tr>
<tr>
<td>AAEC 5316</td>
<td>International Agricultural Trade</td>
<td>3</td>
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<td>AAEC 5321</td>
<td>Research Methodology in Economics</td>
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</tr>
<tr>
<td>AAEC 6302</td>
<td>Food, Ag., and Nat. Resource Policy Analysis</td>
<td>3</td>
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<tr>
<td>AAEC 6305</td>
<td>Economic Optimization</td>
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</tr>
<tr>
<td>AAEC 6308</td>
<td>Advanced Natural Resource Economics</td>
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<tr>
<td>AAEC 6310</td>
<td>Demand and Price Analysis</td>
<td>3</td>
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<td>AAEC 6311</td>
<td>Applied Econometrics II</td>
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<td>AAEC 6301</td>
<td>Microeconomic Theory II</td>
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<td>ECO 5311</td>
<td>Macroeconomic Theory and Policy</td>
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<td>ECO 5312</td>
<td>Microeconomic Analysis</td>
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<td>Required AAEC and ECO Electives</td>
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<td>Committee Approved Field Courses</td>
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<td>AAEC 8000</td>
<td>Doctor’s Dissertation</td>
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<td>AAEC 5303</td>
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<td>AAEC 5307</td>
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<td>AAEC 5316</td>
<td>International Agricultural Trade</td>
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<td>ECO 5312</td>
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<td>AAEC 8000</td>
<td>Doctor’s Dissertation</td>
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<td>PFP 5371</td>
<td>Fundamentals of Personal Financial Planning</td>
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<td>PFP 5372</td>
<td>Asset Management II</td>
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<td>PFP 5373</td>
<td>Personal Financial Planning Capstone</td>
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<td>Retirement Planning</td>
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<td>PFP 5397</td>
<td>Risk Management and Insurance Planning</td>
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<td>PFP 5398</td>
<td>Estate Planning</td>
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<td>PFP 5362</td>
<td>Asset Management I</td>
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<td>PFP 5377</td>
<td>Client Communication and Counseling</td>
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<td>ACCT 5311</td>
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B. Number and types of degrees awarded within the Department.

### Agricultural and Applied Economics (AAEC) Degrees Awarded - Academic Year

(Prepared by Department)

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Over the past six years the Department has awarded an average of 74 undergraduate degrees, 9 masters degrees, and 4 doctorate degrees.
### C. Undergraduate and Graduate semester credit hours

#### Comparison of Degrees Awarded - Fall Data

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#### Semester Credit Hours - Academic Year (AAEC Dept)

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Agricultural and Applied Economics
The table above gives student credit hours (SCH), departmental operating cost (see Chapter 5), operating funding provided by the University (see Chapter 5), and the calculated cost per SCH for operating cost and funding provided for operating cost. The cost per SCH has remained fairly steady over the six years, ranging between $27 and $30 per SCH. Over this period SCHs generated have increased each year. Operating funding provided by the University for Department has declined significantly over the six year period. Funding per SCH generated has decreased from $18 to $10 per SCH. The difference between operating cost per SCH and funding provided by the University has increased from $10 to $17 per SCH, which has increased the contribution toward Department operating cost by the faculty from research and endowment funding.

Agricultural and Applied Economics
D. Number of majors in the Department for the fall semesters

![Enrollment by Level - Fall Data (AAEC) Chart](image1)

![Enrollment by Level - Fall Data (AGBS) Chart](image2)

Agricultural and Applied Economics
Enrollment in all Agricultural and Applied Economics Degree Programs (AAEC and AGBS) -
Academic Year
(Prepared by Department)

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Enrollment in the Department’s graduate programs has significantly increased over the past six years, particularly in the Ph.D. program. The Department made a concerted effort to grow the Ph.D. program in the number of students and Ph.D. course offerings. The Masters of Agribusiness program has grown and has become an attractive component of the 150 hour option. With the emphasis on the Ph.D. program, enrollment in the M.S. program has become more variable.

The Department’s enrollment is very comparable to our peer institutions at the undergraduate level and comparable at the graduate level. Given that our peer institutions are land-grant universities with an expectation of a higher resource base, we compare favorably at both the undergraduate and graduate levels.

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Agricultural and Applied Economics
E. Course enrollments over the past six years (enrollment trends by course)
   • Figures are totals – classes may be offered more than once a year

Course Enrollments by Academic Year
Source: Institutional Research and Information Management

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F. Courses cross listed

The Department has four courses that are cross listed as undergraduate and graduate courses. These courses are piggy backed in that the undergraduate and graduate sections meet at the same time. The graduate sections usually have additional course requirements versus the undergraduate section. The cross listed course in the Department are:

AAEC 4316/5318 Agricultural Financial Analysis
AAEC 4303/5315 Property Appraisal
AAEC 4317/5317 Commodity Futures Trading and Analysis
AAEC 4320/5320 Agribusiness Law

The cross listed courses are an important component of the 150-hour option which allows six hours of graduate courses to count toward the undergraduate degree.
Instructor: Jeff Johnson
Office: Room 209 Ag Sci Bldg
Phone: 742-2852 e-mail: jeff.johnson@ttu.edu
Office Hours: T Th 8:00 - 9:00 or by appointment

Class Meeting: 9:30 - 10:50 p.m. T Th AG 308


Web page: Can be found on TTU Blackboard. www.blackboard.edu

Course Objective: The primary objective of this course is to present the fundamental concepts of real estate appraisal with an emphasis on the process of valuing rural properties. The course covers the foundations of property valuation, data collection and analysis, and alternative approaches to estimating the value of real estate properties.

Expected Learning Outcomes
Upon completion of this course, the students will be able to:

☐ Identify and define terminology related to value and property rights

☐ Demonstrate an understanding of the concepts of value and their relationship with property rights

☐ Identify and define terminology related to the types of data used in the valuation process

☐ Demonstrate an understanding of how date is collected, verified and used in the valuation process.

☐ Identify and define terminology related to each approach to value.

☐ Apply each approach to value to specific problems.

☐ Apply the valuation to a specific appraisal problem.

☐ Present the results of your opinion of value in a narrative appraisal report.

Class Preparation: You are expected to come to class prepared by reading and completing assignments prior to class. You are expected to and encouraged to ask questions in class. You should be in class on time and prepared to discuss assigned topics.

Internet Resources: A course web page will be maintained on Blackboard. Material posted on the web page includes the course syllabus and Lecture Notes. You are encouraged to download the notes from the web page before the lecture. However, having the notes from the web does not substitute for class attendance. The notes are provided to make your class time more productive.
Exams: Two exams will be given within the semester and a comprehensive final exam. You will be responsible for all material assigned and covered since the previous exam. Tentative dates for the exams are October 10 and November 14. Missed exams will be given a grade of zero unless adequate evidence is presented - preferably BEFORE the exam - that missing the exam cannot be avoided. Phone messages left with a secretary or a note under the door will not be sufficient. Only one missed exam may be made up.

The final exam date and time is as follows: **Monday, December 9 from 7:30am – 10:00am.** The final exam will be comprehensive and count as 30% of the final grade.

Calculators may be used for exams.

**HOMEWORK:** Homework assignments may be given over several topics. Failure to hand in a homework assignment will result in a zero being given for that assignment.

**APPRaisal:** An appraisal report will be assigned for a farm located in Lubbock County. You will be provided the assignment information and be allowed to work in groups of up to three. The appraisal report will be due on or before December 7.

**Grading:**

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<tr>
<td>Exam II</td>
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<td>Appraisal Report</td>
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<td>Quizzes and Homework</td>
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<tr>
<td>Final Exam</td>
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**Class Attendance:** I will keep track of attendance throughout the semester, however attendance does not figure directly into your course grade. If you miss class, it is your responsibility to make-up any missed assignments. It is well established that class attendance will positively affect your grade. If you miss a class, it is your responsibility to make-up any missed assignments.

**Student-Faculty Communications:** I maintain an open-door policy. Your ideas, comments, suggestions, and questions are always welcomed. Please come by the office during office hours or schedule an appointment to ensure that I will be available. I encourage you to come by the office to discuss the course and your academic progress.

**Student Responsibilities:** All learning and development requires and investment of time and effort by the student. To get the most out of this class, treat it as a professional experience. Conduct yourself in a professional manner. Be on time to attend class. Study the text. Take notes. Participate in class. Understand not only what we are doing but also why.

**Academic Integrity:** Any form of academic dishonesty (e.g. cheating, plagiarism) will not be tolerated. I will enforce and abide by the policies included in Section IX (Code of Student Conduct) of the Texas Tech Student Affairs Handbook.
For Students with Disabilities: Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor's office hours. Please note instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, you may contact the Student Disability Services office in 335 West Hall or 806-742-2405.

Absence due to religious observance: The Texas Tech University Catalog states that a student who is absent from classes for the observance of a religious holy day will be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.

Absence due to officially approved trips: The Texas Tech University Catalog states that the person responsible for a student missing class due to a trip should notify the instructors of the departure and return schedule in advance of the trip. The student may not be penalized and is responsible for the material missed.

Classroom Rules and Behavior
Department of Agricultural & Applied Economics

Students are expected to show respect to classmates, instructors, and especially guest speakers. Consistent with the stated assumptions and beliefs of Texas Tech University, the department has composed and the AAEC Student Association has endorsed the following set of rules for appropriate student classroom behavior.

1. Do not talk during class meetings. Talking is disruptive to the instructor and to your fellow classmates.

2. Do not arrive late to class and do not leave the classroom during class meetings. Exceptions may occur for medical emergency, physiological urgency or situations where prior instructor approval has been granted.

3. Do not use (including viewing of) communication devices (phones, etc.) during class meetings. All electronic devices should be silenced during class meetings.

4. Do not read/view other unassigned materials (newspapers, magazines, etc.) during class meetings.

5. Do not exhibit disruptive posture during class meetings, e.g. sleeping, slouching, laying, resting feet/head on furniture, etc.

6. Do not use notebook computers during class meetings unless prior instructor approval has been granted.

7. Do not bring/use food and/or tobacco products during classroom meetings unless prior instructor approval has been granted.

As stated above, these guidelines should be followed in every AAEC class meeting, and represent a minimum level of respect expected from AAEC students.
AAEC 4303
Course Material for Fall 2013

Part I - Foundations of Rural and Agricultural Property Valuation
This module presents an overview of what constitutes value, the factors that affect value, and the valuation process.
Chapter 1. Property and Property Rights
Chapter 2. Concepts of Value
Chapter 3. The Valuation Process
Chapter 4. Rural Property Rights and Interest

Part II - Data Collection and Analysis
This module covers the types of data that are necessary to value rural property.
Chapter 5. Data Collection
Chapter 6. Regional and Neighborhood Data and Analysis
Chapter 7. Legal Descriptions
Chapter 8. Land Descriptions (Soils and Range Sites and Class Material on Irrigation)
Chapter 9. Site Improvements
Chapter 10. Building Description
Chapter 11. Highest and Best Use Analysis
Chapter 12. Sales and Data Analysis

EXAM 1 – October 10

Part III - Valuing Rural Property
This module presents a detailed discussion of the three approaches to value and the presentation of the results in a narrative appraisal report.
Chapter 13. The Cost Approach
Chapter 14. The Sales Comparison Approach
Chapter 15. The Income Capitalization Approach
Chapter 16. Reconciliation and Final Opinion of Value
Chapter 17. Writing Appraisal Reports

EXAM 2 – November 14

Part IV - Appraisal
The appraisal report is a capstone to the course. You will be given an appraisal problem for a rural property located in Lubbock County. The assignment will require that you prepare a narrative appraisal report. This course is designated as a writing intensive course based on the requirement for a narrative appraisal report.

FINAL EXAM – Monday, December 9 from 7:30am – 10:00am

The instructor reserves the right to modify the course content as warranted by circumstances. The course outline of topics to be covered is a tentative plan that may be altered during the course of the semester. Dates indicated for the two exams scheduled during the semester are tentative and may be altered as needed.
Course Webpage: http://www.aaec.ttu.edu/faculty/sharahma/AEAC%204317/index.htm

Instructor: Shaikh Mahfuzur Rahman  
307-A Agricultural Science Building  
Dept. of Agricultural and Applied Economics 
Texas Tech University 
Tel: (806) 742-2821, ext. 240 
Email: shaikh.m.rahman@ttu.edu

Class Hours: 9:30 – 10:50 AM, TR, Agricultural Sciences 311  
Office Hours: 11:15 AM – 12:15 PM, TR and by appointment

Prerequisites: AAEC 2305 or ECO 2301  

Required Texts:
1. An Introduction to Futures and Options, Student Manual, CME, available at the course website.  
   This text is out of print. Authorized copies of selected chapters are available for purchase at “The Copy Outlet,” 2402 Broadway, Lubbock, TX, (806) 744-7772.

Supporting Texts:
1. Understanding Futures Markets, 6th ed., Robert Kolb and James Overdahl, 
   Blackwell Publishing.  

Useful Web Links: 
Commodities Futures –  

Options on Stocks and Futures –  
http://www.cbot.com/cbot/pub/page/0,3181,1201,00.html 
http://www.cboe.com/DelayedQuote/QuoteTable.aspx
http://www.cmegroup.com/trading/commodities

Expected Learning Outcomes: This class is designed to provide the students with a solid grounding and hands in experience on commodity futures and options trading. An economic perspective will be used to analyze the functions and mechanics of the futures and options markets for commodities and financial instruments. The goal is to integrate an understanding of these markets into specific economic situations in order to improve the decision-making process.
**Learning Outcome Assessment:** Five methods will be used to stimulate the learning process: class participation, quizzes, homework/project assignments, trading experience, and exams.

**Class Attendance and Participation:** Each student is expected to attend every class and lab, be prepared to respond to questions in the class, and be prepared for summarizing the materials covered in the previous class and unannounced quizzes when given. Students are also encouraged to ask questions related to the course topics. Class attendance will be checked regularly. If you miss a class, it is your responsibility to make up anything missed. Every unexcused absence over two will lower your final grade by 1 point. Students with two unexcused absence will not receive any bonus/penalty point, students with one unexcused absence will receive 2 bonus points and with perfect attendance will receive 4 bonus points toward their end-of-semester class average. Absences may be excused only in cases of serious illness (doctor’s note is required) and complementary academic activities (advance proof of participation is required).

**Quizzes:** There will be several quizzes throughout the semester. Quizzes will cover the material presented in class and/or assigned for reading. Any missed quiz will receive a grade of zero. The lowest score of the quizzes will be dropped.

**Homework Assignments:** There will be five homework assignments. The purpose of these assignments is to improve analytical skills. Each assignment will be on solving analytical and quantitative problems on various topics of futures and options. The homework assignments are for practice only – need not to be returned. However, students are required to solve the problems before the due dates. Some of the problems will be solved in class with student participation – students will be called to solve the problems on the board, and a participation grade will be assigned to the volunteers. Student participation will constitute a part of the grade.

**Project Assignment:** There will be one project assignment on hedging with futures. The purpose of the assignment is to provide hands in experience on hedging with futures. Each student is required to complete the assignment in due time. The assignment will be graded individually.

**Exams:** Two mid-term exams and a final exam will be given during the course of the semester. The format of the exams will be multiple choice, short answers, and problem solving. There will be **NO make-up exams.** Any missed exam will have a grade of zero. The tentative schedules of the exams are given below, which may change.

Exam I: Tuesday, 01 October 2013, 9:30 – 10:50 AM
Exam II: Tuesday, 05 November 2013, 9:30 – 10:50 AM
Final Exam: Monday, 09 December 2013, 7:30 – 10:00 AM
Trading Experience: Each student will actively participate in a futures and options trading simulation game available at http://www.factsim.org/. An initial $100,000 will be deposited in each student’s account to begin speculative trading. Daily reports showing open positions, margin commitments, and profits (losses) will be accessible to each participant. Each student is required to make at least 10 transactions. Keeping a journal of all transactions with technical analysis is also required. Each student will have to write a paper explaining his/her transactions and trading strategies after the trading is closed. Nov 27 will be the last day of trading, and students have to submit the Trading Experience paper by Nov 29, 2013.

Research Project (Applicable to 5317): Each graduate student is required to write a paper on a research topic relevant to the course material. The paper may be conceptual or empirical in nature. The reference style of the Journal of Futures Markets should be followed. It is suggested that you go to the library or online to check some articles from the above journal. The time-line for submission is as follows:

- **The topic and outline:** Thursday, Sep 26, 2013
- **First Draft:** Thursday, Oct 24, 2013
- **Final Draft:** Tuesday, Nov 29, 2013

**Grading Method for 4317:** Final grade will be determined by the following formula:

- Exams 60%
- Project Assignment 10%
- Quizzes 10%
- Inclass Participation 5%
- Trading Experience
  - Participation 5%
  - Trad. exp. paper 10%

**Grading Method for 5317:** Final grade will be determined by the following formula:

- Exams 60%
- Project Assignment 10%
- Quizzes 10%
- Trading Experience
  - Participation 5%
  - Trad. exp. paper 5%
- Research Paper 10%

**Grading Scale:** Final grades will be assigned using the following scale:

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 0-59%

**Course Outline:** E&M refers to the text by Edwards and Ma, and CME refers to the online text.

1. An introduction to futures contracts and futures markets: E&M Ch. 1; CME Ch. 1 2.
3. Trading methods and strategies – Fundamental and Technical Analysis: E&M Ch. 16;
   CME Ch 8
4. Cash vs. futures prices: E&M Ch 4, 15; CME Ch. 7.
   a. Arbitrage
   b. Speculation
5. Spreading with futures: E&M Ch 4, 15; CME Ch. 7.
6. Hedging with futures - fundamentals and strategies: E&M Ch 4, 6; CME Ch. 5
   a. Commodity futures: E&M Ch 4, 6
   b. Stock Index futures: E&M Ch. 10
   c. Interest rate futures: E&M CH. 12, 13.
   d. Foreign Currency Futures: E&M Ch. 14
7. Fundamentals of options: E&M Ch, 18, 19; CME Ch 9.
8. Options on futures: E&M Ch, 18, 19; CME Ch 9
9. Speculating, spreading, and hedging with options on futures: E&M Ch. 20.

Expectations and Suggestions:
- Attend every class, take notes and participate (do not hesitate to ask questions)
- Do the homework regularly, giving a good faith effort to every problem
- Form a study group -- your fellow students are often the best teachers
- Be prepared to respond to questions in class
- Be prepared to summarize the materials covered in the previous class
- Be prepared for unannounced quizzes when given
- Keep up with economic news (e.g., newspaper such as NY Times, Financial Times, Wall St Journal, and radio programs such as NPR's Marketplace)
- Spend approximately 10 hours per week (apart from class hours) reading and working on homework assignments (often with a study group) -- If you spend substantially less time, your grade will suffer
- Do the exams entirely on your own

Classroom Rules and Behavior

Department of Agricultural & Applied Economics (11-26-08)

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2. Do not arrive late to class and do not leave the classroom during class meetings. Exceptions may occur for medical emergency, physiological urgency or situations where prior instructor approval has been granted.
3. Do not use (including viewing of) communication devices (phones, etc) during class meetings. All electronic devices should be silenced during class meetings.
4. Do not read/view other unassigned materials (newspapers, magazines, etc.) during class meetings.

5. Do not exhibit disruptive posture during class meetings. e.g. sleeping, slouching, laying, resting feet/head on furniture, etc.

6. Do not use notebook computers during class meetings unless prior instructor approval has been granted.

7. Do not bring/use food and/or tobacco products during classroom meetings unless prior instructor approval has been granted.

As stated above, these guidelines should be followed in every AAEC class meeting, and represent a minimum level of respect expected from AAEC students.

**Students with Disabilities**

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor’s office hours. Please note instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, you may contact the Student Disability Services office in 335 West Hall or 806-742-2405.
AAEC 4316 – AGRICULTURAL FINANCIAL ANALYSIS

Syllabus • General Course Information • Course Outline

INSTRUCTOR: Dr. Phillip Johnson
OFFICE: 310 Ag Sc Bldg.
PHONE: 742-0261 ext. 237
E-MAIL: phil.johnson@ttu.edu

OFFICE HOURS: 11:00-12:00 TR or by appointment

I have an open door policy, so stop in to see me anytime. If I am unable to meet with you at that time we will schedule an appointment.

TIME & LOCATION: 9:30-11:00 a.m. TR, Ag Sc 308

TEXT: No required text.

  Supplemental Text


Additional readings will be handed out in class, placed on the web page, or placed in the Reference Room. Certain course materials will be provided on a password protected web site accessible through TTU WebCT.

COURSE OBJECTIVE AND LEARNING OUTCOMES: The objective of this course is to present principles and procedures in managing financial and credit resources. Topics such as financial statement preparation and interpretation, credit analysis, credit instruments, and financial theories relating to capital structure and investment analysis will be introduced with an emphasis for decision-making in borrowing/lending and financial management/analysis. Specific learning outcomes for students taking this course include:

• Be able to construct a set of integrated financial statements for an agricultural business.
• Be able to analyze financial condition and performance using financial criteria and measures.
• Be able to evaluate and analyze financial information for management and credit decisions.
• Understand the interrelationship between business and financial risk and demonstrate how risk management tools can be used to manage risk.
• After completing this course students will be able to apply financial analysis concepts to agribusiness management and credit management decisions. Students will also have an
understanding of risk and how risk management tools may be used to manage a business’s overall risk position.

ASSESSMENT OF LEARNING OUTCOMES: Learning objectives in this course will be assessed through exams, in-class application activities, graded and non-graded quizzes and homework, class discussion, and polling the class. These assessments will specifically assess students’ learning with respect to the application of concepts and evaluation of results. A rubic rating approach using unacceptable, adequate and superior classifications will be used to assess the learning outcomes. The overall goal in this course is for the entire class to achieve on average an acceptable rubic rating for each of the specific learning outcomes.

CLASS ORGANIZATION: The class organization is lecture and discussion. High levels of participation are expected as your input will help shape the course to be of greatest value. Some additional materials will be provided in class. There will be homework assignments that parallel course materials to reinforce concepts and help identify weaknesses in lecture coverage and student comprehension. Several case studies will be assigned to further bring together the material into a decision based format.

CLASS ATTENDANCE: I will keep track of attendance throughout the semester, however attendance does not figure directly into your course grade. If you miss class, it is your responsibility to make-up any missed assignments. It is well established that class attendance will positively affect your grade.

CLASS PREPARATION: You are expected to come to class prepared by reading and doing relevant assignments prior to class. You are expected and encouraged to ask questions in class, be in class on time, and be prepared to discuss assigned topics.

INTERNET RESOURCES: A course web page will be maintained at:

http://www.aaec.ttu.edu/faculty/phijohns/AAEC 4316/index_new.htm

The course web page provides certain class materials, such as the syllabus, lecture notes, homework assignments, and spreadsheet files. You are encouraged to download the notes from the web page before the lecture. However, having the notes from the web does not substitute for class attendance. The notes are provided to make your class time more productive.

TESTS: Two mid-term exams will be given and a final exam. You will be responsible for all material assigned and covered since the previous exam. Tests are essay type and require a Blue Book.

Tentative exam dates are: Exam I – February 28 and Exam II - April 11. The final exam will be comprehensive and is scheduled for Thursday, May 9 at 7:30 a.m. to 10:00 a.m.
Calculators may be used for exams. Missed exams will be given a grade of zero unless adequate evidence is presented - preferably BEFORE the exam - that missing the exam cannot be avoided.

**POLICY ON MISSED EXAMS:** Missed exams will be given a grade of zero unless adequate evidence is presented - preferably BEFORE the exam - that missing the exam cannot be avoided. If you miss class and you have an official excuse (your Doctor or the Dean’s office) you may make arrangements to makeup the exam.

**HOMEWORK & QUIZZES:** Homework assignments will be given over several topics. Homework assignment grades will be docked 5 points for each day they are late. Failure to hand in homework assignments will result in a zero being given for that assignment. Short quizzes may be given covering material from previous classes and/or assigned material.

**GRADING:**

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<tr>
<td>Homework, Quizzes and Case Studies</td>
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<tr>
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**STUDENTS WITH DISABILITIES:** Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor’s office hours. Please note instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, you may contact the Student Disability Services Office in 335 West Hall or 806-742-2405.

**ACADEMIC INTEGRITY:** Any form of academic dishonesty (i.e. cheating, plagiarism) will not be tolerated. Refer to the Student Affairs Handbook, Part IX Code of Student Conduct.

**CLASSROOM CONDUCT:** Talking and disrupting class will not be tolerated. Turn off cell phones and pagers during lecture, do not read newspapers or other materials during class.
CLASSROOM RULES AND BEHAVIOR:
Department of Agricultural & Applied Economics

Students are expected to show respect to classmates, instructors, and especially guest speakers. Consistent with the stated assumptions and beliefs of Texas Tech University, the department has composed and the AAEC Student Association has endorsed the following set of rules for appropriate student classroom behavior.

1. Do not side talk during class meetings. Talking is disruptive to the instructor and to your fellow classmates.

   Do ask questions and participate in class discussion.

2. Try to arrive for class on time. Leaving the classroom during class meetings can be disruptive, so keep this to an absolute minimum. Exceptions may occur for medical emergency, physiological urgency or situations where prior instructor approval has been granted.

3. Do not use (including viewing of) communication devices (phones, etc) during class meetings. All electronic devices should be silenced during class meetings.

4. Do not read/view other unassigned materials (newspapers, magazines, etc,) during class meetings.

5. Do not exhibit disruptive posture during class meetings. e.g. sleeping, slouching, laying, resting feet/head on furniture, etc.

6. If you use a notebook computer during class meetings, obtain instructor approval.

As stated above, these guidelines should be followed in every AAEC class meeting, and represent a minimum level of respect expected from AAEC students.
2013 SPRING SEMESTER CALENDAR

January 16  Classes begin
January 21  Martin Luther King Jr. Day (University holiday)
February 1  Last day to drop a course and receive a full refund
February 13 Last day to withdraw from the University and receive a partial refund
March 9 - 17 Spring Break
March 27  Last day for student-initiated drop of a course
April 1    Day of no classes
April 4 First day of advance registration for summer and fall semesters
May 1 – May 7 Period of no examination except make-up or lab exams
May 7    Last day of classes
May 8 Individual study day
May 9 - May 14 Final examinations for the spring semester
May 17 & 18 Commencement

COURSE OUTLINE

Introduction
Agricultural finance: definitions, scope, and current relevance.

Assignment: Chapters 1 and 2 in Financial Management in Agriculture, 6th Edition and appropriate sections of Financial Guidelines for Agricultural Producers

Financial Analysis, Planning, and Control
This section will cover financial statements and analysis.

Overview of financial statements as a system.
The balance sheet.
The income statement.
The statement of owners equity.
The statement of cash flows.
Financial Statement Analysis.

Assignment: Chapters 3 and 4 in Financial Management in Agriculture, 6th Edition and appropriate sections of Financial Guidelines for Agricultural Producers

EXAM I

Cash Flow Budgeting and Planning
Importance of cash flow and cash flow budgeting.
Cash flow planning - market, production, and investment planning.
The total plan and financial statement projection.
Agricultural Credit Management
This section will focus on agricultural credit management and analysis.

Sources of Agribusiness Credit
Financial and credit analysis of an agricultural business.
Performance Based Lending
Credit instruments and legal documentation
Credit scoring and risk rating

Assignment: Chapters 7, 15, 16, and 17 in Financial Management in Agriculture, 6th Edition

EXAM II

Risk Management
Business and financial risk.
Risk Management
Crop Insurance

Assignment: Chapters 6 and 8 in Financial Management in Agriculture, 6th Edition

Other Topics
Legal aspects of finance
Controlling farm land
Leasing

Assignment: Chapters 19, 12 and 13 in Financial Management in Agriculture, 6th Edition

FINAL EXAM

The instructor reserves the right to modify the course content as warranted by circumstances.
The course outline of topics to be covered is a tentative plan that may be altered during the course of the semester. Dates indicated for the three exams scheduled during the semester are tentative and may be altered as needed.
AAEC 5318
FINANCE AND THE AGRICULTURAL SECTOR
SPRING 2012

AAEC 5318 is a graduate level course that is piggybacked with AAEC 4316. You will be expected to complete the same requirements as AAEC 4316. In addition, you will be required to complete a term paper on a finance related topic. The term paper will be due at the end of the semester and count 20% toward the final grade in the course. You will need to meet with me to discuss a topic for the paper.
AAEC 5320  ***  Agricultural Law  ***  Fall 2013 Syllabus  
M-W-F 12:00 – 1:00, Ag Sciences Room 311

Instructor:  Ronald Phillips
University Counsel – Office of the President  
Adjunct Professor, College of Agricultural Sciences and Natural Resources and College of Arts and Sciences

Text:  Selected readings – no text required
Office:  Office hours by appointment – Room 170, Administration Building
Phone:  742-2121  Email:  Ronald.Phillips@ttu.edu

Expected Learning Outcomes

Upon completion of this course students will be able to:

1.  Describe the basic legal framework effecting the decision-making process by agricultural firms, families and individuals in the areas of real and personal property, contracts, secured transactions, negotiable instruments, organization of farming and ranching firms, property transfers, liabilities, environmental law and state and federal regulatory powers.
2.  Prepare the necessary documents to purchase/finance personal property and real property.

Methods for Assessing the Expected Learning Outcomes

The expected learning outcomes for this course will be assessed through:
Exams, Quizzes, Polling the Class, Active Learning Activities, and Preparation of Purchase/Finance Documents.

Course Assignments/Grade Determination

Exams:
Exams will be cumulative and will be a combination of essay, short-answer, fill-in the blank and multiple-choice. Three exams will be given throughout the semester in addition to a comprehensive final.

Assignments/Quizzes:
There are now two scheduled assignments though this may vary. One is preparing the necessary documents to purchase/finance personal property and the other is preparing the requisite documents to purchase/finance real property. Quizzes may be given in class or online and may be unannounced if students are not prepared to participate in discussion of assigned materials.

Attendance:
Roll will be taken for each class. If you are late to class, you will be counted absent. Excessive absences and tardiness will adversely affect your grade. Every absence over three will lower your final grade by 3 points. Students with perfect attendance will receive 5 bonus points added to their final grade.

Preparation:
The class will be conducted in a lecture/discussion format. Students should attend each scheduled class having completed all assignments and prepared to discuss such. You are encouraged, even expected, to ask questions in order to obtain a better understanding of the information being covered. Certain students will be selected each class to assist in the presentation of material and to stimulate discussion.

Grading:
Exams 50%
Paper 25%
Assignments/Quizzes 15%
Class Attendance/Participation 10%

Course Outline
•  Introduction to Agricultural Law
•  Contracts
•  Secured Transactions
•  Real Property
•  Business Planning
•  Natural Resources – Wind, Water
•  Additional Topics Specific to Agricultural Law

Accommodations for Disabilities
Any student who because of a disability may require special arrangements in order to meet course requirements should contact the instructor as soon as possible to make any necessary accommodations.
III. Faculty

A. Number, rank, and demographics of the graduate faculty

![Teaching Resources (AAEC Dept)](chart1)

![Tenured and Tenure-Track by Rank - Fall Data (AAEC Dept)](chart2)
Departmental records indicate a discrepancy with the table above.

**Tenure and Tenure Track by Rank – Fall Data**  
(Compiled by Department)

<table>
<thead>
<tr>
<th>Year</th>
<th>Horn Professor</th>
<th>Professor</th>
<th>Associate Professor</th>
<th>Assistant Professor</th>
<th>Total</th>
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<tbody>
<tr>
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<td>3</td>
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<tr>
<td>2008/09</td>
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<td>4</td>
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<td>15</td>
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</tbody>
</table>

Over the past six years the Department added two faculty positions. Two faculty hold joint appointments with Texas A&M AgriLife Research. In 2012, Dr. Thomas Knight was named a Horn Professor, which is the highest faculty designation at the University.
### B. List of faculty members employed by the Department over the past six years

<table>
<thead>
<tr>
<th>FACULTY NAME</th>
<th>JOB TITLE</th>
<th>HIRE DATE</th>
<th>END DATE</th>
<th>Member of Grad Faculty? Y or N</th>
</tr>
</thead>
<tbody>
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<td>8/15/11</td>
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<tr>
<td>Aaron Benson</td>
<td>Assistant Professor</td>
<td>2/01/08</td>
<td>-</td>
<td>Y</td>
</tr>
<tr>
<td>Carlos Carpio</td>
<td>Associate Professor</td>
<td>5/15/13</td>
<td>-</td>
<td>Y</td>
</tr>
<tr>
<td>Benaissa Chidmi</td>
<td>Associate Professor</td>
<td>8/03/06</td>
<td>-</td>
<td>Y</td>
</tr>
<tr>
<td>Emmett Elam</td>
<td>Associate Professor</td>
<td>9/01/87</td>
<td>-</td>
<td>Y</td>
</tr>
<tr>
<td>Don Ethridge</td>
<td>Professor Emeritus</td>
<td>1/15/1979</td>
<td>Retired 8/31/08</td>
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<tr>
<td>Melvin Ethridge</td>
<td>Adjunct Professor</td>
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</tr>
<tr>
<td>Michael Farmer</td>
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<td>7/01/05</td>
<td>-</td>
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<tr>
<td>Michael Hudson</td>
<td>Professor</td>
<td>8/15/08</td>
<td>-</td>
<td>Y</td>
</tr>
<tr>
<td>Jeffery Johnson</td>
<td>Associate Professor</td>
<td>4/01/94</td>
<td>-</td>
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</tr>
<tr>
<td>Phillip Johnson</td>
<td>Professor Chair, 09/13 - Present</td>
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<td>Conrad Lyford</td>
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<tr>
<td>Jaime Malaga</td>
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<td>-</td>
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</tr>
<tr>
<td>Marty Middleton</td>
<td>Instructor</td>
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<td>N</td>
</tr>
<tr>
<td>Sukant Misra</td>
<td>Professor</td>
<td>1/01/93</td>
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<tr>
<td>Samarendu Mohanty</td>
<td>Associate Professor</td>
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<td>6/02/08</td>
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<tr>
<td>Olga Murova</td>
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<td>-</td>
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<td>Ronald Phillips</td>
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<td>-</td>
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<td>Shaikh Rahman</td>
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<td>Eduardo Segarra</td>
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<td>Chenggang Wang</td>
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<td>Ryan Williams</td>
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C. Summary of the number of refereed publications and creative activities.

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<td>Abstracts</td>
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<td>Other Publications</td>
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<td>Presentations/Posters</td>
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</table>

N = # of full time faculty contributing  F = # of full time faculty in Department

The AAEC faculty has published an average of over 26 refereed journal articles per year over the last six years (over 1.5 refereed articles per faculty member) and published many other pieces in varied and significant outlets which have brought recognition to our department, CASNR and Texas Tech University.

D. Responsibilities and leadership in professional societies

<table>
<thead>
<tr>
<th>Professional Leadership</th>
<th>2007</th>
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<th>2012</th>
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<td>F= 16</td>
<td>F= 16</td>
<td>F= 16</td>
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<tr>
<td>Editor/Editorial</td>
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<td>3</td>
<td>4</td>
<td>4</td>
<td>4</td>
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<tr>
<td>Executive Board</td>
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<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Officer in National or Regional Org.</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>3</td>
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<td>2</td>
</tr>
<tr>
<td>Committees</td>
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<td>10</td>
</tr>
</tbody>
</table>

N = # of full time faculty contributing  F = # of full time faculty in Department

The AAEC faculty has had significant involvement in professional organizations at national and regional levels. The Department’s faculty has served as officers in national and regional associations, editors and co-editors of journals, and members of committees and boards of professional organizations. Eduardo Segarra (1998) and Darren Hudson (2011) have served as the President of the Southern Agricultural Economics Association. Eduardo Segarra served as the President of the American Agricultural Economics Association Foundation (2002). Chenggang Wang serves on the editorial board of the International Journal of Applied Agricultural Research. Jaime Malaga serves on the editorial board of the Journal of Food Distribution Research, Journal of International Agricultural Trade and Development, and Journal Paneconomicus (Europe)
### Graduate Student Committee faculty having served for the past 6 years *

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Committees Chaired</th>
<th>Committees Served in Department</th>
<th>Committees Served outside Department</th>
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<tbody>
<tr>
<td></td>
<td>Masters</td>
<td>Doctoral</td>
<td>Masters</td>
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<tr>
<td>Eric Balasco §</td>
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<tr>
<td>Aaron Benson</td>
<td>2</td>
<td>1</td>
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<tr>
<td>Carlos Carpio #</td>
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<tr>
<td>Benaissa Chidmi</td>
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<tr>
<td>Emmett Elam</td>
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<tr>
<td>Don Ethridge §</td>
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<td></td>
</tr>
<tr>
<td>Melvin Ethridge (adjunct) ‡</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Michael Farmer</td>
<td>2</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Michael Hudson</td>
<td>8</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Jeffery Johnson</td>
<td>4</td>
<td>4</td>
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</tr>
<tr>
<td>Phillip Johnson</td>
<td>0</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Thomas Knight</td>
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<tr>
<td>Conrad Lyford</td>
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<td>1</td>
<td>2</td>
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<tr>
<td>Jaime Malaga</td>
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<td>Marty Middleton (instructor) ‡</td>
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<td>Sukant Misra</td>
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<td>Samarendu Mohanty §</td>
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<tr>
<td>Olga Murova</td>
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<td>Shaikh Rahman</td>
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<td>Eduardo Segarra</td>
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<tr>
<td>Chenggang Wang</td>
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<td>8</td>
</tr>
<tr>
<td>Ryan Williams</td>
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<td>0</td>
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</tbody>
</table>

*Includes committee participation of students in progress.  § Faculty that has left the Department and records of graduate student advisement are not available.  # Joined the faculty in September 2013.  ‡ Adjunct faculty or instructor and do not advise graduate students.
E. Assess average faculty productivity for Fall semesters only (use discipline appropriate criteria to determine)

<table>
<thead>
<tr>
<th>FACULTY WORKLOAD</th>
<th>2007</th>
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<th>2012</th>
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</thead>
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</table>

Overall, Policy Faculty Workload per FTE in AAEC has been comparable to the average for CASNR, and has been significantly above the University as a whole. Over the six year period, average AAEC faculty workload has shown a positive trend since 2007. Graduate student enrollment has increased across this period, especially in the Ph.D. and M.A.B. degree programs.

The faculty in AAEC has been very productive in the last six years. All of our academic programs are strong and well recognized nationally (and the placement of all of our students who have graduated has been very good). Our research contributions are highly and widely recognized at the local, state, regional, national and international levels. Our ability to acquire research funding in support of our research programs have been successful; however, in the past two years the loss of projects funded through congressional ear-mark funding has had an impact on graduate student numbers. Our service and outreach contributions encompass the entire spectrum from local sponsorship of workshops and conferences to the support of local producer and professional organizations in varied capacities. Overall the Departmental faculty has maintained a strong effort in teaching, research and service.
IV. Graduate Students

A. Demographics of applicants and enrolled students
### Graduate Student Summary by Year - Fall Data (AAEC)

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Applicants</th>
<th>Total Admitted</th>
<th>New Grad Students</th>
<th>Students Graduated</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
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</tbody>
</table>

Source: Institutional Research and Information Management
Chart prepared by the Graduate School

### Graduate Student Summary by Year - Fall Data (AGBS)

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Applicants</th>
<th>Total Admitted</th>
<th>New Grad Students</th>
<th>Students Graduated</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
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Source: Institutional Research and Information Management
Chart prepared by the Graduate School

Agricultural and Applied Economics
### Graduate Applicants by Region - Fall/Summer Data (AAEC)

Source: Institutional Research and Information Management

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<th>Year</th>
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### Graduate Applicants by Region - Fall/Summer Data (AGBS)

Source: Institutional Research and Information Management

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<th>Year</th>
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#### Total Applicants
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### Admitted Graduate Students - Fall Data

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#### Total Admitted
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#### Total Enrolled
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### Agribusiness

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Agricultural and Applied Economics
### Enrolled New Graduate Students - Fall Data

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| Total Enrolled | 1    | 6    | 2    | 2    | 3    | 3    | 4    |      |      |      |      |      |

### Demographics of Enrolled Graduate Students - Fall Data

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| Graduates      | 2    | 7    | 7    | 5    | 8    | 8    | 7    |      |      |      |      |      |

### Demographics of Enrolled Undergraduate Students - Fall Data

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|                | 12   | 58   | 14   | 47   | 12   | 50   | 18   | 45   | 18   | 43   | 14   | 50   |
| Gender Total   |      |      |      |      |      |      |      |      |      |      |      |      |
| Undergraduate  | 68   | 61   | 62   | 63   | 61   | 64   |      |      |      |      |      |      |

Agricultural and Applied Economics
B. Test scores (GRE, GMAT and/or TOEFL) of enrolled students

Average GRE Scores for Enrolled Graduate Students - Fall Data (AAEC)

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Average GRE Scores for Enrolled Graduate Students - Fall Data (AGBS)

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Agricultural and Applied Economics
C. GPA of new students

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D. Time to Degree in Years – Average years to graduate for all students graduating each year

![Time to Degree in Years (AAEC)](chart)

Average years to graduate for all students graduating each year

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E. Number of RA’s, TA’s or GPTI’s, with total number of graduate students in the program.

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<thead>
<tr>
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<th>RA</th>
<th>TA</th>
<th>GPTI</th>
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<tbody>
<tr>
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<tr>
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<td>29</td>
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<tr>
<td>2009/10</td>
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<tr>
<td>2010/11</td>
<td>34</td>
<td>0</td>
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</tr>
<tr>
<td>2011/12</td>
<td>31</td>
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<tr>
<td>2012/13</td>
<td>25</td>
<td>0</td>
<td>0</td>
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</tbody>
</table>

F. Initial position and place of employment of graduates over the past 6 years

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Graduation Date</th>
<th>Initial Position</th>
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<tbody>
<tr>
<td>Felderhoff, Chad</td>
<td>MS-thesis</td>
<td>May-07</td>
<td>ConAgra Foods</td>
</tr>
<tr>
<td>Jung, SangNyeol</td>
<td>Ph.D.</td>
<td>May-07</td>
<td>Asst. Professor, SW Minnesota State University</td>
</tr>
<tr>
<td>Velandia-Parra, Margarita</td>
<td>Ph.D.</td>
<td>May-07</td>
<td>Research Associate, Texas Tech University</td>
</tr>
<tr>
<td>Adams, Caren</td>
<td>M.S.-non-thesis</td>
<td>Aug-07</td>
<td>Real Estate, Dallas</td>
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<tr>
<td>Hoffman, Nicholas B.</td>
<td>MAB</td>
<td>Dec-07</td>
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</tr>
<tr>
<td>Liu, Xiaolan</td>
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</tr>
<tr>
<td>Sparks, Katherine</td>
<td>MS/JD</td>
<td>May-08</td>
<td>LexisNexis, Denver, CO</td>
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<tr>
<td>Wheeler, Erin</td>
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<td>May-08</td>
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<tr>
<td>Wilde, Curtis</td>
<td>M.S.-thesis</td>
<td>May-08</td>
<td>Family Farm</td>
</tr>
<tr>
<td>Bajpai, Siddharth</td>
<td>Ph.D.</td>
<td>Aug-08</td>
<td>Barclays Bank, Connecticut</td>
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<tr>
<td>Mutuc, Maria</td>
<td>Ph.D.</td>
<td>Aug-08</td>
<td>Post-Doc, Texas Tech University</td>
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<tr>
<td>Arguello, Priscilla</td>
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<td>Dec-08</td>
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<td>Ministry of Agriculture, Zambia</td>
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<td>May-09</td>
<td>Ph.D. Study, Texas Tech University</td>
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<td>Funtanilla, Margil G.</td>
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<td>Aug-09</td>
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<td>Ferguson, Travis</td>
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<td>Dec-09</td>
<td>Gene Messer Ford, Lubbock, TX</td>
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<td>Groesbeck, Ryon</td>
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<td>Dec-09</td>
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<td>Heck, Austin</td>
<td>M.Ag.</td>
<td>Dec-09</td>
<td>Agriculture Teacher, Nazareth, TX</td>
</tr>
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<td>Lopez, Jose Antonio</td>
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<td>Dec-09</td>
<td>Assistant Professor, Texas A&amp;M, Commerce, TX</td>
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<td>Terrell, Sterling T.</td>
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<td>Ph.D. program, Houston, in finance</td>
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<td>Cheng, Yuanshan</td>
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<td>Forbis, Amanda</td>
<td>M.S.-non-thesis</td>
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<td>Math Teacher, O’Donnell Public Schools</td>
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Agricultural and Applied Economics
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Month-Year</th>
<th>Position/Institution</th>
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</thead>
<tbody>
<tr>
<td>Fullerton, Caren</td>
<td>Ph.D.</td>
<td>May-10</td>
<td>Assistant Professor, Lubbock Christian University</td>
</tr>
<tr>
<td>Guerrero, Bridget</td>
<td>Ph.D.</td>
<td>May-10</td>
<td>Research Associate, Texas AgriLife Extension, Lubbock, TX</td>
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<td>Munch, GinaMarie</td>
<td>MAB</td>
<td>May-10</td>
<td>Smartfield Solutions, Lubbock, TX</td>
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<tr>
<td>Neupane, Divash</td>
<td>MS -thesis</td>
<td>May-10</td>
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<td>Stolz, Matthew</td>
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<tr>
<td>Torres, Rebecca</td>
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<td>May-10</td>
<td>Law Firm, Albuquerque, NM</td>
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<td>Zaffou, Madiha</td>
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<td>May-10</td>
<td>Ph.D. Study, Texas Tech University</td>
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<td>Zhu, Ping</td>
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<td>Liu, Xiaolan</td>
<td>PhD</td>
<td>Aug-10</td>
<td>Research Associate, University of Illinois</td>
</tr>
<tr>
<td>Singla, Rohit</td>
<td>PhD</td>
<td>Aug-10</td>
<td>Research Associate, McGill University, Montreal</td>
</tr>
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<td>Paitisapu, Harish</td>
<td>MAB</td>
<td>Dec-10</td>
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<td>Shiroya, Michael</td>
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<td>Ph.D. Study, Texas Tech University</td>
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<td>Xu, Bin</td>
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<td>Dec-10</td>
<td>Wells Fargo, Minneapolis, MN</td>
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<td>Crump, Joseph</td>
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<td>Security State Bank, Lubbock, TX</td>
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<td>Elhelou, Rami S.</td>
<td>MS - thesis</td>
<td>May-11</td>
<td>Project Engineer, Exotica Emirates, United Arab Emirates</td>
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<tr>
<td>Nair, Shyam S.</td>
<td>Ph.D.</td>
<td>May-11</td>
<td>Research Assistant, Texas Tech University</td>
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<tr>
<td>Pate, Daniel K.</td>
<td>MS - thesis</td>
<td>May-11</td>
<td>E&amp;J Gallo Winery, Healdsburg, CA</td>
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<tr>
<td>Subedi, Dipak</td>
<td>MS - thesis</td>
<td>May-11</td>
<td>NASS, USDA, Washington DC</td>
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<td>Wang, Ye</td>
<td>MS - thesis</td>
<td>May-11</td>
<td>Ph.D. Study, Texas Tech University</td>
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<tr>
<td>Adhikari, Shyam</td>
<td>Ph.D.</td>
<td>Aug-11</td>
<td>Crop Insurance Analyst, AON Corp., Chicago, IL</td>
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<tr>
<td>Coffelt, Jared L.</td>
<td>MAB</td>
<td>Aug-11</td>
<td>Owner, Flint Boot and Hat Shop, Lubbock, TX</td>
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<td>Cowie, Tyler J.</td>
<td>MS - non-thesis</td>
<td>Dec-11</td>
<td>Manager Trainee, Priority Energy LLC, Henderson, TX</td>
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<td>Dickens, Jordan</td>
<td>MAB</td>
<td>Dec-11</td>
<td>Ethos Group, Irving, TX</td>
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<tr>
<td>Earlam, Matthew F.</td>
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<td>Dec-11</td>
<td>Armajaro, Singapore</td>
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<td>Liu, Ying</td>
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<td>Dec-11</td>
<td>No Data Available</td>
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<tr>
<td>Zhao, Shiliang</td>
<td>PhD</td>
<td>Dec-11</td>
<td>Assistant Professor, Tijian University, China</td>
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<tr>
<td>Biggs, Ethan</td>
<td>MS - non-thesis</td>
<td>May-12</td>
<td>Family Farm, Plainview, TX</td>
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<tr>
<td>Bootman, Elissa</td>
<td>MAB</td>
<td>May-12</td>
<td>Documentation Specialist, PCCA, Lubbock, TX</td>
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<td>Fadal, Kyle R.</td>
<td>MS - non-thesis</td>
<td>May-12</td>
<td>ECOM Agroindustrial Corp. Ltd., Lubbock, TX</td>
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<tr>
<td>Feng, Xiao</td>
<td>MS - non-thesis</td>
<td>May-12</td>
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<tr>
<td>Principe, Jonathaniel</td>
<td>PhD</td>
<td>May-12</td>
<td>Resource Economist, Asian Dev. Bank, Manila, Philippines</td>
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<tr>
<td>Walker, Michael J.</td>
<td>MS - thesis</td>
<td>May-12</td>
<td>Ph.D. Study, UT-EI Paso, TX</td>
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<tr>
<td>Babanazarov,</td>
<td>PhD</td>
<td>Aug 12</td>
<td>Quantitative Risk Analysis, BNY Mellon, Pittsburgh, PA</td>
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<tr>
<td>Bahtiyar</td>
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<tr>
<td>Bieber, Daniel P.</td>
<td>MAB</td>
<td>Aug 12</td>
<td>Marketing Analyst, Dariy Farmer's of Aermica, Grapevine TX</td>
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<tr>
<td>Dandawate, Shweta</td>
<td>MAB</td>
<td>Aug 12</td>
<td>United Supermarkets</td>
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<td>Kebede, Mouze M.</td>
<td>PhD</td>
<td>Aug 12</td>
<td>No Data Available</td>
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<tr>
<td>Kustudija, Milos</td>
<td>MS - thesis</td>
<td>Aug 12</td>
<td>Business Analyst, Synechron Inc., Houston, TX</td>
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<tr>
<td>Lange, Kelly Y.</td>
<td>PhD</td>
<td>Aug 12</td>
<td>Teaching Instructor, Virginia Tech, Blacksburg, VA</td>
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<td>Luitel, Kishor</td>
<td>MS - thesis</td>
<td>Aug 12</td>
<td>Ph.D. Study, Texas Tech</td>
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<tr>
<td>Zivkovic, Sanja</td>
<td>MS - thesis</td>
<td>Aug 12</td>
<td>Ph.D. Study, Texas Tech</td>
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<tr>
<td>Alamo-Gonzalez, Carmen</td>
<td>Ph.D.</td>
<td>Dec 12</td>
<td>Associate Professor, Univ. of Puerto Rico, San Juan, PR</td>
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</tbody>
</table>

Agricultural and Applied Economics
Our graduates compete very well in the employment market. Of 22 Ph.D. graduates over the past six years, 10 were been hired by academic institutions into faculty positions and six were hired as research associates. Six Ph.D. graduates were hired by industry, including Ford Motor and banking.

G. Type of financial support available for graduate students

Graduate student in AAEC in the Ph.D. and M.S. (Thesis) programs are generally supported by Graduate Research Assistantships provided through external grant funding or CASNR and University provided graduate incentive support. Students in the M.S. (Non-Thesis) and Masters of Agribusiness (MAB) program are generally self-funded with some scholarships provided by the Department’s scholarship program.
H. Number of students who have received national and university fellowships, scholarships and other awards

<table>
<thead>
<tr>
<th>AWARD</th>
<th>07/08</th>
<th>08/09</th>
<th>09/10</th>
</tr>
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<tr>
<td>AT&amp;T Chancellor’s</td>
<td></td>
<td></td>
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<tr>
<td>Hazlewood</td>
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<td></td>
<td></td>
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<tr>
<td>Helen Devitt Jones</td>
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<td>Summer Dissertation</td>
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<td></td>
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<tr>
<td>Preston and Ima Smith Scholarship</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctoral Fellowship Initiative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Student Incentive</td>
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<td></td>
<td></td>
</tr>
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<td><strong>Total</strong></td>
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<th>11/12</th>
<th>12/13</th>
</tr>
</thead>
<tbody>
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<td>AT&amp;T Chancellor’s</td>
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</tr>
<tr>
<td>Hazlewood</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helen Devitt Jones</td>
<td></td>
<td></td>
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<tr>
<td>HD Jones PT</td>
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<tr>
<td>Summer Dissertation</td>
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<td>1</td>
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<td>Preston and Ima Smith Scholarship</td>
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<td>$1,000</td>
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Agricultural and Applied Economics
Graduate students receiving funding from University fellowships, scholarships and other awards increased significantly in the 2012/2013 academic year. The Department had one student receive the Helen DeVitt Jones Fellowship starting in 2012/2013 ($10,000 each year for 3 years) and one student received the fellowship starting in 2013/2014. The Doctoral Fellowship Initiative through the president’s office provided funding for one Ph.D. student for 2012/2013 and 2013/2014. The Graduate Student Incentive by the Graduate School provides funding for seven students over a two year period. The students funded by the Graduate Student Incentive include one Ph.D., four M.S., and two MAB. The funding provided by the University for Graduate Student Assistantships has been very important in helping the Department maintain graduate program numbers in a period of reduced external funding.

I. Percentage of full time master and doctoral students who received financial support.

All Ph.D. and M.S. (Thesis) students receive financial support through assistantships, fellowships and scholarships. Students in the M.S. (Non-Thesis) and MAB programs do not receive research assistantships; however, scholarships are available through the Department’s scholarship program.

J. Graduate Student Publications and Creative Activities – Number of discipline-related refereed papers/publications, juried creative/performance accomplishments, book chapters, books, and external presentations by Master and Doctoral students in the Department.

<table>
<thead>
<tr>
<th></th>
<th>Referred</th>
<th>Abstracts</th>
<th>Proceedings</th>
<th>Other activities</th>
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<td>21</td>
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</tbody>
</table>

The scholarly contributions of our graduate students have been significant, especially as the Ph.D. program has expanded in numbers of students. Students are encouraged to participate in national and regional professional meetings.
K. Programs for mentoring and professional preparation of graduate students

The Department requires graduate students to form a committee and submit a degree plan within the first year of their program. The committee plays an important role in mentoring students, especially, students in the Ph.D. and M.S (Thesis) programs. Students in a research track are required to make a professional presentation, preferably, at professional meetings at the national and regional level. The Department provides financial support for travel to meetings whenever possible.

The AAEC Graduate Student Association sponsors a Lecture Series that has brings in speakers that have given professional presentations on numerous topics. This Lecture Series provides students with valuable information on various topics, as well as, the opportunity to interact with professionals in the discipline.

L. Department efforts to retain students and graduation rates.

The graduation rate of our graduate students is very good. There is a concerted effort among faculty to retain graduate students within the programs offered by the Department. Ph.D. and M.S. (Thesis) students typically enter the graduate program as Graduate Research Assistants on dedicated research funding. This motivates students and faculty to work toward reaching a defined goal. The Department requires graduate students to form a committee and submit a degree plan within the first year of their program which helps to keep student on a track toward graduation.

M. Percentage of Full-Time Master and Doctoral students per year – Fall Data

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</thead>
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<td>60%</td>
<td>93%</td>
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<tr>
<td>2008/09</td>
<td>69%</td>
<td>89%</td>
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<tr>
<td>2009/10</td>
<td>46%</td>
<td>96%</td>
</tr>
<tr>
<td>2010/11</td>
<td>71%</td>
<td>92%</td>
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<tr>
<td>2011/12</td>
<td>38%</td>
<td>88%</td>
</tr>
<tr>
<td>2012/13</td>
<td>69%</td>
<td>70%</td>
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</table>
V. Department

A. Department operating expenses

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</thead>
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<td>66,685</td>
<td>20</td>
<td>3,334</td>
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<td>60,978</td>
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<td>68,843</td>
<td>21</td>
<td>3,278</td>
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<tr>
<td>12/13</td>
<td>57,737</td>
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<td>2,749</td>
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</table>

Department Operating Costs as a Fraction of Employees

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<td>163,458</td>
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<tr>
<td>12/13</td>
<td>156,885</td>
<td>21</td>
<td>7,471</td>
</tr>
</tbody>
</table>

* Departmental operating cost was calculated as DOE for operations (16A050) plus staff salaries.

Agricultural and Applied Economics
The operating cost of the Department exceeds the funds provided by the University for operations. The following table gives the amount of “subsidy” provided by the faculty from research and endowment funds to the operation of the Department.

### Department Operating Costs and Subsidy from Research and Endowment Funds
(Prepared by Department)

<table>
<thead>
<tr>
<th></th>
<th>07/08</th>
<th>08/09</th>
<th>09/10</th>
<th>10/11</th>
<th>11/12</th>
<th>12/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Provided Funds</td>
<td>$93,112</td>
<td>95,660</td>
<td>104,991</td>
<td>73,061</td>
<td>68,987</td>
<td>60,435</td>
</tr>
<tr>
<td>Subsidy ***</td>
<td>$46,599</td>
<td>45,297</td>
<td>55,353</td>
<td>80,850</td>
<td>94,471</td>
<td>96,450</td>
</tr>
</tbody>
</table>

* Departmental operating cost was calculated as DOE for operations (16A050) plus staff salaries.
** Total of DOE for operations (16A050) and DOE for salaries (11A006).
*** Subsidy provided by faculty from research and endowment funding.

B. Summary of Proposals (submitted)

### Summary of Number of Proposals Written and Accepted

<table>
<thead>
<tr>
<th></th>
<th>Foundation</th>
<th>State</th>
<th>Federal</th>
<th>Others</th>
<th>Successfully funded</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>D</td>
<td>M</td>
<td>D</td>
<td>M</td>
<td>D</td>
</tr>
<tr>
<td>07/08</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>08/09</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>09/10</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>10/11</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>11/12</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>12/13</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

D = proposals written by CO-PI's from your department only
M = proposals written by CO-PI's from multiple departments
C. External Research expenditures

**SUMMARY OF FACULTY AWARDS BY HOME DEPARTMENT**

*Source: Office of Research Services*

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Awards</th>
<th>Facilities &amp; Administrative</th>
<th>Award Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/08</td>
<td>4.71</td>
<td>28,773</td>
<td>549,753</td>
</tr>
<tr>
<td>08/09</td>
<td>12.45</td>
<td>149,477</td>
<td>1,683,655</td>
</tr>
<tr>
<td>09/10</td>
<td>24.52</td>
<td>100,869</td>
<td>1,675,380</td>
</tr>
<tr>
<td>10/11</td>
<td>12.89</td>
<td>80,023</td>
<td>1,030,326</td>
</tr>
<tr>
<td>11/12</td>
<td>8.60</td>
<td>22,545</td>
<td>308,708</td>
</tr>
<tr>
<td>12/13</td>
<td>6.35</td>
<td>17,183</td>
<td>182,230</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>69.52</strong></td>
<td><strong>398,870.25</strong></td>
<td><strong>5,430,052.42</strong></td>
</tr>
</tbody>
</table>

Faculty Awards by Home Department for 2012/2013 listed in the above table are incorrect. The Number of Awards is 8.35, Facilities & Administrative are $44,487, and Award Amount is $336,340. Therefore, the totals should be: Number of Awards is 71.52, Facilities & Administrative are $426,174, and Award Amount is $5,584,162.
Research expenditures as reported by the Office of Research Services (ORS) do not take into account all Departmental research expenditures. The amounts shown from ORS are the annual awards received within each year and do not reflect expenditures within a given year. This is due to awards being for multi-year projects and research expenditures from sources other than research grants. The following table details AAEC Departmental research funding that has been compiled in the Department’s annual research reports. As indicated in the following table, funding from federal sources declined appreciably in 2012/2013 due to the loss of funding for several projects from the moratorium on federal ear-mark funding. Some of this funding has been restored for 2013/2014; however, the prospect of full restoration of funding from federal ear-marks is not good.

### Department Research Expenditures by Source
(Prepared by Dept.)

<table>
<thead>
<tr>
<th></th>
<th>07/08</th>
<th>08/09</th>
<th>09/10</th>
<th>10/11</th>
<th>11/12</th>
<th>12/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal</td>
<td>$942,682</td>
<td>1,214,264</td>
<td>1,259,125</td>
<td>1,117,118</td>
<td>867,647</td>
<td>287,427</td>
</tr>
<tr>
<td>State</td>
<td>$284,035</td>
<td>281,696</td>
<td>230,976</td>
<td>258,058</td>
<td>325,572</td>
<td>323,530</td>
</tr>
<tr>
<td>Private</td>
<td>$30,167</td>
<td>104,114</td>
<td>32,069</td>
<td>46,810</td>
<td>91,795</td>
<td>261,144</td>
</tr>
</tbody>
</table>

Agricultural and Applied Economics
The following graphs show the 3-year moving average of research expenditures within the Department. Starting in the mid-1990s the level of research expenditures started an upward trend that at the peak (2004/05) had quadrupled the level in 1996/97. The greatest increase was in federal funding which coincided with several research efforts funded by federal ear-marks (FAPRI, International Cotton Research Center, Center for North American Studies, Ogallala Project). State funding increased over the past several years through the Texas Alliance for Water Conservation and Cancer Prevention Research Institute of Texas).
Figure 1. 3 Yr. Moving Average of Total Research Expenditures

Figure 2. 3 Yr. Moving Average of State and Federal Funding

Agricultural and Applied Economics
D. Internal Funding

**Source of Internal Funds (TTU)**

<table>
<thead>
<tr>
<th></th>
<th>07/08</th>
<th>08/09</th>
<th>09/10</th>
<th>10/11</th>
<th>11/12</th>
<th>12/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Enhancement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Incentive</td>
<td></td>
<td></td>
<td></td>
<td>5,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Line Items</td>
<td>$169,905</td>
<td>195,017</td>
<td>165,449</td>
<td>157,490</td>
<td>117,883</td>
<td>117,875</td>
</tr>
<tr>
<td>Interdisciplinary Seed Grants</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Faculty Start-ups</td>
<td>$42,000</td>
<td>30,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Matching from VP of Research</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>14,000</td>
<td></td>
</tr>
<tr>
<td>Special needs and opportunities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Promotion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate School Fellowships</td>
<td>$6,000</td>
<td></td>
<td>2,300</td>
<td>3,400</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helen DeVitt Jones (CASNR)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10,000</td>
<td></td>
</tr>
<tr>
<td>Doctoral Fellowship Initiative</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>26,314</td>
</tr>
<tr>
<td>Graduate Student Incentive</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>60,000</td>
</tr>
<tr>
<td>Growing Graduate Programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8,000</td>
</tr>
<tr>
<td>HEAF</td>
<td>$22,363</td>
<td>48,813</td>
<td>8,000</td>
<td>0</td>
<td>25,039</td>
<td>25,039</td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
<td>$240,268</td>
<td>281,830</td>
<td>173,449</td>
<td>157,490</td>
<td>150,622</td>
<td>261,628</td>
</tr>
</tbody>
</table>

E. Scholarships and endowments

Over the past six years the Department has added two endowed chairs and one endowed professorship and increased endowments supporting chairs and institutes by over $3.3 million. The Larry Combest Endowed Chair in Agricultural Competitiveness was established in 2008 to address the long-term viability and economic prosperity of agricultural production and agribusiness. The current holder of the Larry Combest Endowed Chair in Agricultural Competitiveness, Dr. Darren Hudson, also serves as the director of the International Center for Agricultural Competitiveness (formerly the Cotton Economics Research Institute). In 2009, the Emabeth Thompson estate contributed funds to elevate the Charles C. Thompson Professorship to the Charles C. Thompson Endowed Chair in Agricultural Finance, and establish the Emabeth Thompson Professorship of Risk Management. The current holder of the Charles C. Thompson

Agricultural and Applied Economics
Endowed Chair in Agricultural Finance, Dr. Phillip Johnson, also serves as the director of the Thornton Agricultural Finance Institute. The current holder of the Emabeth Thompson Professorship of Risk Management, Dr. Thomas Knight, is a Horn Professor and national authority on crop insurance. Scholarship endowments increased by $117 thousand over the past six years with the addition of the Don Ethridge, Erin Wheeler-Cook Fellowship, and Parten Foundation Endowments. The current level of our overall endowments, scholarship and chair, is $4,930,248. The specific balances of the different endowments are as follows:

<table>
<thead>
<tr>
<th>Account Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scholarship Endowments</strong></td>
<td></td>
</tr>
<tr>
<td>A.F. &amp; Kathleen Wischkaemper</td>
<td>$16,605.02</td>
</tr>
<tr>
<td>Ag. Economics Former Student</td>
<td>27,010.89</td>
</tr>
<tr>
<td>Ag. Economics Quasi</td>
<td>7,880.87</td>
</tr>
<tr>
<td>Bankers Agricultural Credit Conference</td>
<td>47,887.71</td>
</tr>
<tr>
<td>Dr. &amp; Mrs. Cal Brints</td>
<td>10,984.47</td>
</tr>
<tr>
<td>Clabber Hill Ranch</td>
<td>58,031.26</td>
</tr>
<tr>
<td>Dave and Joan Hopper</td>
<td>28,629.27</td>
</tr>
<tr>
<td>David Phillips Memorial</td>
<td>30,593.60</td>
</tr>
<tr>
<td>Dean W. Hughes Memorial</td>
<td>21,559.71</td>
</tr>
<tr>
<td>Don E. Ethridge</td>
<td>21,589.65</td>
</tr>
<tr>
<td>Erin Wheeler-Cook Fellowship</td>
<td>131,737.66</td>
</tr>
<tr>
<td>James W. &amp; Lindl T. Graves</td>
<td>52,818.88</td>
</tr>
<tr>
<td>Marion Mayes Memorial</td>
<td>8,236.29</td>
</tr>
<tr>
<td>Parten Foundation Endowment</td>
<td>25,738.62</td>
</tr>
<tr>
<td>Sujit K. Roy Memorial</td>
<td>161,811.26</td>
</tr>
<tr>
<td>W.B. Rushing Family Memorial</td>
<td>35,996.63</td>
</tr>
<tr>
<td>Willard F. Williams Memorial</td>
<td>7,501.63</td>
</tr>
<tr>
<td>Total Scholarship Endowments</td>
<td>$694,313.42</td>
</tr>
<tr>
<td><strong>Chair Endowments</strong></td>
<td></td>
</tr>
<tr>
<td>Agricultural Competitiveness Chair</td>
<td>$1,252,959.95</td>
</tr>
<tr>
<td>Agricultural Finance Institute</td>
<td>411,475.92</td>
</tr>
<tr>
<td>Charles C. Thompson Endowment</td>
<td>579,540.48</td>
</tr>
<tr>
<td>Charles C. Thompson Endowed Chair</td>
<td>1,145,881.86</td>
</tr>
<tr>
<td>Emabeth Thompson Endowed Professorship</td>
<td>846,076.25</td>
</tr>
<tr>
<td>Total Chair Endowments</td>
<td>$4,235,934.46</td>
</tr>
<tr>
<td>Overall Total of Endowments</td>
<td>$4,930,247.88</td>
</tr>
</tbody>
</table>

Agricultural and Applied Economics
F. Departmental resources for research and teaching (i.e., classroom space, lab facilities)

The table below outlines the physical resources available to the Department. Overall, given the current student enrollment in our programs, and the number of staff and faculty we currently have the physical/space resources available to us are barely “adequate.” Currently the Department does not have the physical/space resources available that would allow us to grow. The main needs are at least an additional classroom, additional office space for two or three extra post-doctorate research associates and at least two more offices for graduate students that could accommodate several work areas. The entire Department is located throughout the Agricultural Sciences building (in the basement, and first and second floors). The first and second floors are in reasonably good shape; however, the basement needs extensive renovation. It is our hope that with the addition of office space in the new Plant Science building, the Department can acquire the vacated space in Agricultural Sciences to meet departmental needs.

<table>
<thead>
<tr>
<th>Type of Space</th>
<th>Number of Rooms</th>
<th>Total Assignable Square Feet</th>
</tr>
</thead>
<tbody>
<tr>
<td>OFFICES:</td>
<td>69</td>
<td>10,850.97</td>
</tr>
<tr>
<td>LABS:</td>
<td>2</td>
<td>938.79</td>
</tr>
<tr>
<td>STORAGE:</td>
<td>4</td>
<td>2,074.63</td>
</tr>
<tr>
<td>TOTAL SQUARE FEET</td>
<td>75</td>
<td>13,864.39</td>
</tr>
</tbody>
</table>

Source: Facilities and Planning

G. HEAF expenditures

<table>
<thead>
<tr>
<th></th>
<th>Labs</th>
<th>Classroom</th>
<th>Other (identify)</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007/08</td>
<td>0</td>
<td>0</td>
<td>22,363</td>
<td>22,363</td>
</tr>
<tr>
<td>2008/09</td>
<td>0</td>
<td>856</td>
<td>47,957</td>
<td>48,813</td>
</tr>
<tr>
<td>2009/10</td>
<td>0</td>
<td>8,000</td>
<td>0</td>
<td>8,000</td>
</tr>
<tr>
<td>2010/11</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2011/12</td>
<td>0</td>
<td>0</td>
<td>25,039</td>
<td>25,039</td>
</tr>
<tr>
<td>2012/13</td>
<td>0</td>
<td>23,076</td>
<td>1,963</td>
<td>25,039</td>
</tr>
</tbody>
</table>

Other: 07/08 – computer equipment; 08/09 – computer equipment & software; 11/12 – computer equipment; and 12/13 – computer equipment & directory.
H. External Program Accreditation – Name of body and date of last program accreditation review, if applicable. Include description of body and accreditation specifics.

Not applicable
VI. Conclusions

The Department of Agricultural and Applied Economics has enhanced its graduate and research programs over the past several years. Over the period of this report, 2007 – 2012, the Department has increased total graduate enrollment and degrees awarded, significantly increased enrollment in the Ph.D. program, and established the Masters of Agribusiness degree. The Department maintains a strong and diversified research presence in a number of areas - cotton economics, agricultural competiveness, water and energy economics, international trade, crop insurance, and consumer economics. Our graduates at the undergraduate and graduate level compete very favorably in a very competitive employment market. The quality of our programs is a direct reflection of the quality and work ethic of our faculty and staff.

The following are some of the **Strengths** of the Department:

- Outstanding students, staff and faculty
- Excellent coordination between general Departmental missions and faculty/staff duties
- Very high level of productivity of staff and faculty
- High level of scholarly publications
- Increasing trend in student (undergraduate and graduate) enrollment
- Increasing trend in total SCH generation (undergraduate and graduate)
- Increasing trend in retention and graduation rates (undergraduate and graduate)
- Strong internship program
- Superb placement of students (undergraduate and graduate) in workforce
- Embracement of the relevancy of learning outcomes in all academic programs
- Enhanced course and academic program offerings, particularly in the Ph.D. program
- Strong student (undergraduate and graduate) participation and performance in academic and professional activities
- Effective use of research advisory committee
- Continued strong research funding (total level and in a per faculty basis)
- Strong research and engagement partnerships with other institutions
- Recognition of the relevancy of academic, professional and community engagement activities/contributions by students (undergraduate and graduate), faculty and staff
- The establishment of two endowed chairs and one endowed professorship
- A faculty that has received recognition for teaching, research and service at university, college and professional levels
For the Department to maintain and increase its accomplishments there are areas that need to be addressed. The following are specific Issues Needing Attention:

- Research funding from competitive grants
- Enhancement (quality and number) of physical/space facilities
- Bridge funding to protect overall research program
- Competitive salaries to retain and attract quality faculty and staff
- Increased university supplied operating funding to reduce the level of subsidy from faculty through research and endowment funding

The past six years has been a period of success for the Department with the growth in graduate programs, hiring of quality faculty, and a high level of scholarly publications. Going forward there are challenges that must be addressed. Research funding, which is always a challenge, has become more challenging. In order to maintain and grow graduate programs, especially the Ph.D. program, funding must be available. It is important, given the dependence of the graduate program on research funding, that the Department have access to bridge funding to allow for the management of the inevitable gaps in grant funding. This will be the primary challenge facing the Department in the coming years.

The current faculty is of high quality and has shown the ability to be very productive. Competitive salaries are integral to retaining quality faculty and staff that contribute to the success of our graduate programs.

At present the university is providing approximately 40% of Departmental operating costs compared to 66% six years ago. This reduction in university funding has required increased use of research and endowment funding to maintain Departmental staff positions. If operating funding were to be increase back to previous levels, additional funds would be available to support the graduate program.

At present the Department is at capacity with regard to physical space – faculty offices, graduate student space, and classroom space. The growth in the undergraduate enrollment has created problems with classroom space (especially since we are not allowed to overbook classrooms).
VII. Appendices –

A. Strategic Plan
B. Curriculum Map
C. 18 Characteristics of Doctoral Programs
D. Graduate Course Offerings
E. Graduate Student Handbook
F. Graduate Student Association(s)
G. Graduate Faculty Information
H. Theses and Dissertations
APPENDIX A

AAEC Strategic Plan
MISSION STATEMENT

The Department of Agricultural and Applied Economics is committed to provide the highest standards of excellence in learning, research, and engagement on all aspects regarding the economics of regional, state, and global production, distribution, and consumption of food and fiber goods and services, and public and private use of natural resources.

VISION STATEMENT

The Department of Agricultural and Applied Economics will be recognized as a center of excellence for leadership in learning, discovery, and delivery of knowledge regarding economic aspects of all current and emerging issues related to regional, state, and global food, fiber, and natural resources.

The Department of Agricultural and Applied Economics will:

- be recognized as one of the most highly respected departments of agricultural and applied economics in the United States, attract outstanding students, and recruit outstanding faculty and staff;

- uphold our deep-rooted commitment as a research-intensive department and enhance opportunities for new faculty discoveries to complement learning and to better prepare students to compete in a knowledge-based society;

- prepare society-ready graduates with the ability to think analytically, learn independently and to be able to apply economic concepts effectively in their professional and personal decision making;

- strengthen our basic and applied disciplinary and multidisciplinary research contributions through and with the active participation of graduate and undergraduate students; and

- pro-actively participate and tangibly contribute to local, regional, and state social and economic growth and development efforts.
The Department of Agricultural and Applied Economics will target and actively seek inherent complementarities among all its activities so as to link successes in one domain as an instrument to leverage success across other domains.

OUTCOMES, ASSESSMENT METHODS, OBJECTIVES AND STRATEGIES

Outcome 1: Increase Student Enrollment, Access to Higher Education, and Preparedness

Assessment Methods:
• Enroll 55 graduate students. (2010: approx. 45)
• Enroll 350 undergraduate students (2010: approx. 295)

Objectives:

Objective 1.1: Hire, promote, and retain excellent faculty and staff.

Strategies:
• Enhance funding opportunities to increase the number of faculty and staff by developing innovative programs.
• Sustain compensation for faculty and staff consistent with their high productivity and our peer institutions by conducting periodic market reviews of salaries for commensurate productivity and performance measures.

Objective 1.2: Provide professional development opportunities for faculty and staff.

Strategies:
• Increase faculty development leaves, foreign work activities and staff development opportunities.
• Encourage faculty and staff to apply for currently available opportunities, especially those with scholars from other institutions.
• Acquire additional faculty and staff to be able to take advantage of potential opportunities without compromising the integrity of current programs.
• Participate in international research efforts to interact with foreign scholars and highlight international research output and funding in annual faculty evaluations.
Objective 1.3: Diversify faculty, staff, and student body.

Strategies:
- Recruit graduate students, staff and faculty from non-traditional (non-agricultural), minorities, and female sources as well as traditional sources of candidates by increasing the number of recruiting visits and efforts by current faculty, staff and graduate students.
- Continue to enhance the professional research reputation of the department to be able to attract increased numbers of non-traditional, minorities and female faculty, staff and graduate students.
- Strategically amend or introduce course offerings in the department to reach out to and increase the visibility of the department across campus in order to enhance gender and racial/ethnic diversity of the student body.

Outcome 2: Enhance Academic Quality and Reputation

General Assessment Methods:
- Hire 2 additional faculty members. (2010 FTE: 16)
- Increase diversity by 10%.
- Increase the number of staff by 2.
- Achieve salary parity for faculty and staff, benchmarked against appropriate skill sets and professional research areas.
- Achieve $40,000 per year in departmental award of scholarships and raise the levels of scholarship stipends by 20%.
- Increase the number of students involved in study abroad and exchange programs with international institutions by at least two. (2010: 1)
- Increase the number of undergraduate students joining the accelerated 151 hour program. (2010: 5)
- Increase student participation in internships by at least two. (2010: approx. 10)
- Offer four distance learning courses. (2010: 3)

Assessment Methods in the Undergraduate Degree Programs:
- 85% undergraduate student retention, of students with 2.0 GPA or higher.
- Reach a 40% rate of students receiving scholarships.
- Increase the number of undergraduate students involved in research projects to 10 per year.
- Increase the number of undergraduate students in other departments who minor in AAEC by at least five.
- 80% of graduates with job offers will report an initial starting salary in excess of the national average of all agricultural college graduates.
75% of students will answer “yes” to the question: “Did your degree academically prepare you to pursue a graduate/professional program?”

75% of students in Senior Research Paper (AGSC 4300 and 4301) will be able to: Express clearly in written communications, use examples to illustrate issues, logically support arguments, accurately use economic/business terminology, and demonstrate appropriate use of economic/business analytical tools.

80% of students participating in the Exit Interview will “agree” with the question: Would you recommend the degree program to an entering college freshman?

80% of students participating in the AAEC 3100 survey will answer “yes” to the question: Would you recommend taking a specific departmental course?

80% of the students participating in the Exit interview will “agree” that: AAEC prepared them effectively to obtain employment, they believe that his/her education dollar was well spent, and AAEC faculty is effective in communicating economic concepts.

Assessment Methods in the Master of Agribusiness Degree Program:
• 15 students enrolled in the Master of Agribusiness program.
• Establish an Agribusiness/Entrepreneurship Research Center

Assessment Methods in the M.S. Thesis and Non-thesis Degree Programs:
• 50% of students will make at least one professional presentation before graduation.
• 75% of thesis students will complete their research proposal one year after starting their program.
• 90% of both thesis and non-thesis students will successfully complete the final oral examination.

Assessment Methods in the Ph.D. Degree Program:
• 75% of students will make one professional presentation prior to graduation.
• 80% will submit a peer-reviewed article within 12 months of graduation.
• 80% of those actively seeking employment will obtain a position within 9 months of graduation.
Objectives:

Objective 2.1: Recruit and retain the best and brightest students.

Strategies:
- Increase the focus on mathematical, science and computer skills in undergraduate recruiting of high school students.
- Continue graduate student recruiting through professional meetings, advertisements, and professional ties with universities that have not traditionally served as sources of graduate students.
- Increase research productivity in reputable peer-reviewed journals and professional reports to recruit graduate students.
- Increase research funding to attract and recruit graduate students.
- Amend or introduce higher level course offerings to attract non-traditional students from across campus and enhance graduate student recruitment.
- Increase research activities and funding with faculty across CASNR and the entire campus to expose new students to our department.
- Reinforce student advisement and mentoring by faculty.
- Provide new Ph.D. student offerings in the department to doctoral students in key areas such as microeconomic theory and econometrics.

Objective 2.2: Enhance educational access to campus and off-campus students using appropriate educational delivery technology.

Strategies:
- Upgrade/enhance multimedia hardware and software in classrooms as needed.
- Initiate development of selected subject-matter materials for distance delivery that lend themselves to that format (4 courses).
- Monitor and report development and application of distance delivery materials and other use of teaching technology.

Objective 2.3: Provide specialized educational access for individuals interested in refining their skills through professional development and continuing education.

Strategies:
- Provide short courses, conferences, and intersession courses as needs arise.
- Evaluate the development of a distance-based Masters of Agribusiness program for professionals (in collaboration with Rawls COBA or TAMU).
- Continue to explore the possibility of offering a 4-year degree program in professional golf management.
Objective 2.4: Enhance students’ knowledge of and preparation to deal with global issues and environmental and other natural resource issues through increased involvement in internships and study abroad and exchange programs.

Strategies:
- Expose students to internships and foreign study opportunities available through the office of international programs.
- Increase research and teaching collaborations with foreign scholars and highlight these efforts in annual faculty evaluations.
- Increase international research funding about and in foreign lands and highlight these efforts in annual faculty evaluations.

Objective 2.5: Revisit and redesign, if necessary, minor requirements for undergraduates.

Strategy:
- Evaluate the instances where our minor requirements can enhance other objectives for undergraduate education and professional outreach.

Objective 2.6: Establish more scholarships and fellowships and raise stipends.

Strategy:
- Work in conjunction with development efforts in CASNR to increase the level and number of donations for scholarships.

Objective 2.7: Increase involvement of undergraduate students in research.

Strategies:
- Identify research topics conducive to undergraduate research projects.
- Increase student research opportunities by establishing the Agribusiness/Entrepreneurship Research Center.
- Increase research with faculty across campus as this often enhances undergraduate research in the early stages.
- Utilize CASNR Water Center to locate emerging topics or demonstration projects to facilitate undergraduate research and improve cross-disciplinary participation in undergraduate research.
- Highlight undergraduate research efforts in faculty annual achievement reports.
**Outcome 3: Expand and Enhance Research, and Further Outreach and Engagement**

**Assessment Methods:**
- Publish the equivalent of 30 top-ranked journal articles per year, encompassing disciplinary, multidisciplinary, and inter-institutional research activities.
- Publish 5 of the 30 above equivalent top-ranked journal articles with (or by) graduate students.
- Publish 5 of the 30 above equivalent top-ranked journal articles with collaborators from foreign institutions, other institutions or other on-campus departments.
- Participate in funded research with collaborators from foreign institutions, other institutions and other on-campus departments.
- Minimum of $2.25 million annual research funding. (2010: $1.8M)
- Conduct research that contributes to the sustainable economic growth of the region.

**Objectives:**

*Objective 3.1: Identify and build research programs on current and emerging issues.*

**Strategies:**
- Strengthen each of the following research trusts: cotton economics research, risk management and crop insurance, North American agricultural trade, water economics, livestock economics, energy and health economics.
- Develop internationally focused research activities across the research trusts highlighted above.
- Establish an Agribusiness/Entrepreneurship Research Center.

*Objective 3.2: Expand research further into the marketing channels to include producers, processors, and users of food, fiber, and environmental amenities.*

**Strategies:**
- Identify a team core among the faculty and other departments (such as Rawls COBA) to take advantage of requests for proposals addressing consumer demand and industrial organization research issues.
- Identify a team core among the faculty and other departments (such as RWFM, Political Science/ Public Administration, and Law) to respond to requests for proposals addressing environmental economics issues.
**Objective 3.3: Expand external research funding.**

**Strategies:**
- Use teams to identify and respond more quickly to requests for research proposals in highly specialized areas.
- Highlight the completion of research proposals in annual faculty achievement reports, especially multidisciplinary and interdisciplinary proposals.
- Identify courses of action that complement these interdisciplinary research interests and which integrate and complement these funding efforts.
- Identify industrial (firms, livestock/dairy producers, farmers’ groups), or local community partners (e.g. AgriLife Research, AgriLife Extension, Local Economic Development Association – LEDA) to enroll as research team participants who meet regularly enough to take advantage of research proposal requests from competitive sources.

**Objective 3.4: Promote and support multidisciplinary and inter-institutional research.**

**Strategies:**
- Reward and maintain a healthy component of disciplinary emphasis as “capital stock” through annual faculty evaluations.
- Expand inter-disciplinary and inter-institutional research to the extent resource expansion allows by increasing a high degree of complementarity among tasks (research, teaching, and outreach) department-wide.
- Seek requests for proposals that align core disciplinary emphases with efforts involving multi-disciplinary participation.

**Objective 3.5: Expand dissemination of research results.**

**Strategies:**
- Increase exposure through traditional outlets (journal articles, professional presentations, chapters, etc.).
- Increase exposure through non-traditional outlets (web sites, electronic publication, etc.).
- Increase exposure by working with foreign scholars, other institutions and other departments on campus.
- Increase exposure by working with industrial (firms and varied producer groups) and local community partners (e.g. AgriLife Research, AgriLife Extension, Local Economic Development Association – LEDA).
- Increase number of graduating Ph.D. students.
Objective 3.6: Identify and develop research activities that contribute to sustainable economic growth and development in the region.

Strategies:
- Evaluate opportunities to contribute to economic growth and development through requests for proposals as they emerge.
- Monitor and report progress toward development of the Agribusiness/Entrepreneurship Research Center, dependent on available resources.
- Maintain research and project teams among industrial and community organizations.
- Achieving objectives 3.2 to 3.5 would help achieve much of this objective.

Outcome 4: Attain Resource Sufficiency and Efficiency, Ensure Accountability, and Enhance Strategic Partnerships and Alliances

Assessment Methods:
- Establish at least 1 significant partnership with a community college or a postsecondary institution.
- Establish an accountability mechanism for faculty and staff productivity in outreach and university, public, and professional service.

Objectives:

Objective 4.1: Strengthen partnerships and collaborations with federal, state, and local government agencies, non-governmental organizations, industry, and trade associations to identify and meet community needs.

Strategy:
- Expand the types of groups with whom we interact and collaborate, including natural resource organizations, economic development groups, and international entities.

Objective 4.2: Establish educational partnerships and coordinate curricula with community colleges and other post-secondary institutions.

Strategies:
- Expand the number of transfer students from community colleges and other postsecondary institutions.
- Make attempts to formalize working relationships with these institutions.
- Develop formal ties with four-year colleges as a means to recruit graduate students.
Objective 4.3: Enhance research partnerships with AgriLife Research and AgriLife Extension - Lubbock.

Strategies:
- Strengthen the partnership with AgriLife Research and AgriLife Extension - Lubbock.
- Seek high degrees of complementarity of this partnership with the missions of the department.
- Identify alternative vehicles for collaboration on natural resource related issues via the CASNR Water Center.

Objective 4.4: Identify and build collaborative research activities across the College (CASNR) and the university.

Strategy:
- Establish an Agribusiness/Entrepreneurship Research Center that would facilitate research within CASNR and other centers and institutes on campus, and which would contribute to agribusiness and local regional economic growth through providing technical and analytical assistance.

Objective 4.5: Develop procedures for extending workload credit and teaching/research productivity equivalency for outreach activities.

Strategies:
- Develop indicators of productivity for service activities.
- Evaluate these indicators for use in internal evaluation efforts.
- Identify outreach activities which would have the highest degree of complementarity with existing teaching and research missions.

Outcome 5: Establish a National in Scope Positive Image for the Department of Agricultural and Applied Economics

Assessment Methods:
- Departmental endowment of $6 million. (2010: slightly over $4 million)
- Two additional endowed chairs. (2010: two endowed chairs and one endowed professorship).
- Increase the number of award nominations for faculty, staff, and students
- Increase dissemination of information on accomplishments of faculty, staff, students, and programs.
Objectives:

Objective 5.1: Increase endowments.

Strategy:
- Actively work with CASNR development efforts to identify potential donors for scholarships, endowed chairs, professorships, and other types of endowments.

Objective 5.2: Strengthen pride and prestige of the Department.

Strategies:
- Continue efforts to promote our accomplishments within the campus community, the profession, and the citizenry at large.
- Actively seek more awards for faculty, staff, and students.
- Submit more information releases to the general public.
- Communicate achievements better within the academic community.
APPENDIX B

Curriculum Map
# Texas Tech University Program Level - Curriculum Map

<table>
<thead>
<tr>
<th>Date</th>
<th>1/25/2013</th>
<th><strong>SELECTED PROGRAM LEARNING OUTCOMES</strong></th>
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## Degree Title:
Ph.D. in Agricultural and Applied Economics

### Courses in Degree Program

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**Legend**

- [I] Outcome Statement: The program outcome is (E) Explicitly (score of 2) or (M) Implicitly (score of 1) reflected in the competencies as being one of the learning outcomes for this course.
- [II] Level of Content Delivery:
  - U: Undergraduate
  - R: Graduate
  - A: Graduate
- [III] Feedback: [X] Exemplary:
  - A: Above Expectations
  - M: Meets Expectations
  - F: Below Expectations

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1. Basic facility with economic concepts and analytic methods
2. Ability to develop a problem statement and research design, and to complete a topical literature review on a theoretical or applied economic research topic
3. Demonstrate the ability to communicate in written and oral form on a well-defined and limited-scale research topic
4. Demonstrate personal management and professional skills to function in an applied research work environment
5. Develop writing, data analysis and analytical skills for applied economic subjects
6. Demonstrate methodological expertise in an area of research on a topic generated by the student

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**Notes**

- Students are expected to apply the concepts and skills they have acquired in the program to address problems and challenges in real-world situations.
- The curriculum is designed to provide a strong foundation in agricultural and applied economics, allowing students to pursue a variety of career paths.
- Students will be evaluated based on their ability to demonstrate knowledge of key economic concepts, analytical skills, and problem-solving abilities.
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### Texas Tech University Program Level - Curriculum Map

**Date:** 11/25/2013

**Degree Title:** M.S. Non-Thesis Option in Agricultural and Applied Economics

#### SELECTED PROGRAM LEARNING OUTCOMES

1. Basic facility with economic concepts and analytic methods.
2. Demonstrate the ability to use economic concepts and analytic methods to analyze applied economic problems.
3. Demonstrate the ability to operate in an employment position requiring effective use of economic theory and analytic methods.

#### Courses in Degree Program

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## Texas Tech University Program Level - Curriculum Map

### Date: 11/25/2013

**Degree Title:** Master of Agribusiness

### SELECTED PROGRAM LEARNING OUTCOMES

1. Demonstrate understanding of economic concepts and analytic methods.
2. Demonstrate the ability to use economic concepts and analytic methods to analyze applied economics problems.
3. Demonstrate the ability to operate in an employment position requiring effective use of economic theory and analytic methods.

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<td>F</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX C

18 Characteristics of Doctoral Programs
### Number of Degrees Per Year

<table>
<thead>
<tr>
<th>Year</th>
<th>FY 2009-2010</th>
<th>FY 2010-2011</th>
<th>FY 2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average, 2007-2009</td>
<td>6</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

**Note:** For each of the three most recent years, of the number of degrees awarded per academic year.

### Graduate Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Starting 1997-1999</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Note:** First-year doctoral students: Those students who have matriculated as doctoral students with a doctoral degree objective.

### Average Time to Degree

<table>
<thead>
<tr>
<th>Year</th>
<th>FY 2009-2010</th>
<th>FY 2010-2011</th>
<th>FY 2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Starting 1997-1999</td>
<td>4.2</td>
<td>4.3</td>
<td>4.3</td>
</tr>
</tbody>
</table>

**Note:** For each of the three most recent years, average of the graduates’ time to degree.

### Employment Profile - (in field within one year of graduation)

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed in Academia</td>
<td>1</td>
<td>2</td>
<td>50%</td>
</tr>
<tr>
<td>Employed as Post-Doctorates</td>
<td>1</td>
<td>2</td>
<td>50%</td>
</tr>
<tr>
<td>Employed in Industry/Professional</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Employed in Government</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Still seeking employment</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Unknown</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### Admissions Criteria

**Description of Admission Factors**

1. Graduate School Application
2. Official copies of transcripts
3. Official copy of the TOEFL scores (for international students)
4. Official copy of the GRE scores (which should not be no more than 5 years old)
5. Three letters of recommendation
6. Individual Profile - which may include research background, motivation, multilingual proficiency, presentations, portfolios, interviews, work experience, demonstrated commitment to a particular field of study, community involvement, and family and socioeconomic background

### Percentage of Full-time Students

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTS *number students enrolled (headcount) for last three fall semesters.</td>
<td>96%</td>
<td>91.7%</td>
<td>87.5%</td>
</tr>
</tbody>
</table>

**Note:** Definition of Full Time Student (FTS) is institutional by program.

### Average Institutional Financial Support Provided

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>1463.59</td>
<td>1463.59</td>
<td>1463.59</td>
<td>1463.59</td>
</tr>
</tbody>
</table>
8 Percentage Full-time Students with Institutional Financial Support
In the prior year, the number of FTS with at least $1000 of annual support/the number of FTS.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9 Number of Core Faculty 5
Number of core faculty in the prior years
5Core faculty: Full-time tenured and tenure-track faculty who teach 50 percent or more in the doctoral program or other individuals integral to the doctoral program who can direct dissertation research.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>16</td>
<td>17</td>
<td>17</td>
</tr>
</tbody>
</table>

10 Student-Core Faculty Ratio
For each of the three most recent years, average of full-time student equivalent (FTSE)/average of full-time faculty equivalent (FTFE) of core faculty

<table>
<thead>
<tr>
<th></th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.2</td>
<td>1.6</td>
<td>0.95</td>
</tr>
</tbody>
</table>

11 Core Faculty Publications
For each of the three most recent calendar years, average of the number of discipline-related refereed papers/publications, books/book chapters, juried creative/performance accomplishments, and notices of discoveries filed/patents issued per core faculty member.

<table>
<thead>
<tr>
<th></th>
<th>Calendar Year 2009</th>
<th>Calendar Year 2010</th>
<th>Calendar Year 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refereed Papers/Publications</td>
<td>20</td>
<td>1.31</td>
<td>1.69</td>
</tr>
<tr>
<td>Books/Book Chapters</td>
<td>1</td>
<td>0.125</td>
<td>0.0625</td>
</tr>
<tr>
<td>Juried Creative/Performance Accomplishments</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Notices of Discoveries Filed/Patents</td>
<td>4.94</td>
<td>5.75</td>
<td></td>
</tr>
</tbody>
</table>

12 Core Faculty External Grants
For each of the three most recent years, average of the number of core faculty receiving external funds, average external funds per faculty, and total external funds per program per academic year 6
6All external funds received by core faculty from any source including research grants, training grants, gifts from foundations, etc., reported as expenditures.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Core Faculty receiving external funds</td>
<td>16</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Average External Grant $ per Faculty</td>
<td>$121,891</td>
<td>$113,968</td>
<td></td>
</tr>
<tr>
<td>Total External Grant $</td>
<td>$1,950,261</td>
<td>$1,823,502</td>
<td></td>
</tr>
</tbody>
</table>

13 Faculty Teaching Load
Total number of semester credit hours in organized teaching courses taught per academic year by core faculty divided by the number of core faculty.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>288</td>
<td>132</td>
<td>268</td>
</tr>
</tbody>
</table>

14 Faculty Diversity
Core faculty by ethnicity (White, Black, Hispanic, other) and gender,

<table>
<thead>
<tr>
<th></th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>White</td>
<td>11</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>Black</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

15 Student Diversity
Enrollment headcount by ethnicity (White, Black, Hispanic, Other) and gender in program.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>White</td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Black</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>12</td>
<td>6</td>
<td>12</td>
</tr>
</tbody>
</table>
Date of Last External Review

Date of last formal external review. ⁷

Six-year Texas Tech University Graduate Program Review

4/1/2008

External Program Accreditation

Name of body and date of last program accreditation review, if applicable.

Student Publications/Presentations

For the three most recent calendar years, the number of discipline-related refereed papers/publications, juried creative/performance accomplishments, book chapters, books, and external presentations per year by student FTE

<table>
<thead>
<tr>
<th></th>
<th>Calendar Year 2009</th>
<th>Calendar Year 2010</th>
<th>Calendar Year 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Refereed Papers/Publications</strong></td>
<td>1</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td><strong>Juried Creative/Performance Accomplishments</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Book Chapters</strong></td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td><strong>Books</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>External Presentations</strong></td>
<td>2</td>
<td>31</td>
<td>39</td>
</tr>
</tbody>
</table>
APPENDIX D

Graduate Course Offerings
### GRADUATE COURSES IN
AGRICULTURAL AND APPLIED ECONOMICS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAEC 5000a</td>
<td>Professional Internship</td>
</tr>
<tr>
<td>AAEC 5301</td>
<td>Special Study in Agricultural and Applied Economics</td>
</tr>
<tr>
<td>AAEC 5302</td>
<td>Food and Agriculture Sector Public Policy</td>
</tr>
<tr>
<td>AAEC 5303</td>
<td>Advanced Production Economics</td>
</tr>
<tr>
<td>AAEC 5307</td>
<td>Applied Econometrics I</td>
</tr>
<tr>
<td>AAEC 5308</td>
<td>Natural Resource Economics</td>
</tr>
<tr>
<td>AAEC 5309</td>
<td>International Economic Development in Food and Fiber Sectors</td>
</tr>
<tr>
<td>AAEC 5310</td>
<td>Advanced Market Analysis</td>
</tr>
<tr>
<td>AAEC 5312</td>
<td>Agribusiness Analysis</td>
</tr>
<tr>
<td>AAEC 5313</td>
<td>Microcomputer Applications in Agribusiness and Research</td>
</tr>
<tr>
<td>AAEC 5314</td>
<td>Environmental Economics and Policy Analysis</td>
</tr>
<tr>
<td>AAEC 5315</td>
<td>Property Appraisal</td>
</tr>
<tr>
<td>AAEC 5316</td>
<td>International Agricultural Trade</td>
</tr>
<tr>
<td>AAEC 5317</td>
<td>Financial and Commodity Futures and Options</td>
</tr>
<tr>
<td>AAEC 5318</td>
<td>Finance and the Agribusiness Sector</td>
</tr>
<tr>
<td>AAEC 5320</td>
<td>Agribusiness Law</td>
</tr>
<tr>
<td>AAEC 5321</td>
<td>Research Methodology in Economics</td>
</tr>
<tr>
<td>AAEC 5393</td>
<td>Economics and Policies of the Global Cotton/Textile Complex</td>
</tr>
<tr>
<td>AAEC 6000b</td>
<td>Master's Thesis</td>
</tr>
<tr>
<td>AAEC 6301</td>
<td>Advanced Special Problems in Agricultural and Applied Economics</td>
</tr>
<tr>
<td>AAEC 6302</td>
<td>Food, Agriculture, and Natural Resource Policy Analysis</td>
</tr>
<tr>
<td>AAEC 6305</td>
<td>Economic Optimization</td>
</tr>
<tr>
<td>AAEC 6308</td>
<td>Advanced Natural Resource Economics</td>
</tr>
<tr>
<td>AAEC 6310</td>
<td>Demand and Price Analysis</td>
</tr>
<tr>
<td>AAEC 6311</td>
<td>Applied Econometrics II</td>
</tr>
<tr>
<td>AAEC 7000b</td>
<td>Research</td>
</tr>
<tr>
<td>AAEC 7200</td>
<td>Teaching Practicum</td>
</tr>
<tr>
<td>AAEC 8000b</td>
<td>Doctor's Dissertation</td>
</tr>
</tbody>
</table>

---

*Graduate course names and numbers may be revised.

---

**a** The second digit shows the credit hours given for each course  
**b** These are variable credit hour courses, and may be repeated
APPENDIX E

Graduate Student Handbook
This handbook contains information about graduate programs in Agricultural and Applied Economics. It supplements but does not substitute for the current Texas Tech University Undergraduate/Graduate Catalog. All Agricultural and Applied Economics graduate students should familiarize themselves with the information contained in both documents.
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STEPS IN APPLYING FOR ADMISSION ................................................................. 4

MASTER OF SCIENCE DEGREE PROGRAMS ....................................................... 6

MASTER OF AGribUSINESS PROGRAM ............................................................... 10

PARTICIPATION IN THE MBA PROGRAM ............................................................ 13

DOCTOR OF PHILOSOPHY DEGREE PROGRAM ............................................... 14

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APPENDIX A: Graduate Courses in Ag. and Applied Economics .... 25
1.0. INTRODUCTION

Our department offers graduate programs leading to a (1) Master of Science in Agricultural and Applied Economics, (2) dual Master of Science and Doctor of Jurisprudence (in cooperation with the Texas Tech University Law School), (3) Master of Agribusiness, and (4) Doctor of Philosophy in Agricultural and Applied Economics. The Master of Science and the Master of Agribusiness degree programs are also integrated into Accelerated Bachelor’s-to-Master’s programs. The accelerated programs allow students to pursue both the undergraduate and graduate degree at the same time. Students in accelerated programs can earn six hours of graduate credit that will count toward both their undergraduate and graduate degrees. The department also participates in an M.B.A. program offered by the Rawls College of Business with concentration in Agricultural Business Management.

Graduate programs in Agricultural and Applied Economics seek to satisfy the following objectives: (1) to provide an in-depth education in economic theory and methods of analysis, and (2) to provide experience in applying the theory and analytical methods to contemporary problems. Therefore, the study of economic theory, economic and agricultural institutions, and quantitative and other research methods is emphasized in our graduate programs. We place heavy emphasis on use of theory and quantitative techniques in addressing applied problems. Graduates of our program have a strong record of performance in business, academics, and government.

2.0. ADMISSIONS

The three general criteria that are used to evaluate your application for admission and to award competitive scholarships and assistantships in our department are: (1) past academic performance, (2) test scores, and (3) individual profile as reflected in work experience, recommendation letters, and a Statement of Purpose which explains your background and motivation for pursuing graduate education in Agricultural and Applied Economics.

3.0. APPLICATION PROCESS

There are two steps in applying for admission for graduate study in our department. One is completion of the Graduate School application and the other is completion of the Agricultural and Applied Economics Department application. The standardized test requirements for our degree programs are shown below. These test scores must be provided as a part of the Graduate School application. Note that these standardized test scores are not required if you have completed an undergraduate degree in our department or if you are a current student who is applying to one or our accelerated Bachelor’s-to-Master’s programs.
<table>
<thead>
<tr>
<th>Degree Program</th>
<th>Test Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Science (thesis or non-thesis)</td>
<td>GRE</td>
</tr>
<tr>
<td>Master of Agribusiness</td>
<td>GRE or GMAT</td>
</tr>
<tr>
<td>Joint Master of Science and Doctor of Jurisprudence</td>
<td>LSAT</td>
</tr>
<tr>
<td>Doctor of Philosophy</td>
<td>GRE</td>
</tr>
</tbody>
</table>

3.1. Graduate School Application

The Graduate School application process is described in the current Texas Tech University Undergraduate and Graduate Catalog and on the Graduate School Web-site at [http://www.depts.ttu.edu/gradschool/](http://www.depts.ttu.edu/gradschool/).

3.2. Departmental Application

The departmental application for all of our degree programs is done through the department, not the Graduate School. The components of the departmental application are: (1) Department of Agricultural and Applied Economics Graduate Application Personal Data Form, (2) a written Statement of Purpose for graduate study (no more than two pages); and (3) three letters of reference. (It is useful if you also provide a small photograph.) Letters of reference should be transmitted directly to the department from the person writing the letter. Those letters may be mailed or sent as an E-mail attachment. All departmental application materials should be mailed to:

AAEC Graduate Coordinator, Agricultural & Applied Economics Department, P.O. Box 42132, Lubbock, TX 79409 or sent as E-mail attachments (pdf format) to AAEC.grad.admin@ttu.edu.

3.3. Admission

Once your Graduate School and Department of Agricultural and Applied Economics applications are complete, a panel of department faculty members will review the application and make an admission and, if applicable, a funding recommendation. Final admission decisions are made by the Graduate Advisor. Funding decisions are made by the Graduate Advisor or by individual faculty members, depending upon the source of funds.

4.0. MASTER OF SCIENCE DEGREE PROGRAMS

We offer a Master of Science (M.S.) degree with thesis and non-thesis options. Both options are also available under the Accelerated Bachelor’s-to-Master’s degree programs. In addition, we cooperate with the Texas Tech University Law School to offer a joint Master of Science/Doctor of Jurisprudence (M.S./J.D.) degree.

The M.S. degree in Agricultural and Applied Economics provides training in economic theory and methods of analysis, with an emphasis on addressing applied economic problems. Students who select the thesis option are expected to demonstrate competency as economic analysts by

Agricultural and Applied Economics
completing a thesis, which is a work of original research. The non-thesis option requires more coursework than the thesis option. Considerable flexibility is incorporated into the non-thesis option so that the student can focus elective courses in an area of concentration of their choosing.

The Accelerated B.S./M.S. program allows qualified students who are pursuing a Bachelor of Science in Agricultural and Applied Economics in our department to work concurrently on their B.S. and M.S. Students in this program are able to take up to six hours of graduate coursework (two of four eligible courses) which can count for credit in both their undergraduate and graduate degrees.

The joint M.S.-J.D. degree provides students who want to practice law in an agricultural and/or natural resource setting with graduate training in economics. Those who select this option must be admitted to both the Law School and the departmental M.S. program.

4.1. Prerequisites

A student entering the M.S. degree program must have completed an accepted bachelor's degree program or be an Agricultural and Applied Economics undergraduate who has been admitted into the Accelerated B.S./M.S. program. Undergraduate requirements that normally will have been completed, earning a grade of B or better, before beginning M.S. graduate coursework include the following courses or their equivalent.

- Basic Calculus (MATH 1331)
- Intermediate Microeconomic Theory (AAEC 3315)
- Intermediate Macroeconomic Theory (ECO 3311)
- Regression Analysis (AAEC 4302)
- In addition, computer literacy is expected of all applicants.

A student who has not satisfactorily completed the above requirements may be required to do so prior to or during the first semester of the graduate program. This prerequisite coursework will not count toward the M.S. degree requirements.

4.2. Credit Hour Requirements

The Master of Science program in Agricultural and Applied Economics consists of a minimum of 30 hours of graduate credit for the M.S. thesis option, and 36 hours of graduate credit for the M.S. non-thesis option. Requirements for Master’s degrees through the Accelerated B.S./M.S. programs (thesis or non-thesis) are exactly the same as for students who enter the graduate program after completing an undergraduate degree. The only difference is integration of the undergraduate and graduate curriculum in a way that can be considerably more time and cost efficient than when the degrees are pursued sequentially rather than contemporaneously.

4.3. Substitution for Core Courses

Except for unusual situations, substitutions for core courses are not permitted. Requests for substitutions for core courses must be initiated by the student and submitted, with written
justification, to the department Graduate Advisor. Final decisions on substitutions for core courses taught outside our department are made by the department Graduate Advisor. Decisions on core courses taught inside the department are made by the current instructor of the core course being replaced.


Information on the Thesis Proposal and Proposal Defense is provided in Section 9.0 of this Handbook.

4.5. Professional Paper Requirement for Non-thesis Students

M.S. non-thesis students are required to complete a professional paper demonstrating an understanding of economic concepts and analytical methods covered in their coursework. The development of this paper will be supervised by the student’s advisory committee chair or another member of the student’s advisory committee.

4.6. Final Examination

The Final Examination will be conducted by the student’s advisory committee. This examination is an oral defense of the student’s thesis or professional paper. The exam will begin with a public presentation of the student’s research (thesis or professional paper). After the public presentation, and a question and answer period, the guests will be asked to leave the room and the student’s committee will ask further questions, provide comments on the thesis or professional paper, and determine whether the student has successfully completed the examination.

Public announcement of exams will be done through the department Graduate Advisor. Exams must be announced at least one week prior to the exam date.
4.7. Degree Program Course Requirements

Tables 1 and 2 show the course requirements for the Master of Science and for the joint Master of Science/JD programs. Courses listed specifically by number are core courses.

<p>| Table 1: M.S. Degree Program in Agricultural and Applied Economics |
| --- | --- | --- | --- |</p>
<table>
<thead>
<tr>
<th><strong>Course Number</strong></th>
<th><strong>Course Title</strong></th>
<th><strong>Thesis Option</strong></th>
<th><strong>Non-thesis Option</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>AAEC 5303</td>
<td>Advanced Production Economics</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>AAEC 5307</td>
<td>Applied Econometrics I</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>AAEC 5310</td>
<td>Advanced Market Analysis</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>AAEC 5321</td>
<td>Research Methodology in Economics</td>
<td>3</td>
<td>------</td>
</tr>
<tr>
<td>ECO 5311 or AAEC 5316</td>
<td>Macroeconomic Theory or International Trade</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>ECO 5312</td>
<td>Microeconomic Analysis</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>AAEC 6000</td>
<td>Master’s Thesis</td>
<td>6</td>
<td>------</td>
</tr>
<tr>
<td>AAEC Electives</td>
<td></td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>General Electives</td>
<td></td>
<td>------</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td><strong>30</strong></td>
<td><strong>36</strong></td>
</tr>
</tbody>
</table>

1Numbered courses are core courses.

<p>| Table 2: Joint M.S.-J.D. Program in Agricultural and Applied Economics |
| --- | --- | --- |</p>
<table>
<thead>
<tr>
<th><strong>Course Number</strong></th>
<th><strong>Course Title</strong></th>
<th><strong>Credit Hours</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>AAEC 5303</td>
<td>Advanced Production Economics</td>
<td>3</td>
</tr>
<tr>
<td>AAEC 5307</td>
<td>Applied Econometrics I</td>
<td>3</td>
</tr>
<tr>
<td>AAEC 5310</td>
<td>Advanced Market Analysis</td>
<td>3</td>
</tr>
<tr>
<td>AAEC 5312</td>
<td>Agribusiness Analysis</td>
<td>3</td>
</tr>
<tr>
<td>AAEC 5318</td>
<td>Finance &amp; the Agribusiness Sector</td>
<td>3</td>
</tr>
<tr>
<td>AAEC and/or ECO Electives</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Law School Electives</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

1 Must be approved by the Law School.
2 Numbered courses are core courses.
5.0. MASTER OF AGRIBUSINESS DEGREE PROGRAM

The MAB degree program is designed to meet the growing need for agribusiness professionals with advanced conceptual and quantitative training. The degree program provides a unique blend of analytical and business capabilities from both the Department of Agricultural and Applied Economics and the Rawls College of Business. This program is designed to be completed in four semesters of full time study. A capstone of this program is a professional internship designed to apply program concepts in a professional setting.

The Accelerated B.S./MAB program allows qualified students who are pursuing a Bachelor of Science in Agricultural and Applied Economics in our department to work concurrently on their B.S. and MAB. Students in this program are able to take up to six hours of graduate coursework (two of four eligible courses) receiving credit toward both their undergraduate and graduate degrees.

5.1. Prerequisites

Students entering the MAB degree program must have completed an accepted bachelor's degree program or must be students who are pursuing a Bachelor of Science in Agricultural and Applied Economics in our department and have been admitted into the Accelerated B.S./MAB program. Undergraduate requirements that normally will have been completed, earning a grade of B or better, before beginning MAB graduate coursework include the following courses or their equivalent.

- Basic Calculus (MATH 1331)
- Intermediate Microeconomic Theory (AAEC 3315)
- Regression Analysis (AAEC 4302)
- Accounting (ACCT 2300 and 2301)
- In addition, computer literacy is expected of all applicants.

A student who has not satisfactorily completed the above requirements may be required to do so prior to or during the first semester of the graduate program. This prerequisite coursework will not count toward the MAB degree requirements.

5.2. Credit Hour Requirements

The MAB program consists of a minimum of 36 hours of graduate credit. A candidate for the Master of Agribusiness degree must complete 6 hours of electives from a list of approved courses (see the separate MAB program material for the list). Exceptions to the list will need to be approved by the student’s advisory committee and the MAB Coordinator.

5.3. Substitution for Core Courses

Except for unusual situations, substitutions for core courses are not permitted. Requests for substitutions for core courses must be initiated by the student and submitted, with written justification, to the MAB Coordinator. Final decisions on substitutions for core courses taught A student who has not satisfactorily completed the above requirements may be required to do so prior to or during the first semester of the graduate program. This prerequisite coursework will not count toward the MAB degree requirements.

A student who has not satisfactorily completed the above requirements may be required to do so prior to or during the first semester of the graduate program. This prerequisite coursework will not count toward the MAB degree requirements.

A student who has not satisfactorily completed the above requirements may be required to do so prior to or during the first semester of the graduate program. This prerequisite coursework will not count toward the MAB degree requirements.
outside our department are made by the MAB Coordinator. Decisions on core courses taught in
the department are made by the current instructor of the core course being replaced.

5.4. Internship Overview

One of the key aspects of the MAB is the requirement of an internship with a high quality organization. The internship includes key aspects of career development to achieve long term professional success. To be eligible for an internship, a student must be a MAB student enrolled in good standing and have completed at least fifteen hours in their MAB program. Each candidate’s application will be reviewed by the MAB Committee.

5.5. Final Examination

The student's advisory committee will conduct an oral examination after all other requirements for the degree have been completed. MAB students are expected to demonstrate an understanding of agribusiness, marketing, management, and analytical methods covered in their degree program. Further, students should be able to articulate the effectiveness of their internship experience and current career goals.

5.6. Degree Program Course Requirements

Table 3 shows the course requirements for the Master of Agribusiness degree. Courses listed specifically by number are core courses.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAEC 5307</td>
<td>Applied Econometrics I</td>
<td>3</td>
</tr>
<tr>
<td>AAEC 5310</td>
<td>Advanced Market Analysis</td>
<td>3</td>
</tr>
<tr>
<td>AAEC 5312</td>
<td>Agribusiness Analysis</td>
<td>3</td>
</tr>
<tr>
<td>AAEC 5318</td>
<td>Finance and the Agribusiness Sector</td>
<td>3</td>
</tr>
<tr>
<td>ECO 5310</td>
<td>Price and Income Theory</td>
<td>3</td>
</tr>
<tr>
<td>MGT 5371</td>
<td>Managing Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MKT 5360</td>
<td>Marketing Concepts and Strategies</td>
<td>3</td>
</tr>
<tr>
<td>AAEC 5320</td>
<td>Agribusiness Law</td>
<td>3</td>
</tr>
<tr>
<td>Approved Electives</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>AAEC 5000</td>
<td>Professional Internship</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td><strong>36</strong></td>
</tr>
</tbody>
</table>

1Numbered courses are core courses.
6.0. PARTICIPATION IN THE MBA PROGRAM

The department cooperates with the Rawls College of Business in their offering of a Master's of Business Administration (MBA) with a concentration in Agricultural Business Management. The degree is awarded by the Rawls College of Business.

Students in this program are advised by the Rawls College of Business in their MBA core and by the Department Graduate Advisor in their Agricultural and Applied Economics Concentration. Concentration in Agricultural Business Management can be satisfied by taking 12 hours from the following AAEC courses: AAEC 5302 or AAEC 6302, AAEC 5310, AAEC 5301 (3 hours maximum), AAEC 5317, and AAEC 5318.

The MBA requires that certain prerequisites be met and that leveling courses be taken if undergraduate course work was not completed in selected areas. Students with no economics or business courses may have to take up to 24 credit hours of leveling work. Prerequisites and program requirements for the MBA-Agricultural Business Management program are available from:

Graduate Programs Office
Rawls College of Business
Texas Tech University
Lubbock, Texas 79409-2101
(806) 742-3184 OR
FAX: (806) 742-3958
1-800-882-6220

7.0. DOCTOR OF PHILOSOPHY DEGREE PROGRAM

The doctoral program in Agricultural and Applied Economics is designed to develop a broad based competence in economic theory and in techniques of quantitative analysis. Dissertation research of students in our department usually addresses applied problems using contemporary economic theory and analytical methods. Students completing our program have demonstrated a high degree of success in academics, business, and government.

Two options are offered for the Doctor of Philosophy in the Agricultural and Applied Economics program. The first option does not require a minor. The second option includes a minor in Family Financial Planning—a joint Ph.D. program between the Department of Agricultural and Applied Economics and the College of Human Sciences. Completion of the Doctoral program in Agricultural and Applied Economics with a minor in Family Financial Planning qualifies graduates to take an exam administered by the Certified Financial Planning Board of Standards to become Certified Financial Planners.
7.1. Prerequisites

Most students will have completed the requirements for an M.S. degree or its equivalent before admission to the doctoral program. If the Master’s degree does not meet the prerequisite requirements for entering our Master of Science program (see Section 5.1) then those requirements must be met in order to enter the Ph.D. program.

7.2. Credit Hour Requirements

The doctoral program requires a minimum of 60 credit hours of course work beyond the baccalaureate degree and at least 12 credit hours of dissertation research (AAEC 8000).

7.3. Transfer of Credit

Transfer of graduate credit from other academic institutions may be allowed. The request for transfer must be initiated by the student and supported by the student’s committee chair. Transfer decisions are made by the department Graduate Advisor and must be approved by the Graduate School. Information required in support of transfer requests includes academic transcripts and course catalogue descriptions of each course proposed for transfer. Course syllabi may also be requested to support transfer decisions.

7.4. Substitution for Core Courses

Substitutions for core courses are allowed only under unusual circumstances. Requests for substitutions for core courses must be initiated by the student and his or her committee chair, to the department Graduate Advisor. Final decisions on substitutions for core courses taught outside our department are made by the department Graduate Advisor. Decisions on core courses taught in the department are made by the current instructor of the core course being replaced.

7.5. Ph.D. Comprehensive Examination

The purpose of the Ph.D. comprehensive examination is to test the student's ability to integrate knowledge from various subject matter areas and apply appropriate concepts and tools to issues and problems relevant to the discipline. The comprehensive exam is administered by a departmental committee twice each year (usually in May and August) and is normally taken at the end of the first full year of coursework. The exam has two parts which are taken separately. Part 1 of the exam focuses econometric methods and Part 2 covers microeconomic theory. Students have two opportunities to pass both parts of the exam. If both parts of the exam are passed on the first attempt then the student has successfully completed this degree requirement. If one or both parts of the exam are failed on the first attempt (usually in May), the student must retake the failed part(s) at the next offering (in the following August). A second failure of either part of the comprehensive exam will result in dismissal from the student's Ph.D. program.
7.6. Qualifying Examination and Admission to Candidacy

Graduate school rules require that all doctoral students successfully complete a Qualifying Examination for admission to candidacy for the doctor’s degree. In the Department of Agricultural and Applied Economics the Dissertation Proposal Defense serves as the Qualifying Exam. Students are allowed two attempts to satisfactorily complete this examination. Failure to satisfactorily complete the examination on a second attempt will result in dismissal from the Ph.D. program. Further information on the Dissertation Proposal and Proposal Defense is provided in Section 9.0 of this Handbook.

7.7. Final Examination

All doctoral candidates are required to pass a public final oral examination which is usually over the general field of the dissertation. Candidates should consult the Graduate School for details regarding scheduling of the final examination. After the final examination, the major professor will send a written notification of the results to the Graduate School.
7.8. Degree Program Course Requirements

Tables 4 and 5 show the course requirements for the Ph.D. program options. Courses listed specifically by number are core courses.

Table 4: Ph.D. Program Option 1
Ph.D. in Agricultural and Applied Economics – No Minor Required

<table>
<thead>
<tr>
<th>Course Number¹</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAEC 5303</td>
<td>Advanced Production Economics</td>
<td>3</td>
</tr>
<tr>
<td>AAEC 5307</td>
<td>Applied Econometrics I</td>
<td>3</td>
</tr>
<tr>
<td>AAEC 5316</td>
<td>International Agricultural Trade</td>
<td>3</td>
</tr>
<tr>
<td>AAEC 5321</td>
<td>Research Methodology in Economics</td>
<td>3</td>
</tr>
<tr>
<td>AAEC 6302</td>
<td>Food, Ag., and Nat. Resource Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>AAEC 6305</td>
<td>Economic Optimization</td>
<td>3</td>
</tr>
<tr>
<td>AAEC 6308</td>
<td>Advanced Natural Resource Economics</td>
<td>3</td>
</tr>
<tr>
<td>AAEC 6310</td>
<td>Demand and Price Analysis</td>
<td>3</td>
</tr>
<tr>
<td>AAEC 6311</td>
<td>Applied Econometrics II</td>
<td>3</td>
</tr>
<tr>
<td>AAEC 6301</td>
<td>Microeconomic Theory II</td>
<td>3</td>
</tr>
<tr>
<td>ECO 5311</td>
<td>Macroeconomic Theory and Policy</td>
<td>3</td>
</tr>
<tr>
<td>ECO 5312</td>
<td>Microeconomic Analysis</td>
<td>3</td>
</tr>
<tr>
<td>Required AAEC and ECO Electives</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Committee Approved Field Courses</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>AAEC 8000</td>
<td>Doctor’s Dissertation</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td><strong>72</strong></td>
</tr>
</tbody>
</table>

¹Numbered courses are core courses.
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAEC 5303</td>
<td>Advanced Production Economics</td>
<td>3</td>
</tr>
<tr>
<td>AAEC 5307</td>
<td>Applied Econometrics I</td>
<td>3</td>
</tr>
<tr>
<td>AAEC 5316</td>
<td>International Agricultural Trade</td>
<td>3</td>
</tr>
<tr>
<td>AAEC 5321</td>
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<td>3</td>
</tr>
<tr>
<td>AAEC 6302</td>
<td>Food, Ag., and Nat. Resource Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>AAEC 6305</td>
<td>Economic Optimization</td>
<td>3</td>
</tr>
<tr>
<td>AAEC 6308</td>
<td>Advanced Natural Resource Economics</td>
<td>3</td>
</tr>
<tr>
<td>AAEC 6310</td>
<td>Demand and Price Analysis</td>
<td>3</td>
</tr>
<tr>
<td>AAEC 6311</td>
<td>Applied Econometrics II</td>
<td>3</td>
</tr>
<tr>
<td>AAEC 6301</td>
<td>Microeconomic Theory II</td>
<td>3</td>
</tr>
<tr>
<td>ECO 5311</td>
<td>Macroeconomic Theory and Policy</td>
<td>3</td>
</tr>
<tr>
<td>ECO 5312</td>
<td>Microeconomic Analysis</td>
<td>3</td>
</tr>
<tr>
<td>AAEC 8000</td>
<td>Doctor’s Dissertation</td>
<td>12</td>
</tr>
<tr>
<td>PFP 5371</td>
<td>Fundamentals of Personal Financial Planning</td>
<td>3</td>
</tr>
<tr>
<td>PFP 5372</td>
<td>Asset Management II</td>
<td>3</td>
</tr>
<tr>
<td>PFP 5373</td>
<td>Personal Financial Planning Cpsn.</td>
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</tr>
<tr>
<td>PFP 5394</td>
<td>Retirement Planning</td>
<td>3</td>
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<td>PFP 5397</td>
<td>Risk Management and Insurance Planning</td>
<td>4</td>
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<tr>
<td>PFP 5398</td>
<td>Estate Planning</td>
<td>3</td>
</tr>
<tr>
<td>PFP 5362</td>
<td>Asset Management I</td>
<td>3</td>
</tr>
<tr>
<td>PFP 5377</td>
<td>Client Communication and Counseling</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 5311</td>
<td>Individual Study in Accounting</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td><strong>76</strong></td>
</tr>
</tbody>
</table>
8.0 FINANCIAL ASSISTANCE

A limited number of graduate assistantships are awarded on a competitive basis each year. Only students in the M.S. thesis option and the Ph.D. program are eligible for these assistantships. Teaching assistantships require the student to serve as instructor for undergraduate courses or laboratories under faculty supervision. Research assistantships require the student to assist on one or more research projects under faculty supervision.

Half-time graduate assistantships require that the student work 20 hours per week. Assistantships are considered half-time employment and the student is responsible for the hours of work and for the work output. A graduate assistant does not accrue annual leave. Each M.S.-thesis option student who is on a half-time graduate assistantship is required to register for 12 credit hours each regular semester and 6 credit hours for each summer session (with 2 summer sessions per summer). Ph.D. students who are on half-time graduate assistantships are required to register for 12 hours in each regular semester and 3 hours in each summer session. A graduate assistant is expected to remain free from other employment.

The assistantship stipends follow University guidelines and are subject to change each year. Students must maintain a B average or better and perform assigned duties in a satisfactory manner to retain a graduate assistantship. Performance is reviewed each semester.

A limited number of scholarships are available on the basis of need and academic achievement. Contact the department Graduate Advisor for more information.

9.0. DEPARTMENT POLICIES

The following are department policies of particular importance to graduate students.

Advisory Committee

An advisory committee chair should be selected during the student's first semester in the graduate program. The student and committee chair will jointly select other members of the advisory committee. Advisory committees for M.S. and MAB students must have a minimum of three faculty members, at least two of whom must be graduate faculty members in the Department of Agricultural and Applied Economics. Advisory committees for Ph.D. students must have at least four faculty members, one of whom must be from outside the department.

Degree Plan

M.S. and MAB students should file a degree plan by the end of the first semester of graduate study. Ph.D. students should file a degree plan before beginning the second year of coursework. The student and committee chair should work out a tentative plan, which will be discussed and approved by the full advisory committee. Degree plans must be approved and signed by the department Graduate Advisor.
Research Topic

Students working on M.S.-thesis and Ph.D. degrees should begin discussions on possible research topics with their committee chair and other committee members during the first semester in their program.

Thesis and Dissertation Proposals

Each M.S.-thesis or Ph.D. candidate will develop a formal written thesis or dissertation proposal. The proposal should include a title, a statement of the problem and rationale for the proposed research, a statement of objectives, hypotheses to be tested, a review of the literature, and a detailed description of the design, data analysis, and procedures of the study. Proposals must also include a conceptual framework that applies relevant economic theory to an analysis of the research problem.

After your committee chair approves your draft proposal, you need to distribute copies to the other members of your advisory committee. You should allow at least two weeks for the committee to read and evaluate the proposal prior to your proposal defense.

Proposal Defense

Under the direction of your committee chair, you should prepare an oral presentation of your thesis or dissertation research proposal. This presentation is expected to be formal and scholarly. Your presentation should include a clear rationale for the proposed research, a concise statement of objectives, hypotheses, and a detailed description of the design and methods of the proposed study.

You should be prepared to defend your proposal during a question-and-answer period following the oral presentation. When the questioning has concluded, the committee will determine whether you have satisfactorily completed the defense/exam. They will also decide what modifications, if any, should be made to the proposal before proceeding with the research. All committee recommendations at the proposal stage should be appropriately reflected in the final thesis or dissertation submitted in preparation for the Final Examination.

Preparation of Thesis or Dissertation

In preparing even the earliest draft of the thesis or dissertation, you should follow style conventions currently accepted by the department and Graduate School.

Final Requirements for Graduation

Students who are within nine months of completing their graduate degree programs are advised to consult the Graduate School Web site, and personnel in the Graduate School for information on graduation requirements and deadlines. Students are responsible for meeting all of these requirements and deadlines.
**Offices and Computers**

Graduate student office space is assigned by the department Graduate Advisor. All funded students are provided office space. Other M.S. and Ph.D. students are assigned office space if available. Office space should be used or it may be reassigned.

The department has computer facilities which are available to all graduate students. Students with office spaces are often furnished with a computer. Students should use these computers for academic purposes only. Any relocation of departmental computers will be done by the department’s computer support staff at the request of the Graduate Advisor.

**Copying and Office Supplies**

Office supplies are available to faculty and staff. They are available to graduate students only by special request from their graduate advisors and for use only on department business, not for the student's course or personal use.

The department copy machines are restricted to staff and faculty use. Graduate students gain access to the copy machines only when approved by the student's committee chair or work supervisor. The copy machines are intended to support research and teaching activities and are not intended for copying course work material or books.

**Vacations**

Part-time research and teaching appointments do not carry provisions for vacation or sick leave. Absences from campus must be approved by your committee chair or work supervisor. If a requested absence conflicts with departmental needs it may be denied.

**10.0. IMPORTANT ACADEMIC AND PROFESSIONAL OPPORTUNITIES AND OBLIGATIONS**

**Graduate Student Association**

The department has an active and productive Graduate Student Association. This GSA organizes a departmental seminar series, sponsors Friday coffees, and has a number of social events throughout the year. The GSA also maintains a Web-page on the department Web-site. This Web-page contains information about upcoming events, the lecture series, conferences, and profiles and vitas of participating graduate students. All graduate students are strongly encouraged to actively participate in this organization.

Agricultural and Applied Economics
**Professional Societies**

Graduate students are encouraged to join and participate in the activities of professional societies. Most societies have reduced dues for students. You should attend professional meetings whenever possible. Students serving on committees or delivering papers may receive at least partial travel expense reimbursement from department and/or graduate school sources. Such reimbursement is subject to availability of funds. Thus, early application is important.

**Seminars**

Student attendance is encouraged at departmental seminars.

**Academic Integrity**

Academic integrity is critically important in all aspects of graduate study. Academic dishonesty will not be tolerated and the consequences can be severe. All graduate students should be aware of standards of proper academic conduct as spelled out in the current Texas Tech University Student Handbook & Code of Conduct. These standards apply to the classroom, the conduct of research, and all other aspects of student life.
APENDIX A

GRADUATE COURSES IN
AGRICULTURAL AND APPLIED ECONOMICS*

AAEC 5000  Professional Internship
AAEC 5301  Special Study in Agricultural and Applied Economics
AAEC 5302  Food and Agriculture Sector Public Policy
AAEC 5303  Advanced Production Economics
AAEC 5307  Applied Econometrics I
AAEC 5308  Natural Resource Economics
AAEC 5309  International Economic Development in Food and Fiber Sectors
AAEC 5310  Advanced Market Analysis
AAEC 5312  Agribusiness Analysis
AAEC 5313  Microcomputer Applications in Agribusiness and Research
AAEC 5314  Environmental Economics and Policy Analysis
AAEC 5315  Property Appraisal
AAEC 5316  International Agricultural Trade
AAEC 5317  Financial and Commodity Futures and Options
AAEC 5318  Finance and the Agribusiness Sector
AAEC 5320  Agribusiness Law
AAEC 5321  Research Methodology in Economics
AAEC 5393  Economics and Policies of the Global Cotton/Textile Complex
AAEC 6000  Master's Thesis
AAEC 6301  Advanced Special Problems in Agricultural and Applied Economics
AAEC 6302  Food, Agriculture, and Natural Resource Policy Analysis
AAEC 6305  Economic Optimization
AAEC 6308  Advanced Natural Resource Economics
AAEC 6310  Demand and Price Analysis
AAEC 6311  Applied Econometrics II
AAEC 7000  Research
AAEC 7200  Teaching Practicum
AAEC 8000b  Doctor's Dissertation
The Graduate Student Association – AAEC

The Graduate Student Association in AAEC has been in operation for a long time (at least since the mid-1970s). This organization is a means for graduate students to socialize, participate in recreational events in the university, and interact with faculty beyond the classroom setting. The Association holds a “Friday Morning Coffee” where students and faculty can spend time together in an informal setting. The graduate students are also afforded the opportunity to participate in faculty searches, and consultation with our departmental research advisory committee. The Graduate Student Association obtains funding from dues, the Student Government Association and occasional fundraising activities. The department strongly encourages the participation of graduate students at professional meetings at the national, regional and international level.

The Graduate Student Association sponsors a Lecture Series that invites speakers to present seminars on numerous topics. Over the past few years four to five speakers annually have been invited to speak at the Lecture Series seminars. A number of the speakers were from universities other than Texas Tech. The Lecture Series has been very beneficial to the graduate students and departmental faculty.
APPENDIX G

Graduate Faculty Information

Agricultural and Applied Economics
Education and Post Graduate Training

Ph D, North Carolina State University, 2007.
Major: Economics
Dissertation Title: Three Essays in Modeling Risk for Fed Cattle Production

MS, North Carolina State University, 2005.
Major: Economics

BS, Saint Mary's College of California, 2001.
Major: Economics

Academic and Professional Experience

Assistant Professor, Texas Tech University. (January 10, 2008 - Present).


TEACHING

Courses Taught

Texas Tech University
AAEC 4301, Special Problems in Applied Economic Analysis, 3 courses.
AAEC 5301, Special Study in Agricultural and Applied Economics, 3 courses.
AAEC 6000, Master's Thesis, 3 courses.
AAEC 6301, Advanced Special Problems in Agricultural and Applied Economics, 3 courses.
AAEC 6311, Applied Econometrics II, 2 courses.
AAEC 7000, Research, 3 courses.
AAEC 8000, Doctor's Dissertation, 3 courses.

Teaching Awards and Honors

Outstanding Faculty Member of the Year, Agricultural Economics Graduate Student Association. (August 2009).

RESEARCH

Published Intellectual Contributions

Journal Article, Academic Journal

Agricultural and Applied Economics


**Journal Article, Professional Journal**


**Presentations Given**


Contracts, Grants and Sponsored Research

Grant


SERVICE

Department Service

Committee Member, Graduate Programs. (2008 - Present).

Faculty Advisor, Agricultural Economics Association. (August 2010 - August 2012).

Professional Service

Reviewer, Journal Article, American Finance Review.

Reviewer, Journal Article, American Journal of Agricultural Economics.


Reviewer, Journal Article, Scientia Agricola.

GENERAL

Professional Memberships


Southern Agricultural Economics Association.

Western Agricultural Economics Association.
Education and Post Graduate Training

Ph D, Washington State University, 2007.
Major: Economics
Dissertation Title: Essays in Environmental and Natural Resource Policy

BS, Brigham Young University, 2003.
Major: Mathematics

Academic and Professional Experience

Assistant Professor, Texas Tech University. (February 1, 2008 - Present).


TEACHING

Courses Taught

Texas Tech University
AAEC 2305, Fundamentals of Agricultural and Applied Economics, 9 courses.
AAEC 3315, Agricultural Price Theory, 3 courses.
AAEC 4301, Special Problems in Applied Economic Analysis, 6 courses.
AAEC 5301, Special Study in Agricultural and Applied Economics, 4 courses.
AAEC 5308, Natural Resource Economics, 1 course.
AAEC 6000, Master's Thesis, 8 courses.
AAEC 6301, Advanced Special Problems in Agricultural and Applied Economics, 5 courses.
AAEC 6308, Advanced Natural Resource Economics, 2 courses.
AAEC 7000, Research, 7 courses.
AAEC 8000, Doctor's Dissertation, 11 courses.
IS 1100, Tech Transition: Freshman Seminar, 1 course.

RESEARCH

Published Intellectual Contributions

Journal Article, Academic Journal


**Journal Article, Professional Journal**


**Presentations Given**

Williams, R. (Author Only), Clinton, N. L. (Presenter & Author), Benson, A. (Author Only), Western Agricultural Economics Association Annual Meetings, "An economic valuation on the external cost of alternative milk packaging and delivery options," Western Agricultural Economics Association (WAEA), Monterey, CA. (June 2013).

Williams, R. (Presenter & Author), Neill, C. L. (Author Only), Benson, A. (Author Only), Mutuc, M. (Author Only), Western Agricultural Economics Association Annual Meetings, "Per capita income and farmers' markets: Searching for an environmental Kuznets curve for environmental attributes," Western Agricultural Economics Association (WAEA), Monterey, CA. (June 2013).


**Contracts, Grants and Sponsored Research**

**Grant**


**Research Interests**

true, Natural Resources Management, Water Resources Environmental Impacts, Agricultural Economics, Applied Economics, Natural Resource Economics

Agricultural and Applied Economics
SERVICE

Department Service
Committee Member.
Faculty Advisor. (February 1, 2008 - Present).

Professional Service

GENERAL

Professional Memberships
Carlos Carpio  
Texas Tech University  
carlos.carpio@ttu.edu

Education and Post Graduate Training

Ph D, North Carolina State University, 2006.  
Major: Economics  
Supporting Areas of Emphasis: Statistics, Agricultural Economics

MS, Texas Tech University, 2002.  
Major: Agricultural and Applied Economics

BS, Zamorano University, 1999.  
Major: Agriculture  
Supporting Areas of Emphasis: Crop Protection

TEACHING

Courses Taught

Texas Tech University  
AAEC 5307, Applied Econometrics I, 1 course.

RESEARCH

Published Intellectual Contributions

Conference Proceeding


Agricultural and Applied Economics


Education and Post Graduate Training

MS, University of Connecticut, 2006.
Major: Financial Mathematics
Dissertation Title: Non-Thesis

Ph D, University of Connecticut, 2006.
Major: Agricultural and Resource Economics
Dissertation Title: Vertical Relationships between Manufacturers and Retailers: The Case of Breakfast Cereals in Boston

MS, University of Connecticut, 2002.
Major: Agricultural and Resource Economics

MS, Institut Agronomique Hassan II, 1995.
Major: Food Technology
Supporting Areas of Emphasis: Food Quality
Dissertation Title: Loss of Quality in the Fruits and Vegetables Channel in Morocco

Major: Food Technology

Academic and Professional Experience

Associate Professor, Texas Tech University. (September 1, 2012 - Present).

Assistant Professor, Texas Tech University. (August 3, 2006 - Present).

TEACHING

Courses Taught

Texas Tech University
AAEC 2305, Fundamentals of Agricultural and Applied Economics, 3 courses.
AAEC 4301, Special Problems in Applied Economic Analysis, 4 courses.
AAEC 5000, Professional Internship, 3 courses.
AAEC 5301, Special Study in Agricultural and Applied Economics, 4 courses.
AAEC 5307, Applied Econometrics I, 3 courses.
AAEC 6000, Master's Thesis, 4 courses.
AAEC 6301, Advanced Special Problems in Agricultural and Applied Economics, 7 courses.
AAEC 6310, Demand and Price Analysis, 2 courses.
AAEC 6311, Applied Econometrics II, 2 courses.
AAEC 7000, Research, 7 courses.
AAEC 8000, Doctor's Dissertation, 16 courses.

Directed Student Learning

Agricultural and Applied Economics
Kushal Bhalla, Dissertation Committee Chair.

Margil Funtanilla, Dissertation Committee Chair, "To be determined," Agricultural & Applied Economics.

Carmen Alamo-Gonzalez, Dissertation Committee Co-Chair, "To be determined," Agricultural & Applied Economics.

Alexis Garcia, Dissertation Committee Member, "To be determined," Agricultural & Applied Economics.

Mouse Kebede, Dissertation Committee Member, "To be determined," Agricultural & Applied Economics. (August 2012).

Kishor Luitel, Master's Thesis Committee Member. (August 2012).

Bahtiyar Babanazarov, Dissertation Committee Member, "Effects of Mergers and Acquisitions (M&A) and Joint Ventures on Firm Performance and Idiosyncratic Risk," Agricultural & Applied Economics. (August 2010 - August 2012).

Michael Shiroya, Master's Thesis Committee Member, "To be determined," Agricultural & Applied Economics. (August 2010).


RESEARCH

Published Intellectual Contributions

Book, Chapter in Scholarly Book-Revised


Conference Proceeding


Journal Article, Professional Journal

Agricultural and Applied Economics


Presentations Given


Funtanilla, M. (Presenter & Author), Chidmi, B. (Author Only), Western Agricultural Economics Association Annual Conference, "Demand System Estimation: An Application to Merger Analysis in the U.S. Coffee Industry," Western Agricultural Economics Association, Banff, Alberta, Canada. (July 1, 2011).


Murova, O. (Presenter & Author), Chidmi, B. (Author Only), Southern Agricultural Economics Annual Meeting, "Impacts of Federal Government Programs and Specific Farm Variables on Technical Efficiency of Diary Farms.," Southern Agricultural Economics Association, Atlanta, Georgia. (February 2009).


Contracts, Grants and Sponsored Research

Grant

Chidmi, B. (Co-Principal), "Using National Retail Databases to Determine Market Trends for Southern Aquaculture Products," Sponsored by Southern Regional Aquaculture Center, Federal, $40,000.00. (June 1, 2009 - May 31, 2011).

Intellectual Contributions in Submission

Journal Article, Academic Journal

Agricultural and Applied Economics

**Research Interests**

true, Agribusiness, Marketing, Industrial Organization
Demand Analysis
Marketing
Agribusiness

**GENERAL**

**Professional Memberships**

Member, Agricultural and Applied Economics Association.
Member, International Association of Agricultural Economics.
Member, Society for Marketing Science.
Member, Southern Agricultural Economics Association.
Education and Post Graduate Training

Ph D, University of Illinois, 1978.
Major: Agricultural Economics

MS, University of Memphis, Department of Mathematics, 1970.
Major: Statistics

BBA, University of Memphis, Department of Economics, 1969.
Major: Economics

Academic and Professional Experience

Associate Professor, Texas Tech University. (1987 - Present).

TEACHING

Courses Taught

Texas Tech University
AAEC 3401, Agricultural Statistics, 36 courses.
AAEC 4301, Special Problems in Applied Economic Analysis, 5 courses.
AAEC 5301, Special Study in Agricultural and Applied Economics, 6 courses.
AAEC 6000, Master's Thesis, 5 courses.
AAEC 6301, Advanced Special Problems in Agricultural and Applied Economics, 5 courses.
AAEC 7000, Research, 6 courses.
AAEC 8000, Doctor's Dissertation, 6 courses.

Directed Student Learning


RESEARCH

Published Intellectual Contributions

Journal Article, Professional Journal


Research Report

Agricultural and Applied Economics

**Presentations Given**


**Contracts, Grants and Sponsored Research**

**Grant**

Elam, E., "Returns From Custom Cattle Feeding," Sponsored by Research on Food and Fiber Products, Texas Tech University, Texas Tech University, $10,335.00.
Dr. Dean Ethridge  
Texas Tech University  
(806) 742-5333  
dean.ethridge@ttu.edu

Education and Post Graduate Training

Ph D, University of California, Berkeley, 1971.  
Major: Agricultural Economics

MS, University of California, Berkeley, 1968.  
Major: Agricultural Economics

BS, Texas Tech University, 1967.  
Major: Agricultural Economics

Academic and Professional Experience

Managing Director, Texas Tech University, International Textile Center. (1993 - Present).  
Head of unit focusing on research, technology transfer and development to benefit natural fibers, seeds,  
and polymers.

TEACHING

Courses Taught

Texas Tech University  
AAEC 5312, Agribusiness Analysis, 3 courses.  
PSS 5370, U.S. and Global Cotton Fiber-Textile Industries, 1 course.

RESEARCH

Published Intellectual Contributions

Book, Chapter in Scholarly Book-New

Trade and Development (Ed.), Rapid Machine Testing of Cotton Fibers, Neps and Short Fibers, and  
Textile Processing (vol. xxvii, pp. Chapter 2). ITC.

Journal Article, Academic Journal


Service/Performance Partnerships

Texas International Cotton School, Service Learning, During the TTU intersession in the month of August,  
an intensive two-week school for middle managers in the various segments of the global cotton industry  
are educated on all aspects of the cotton/textile complex. It is done in collaboration with the Texas cotton  
Agricultural and Applied Economics
merchants and involves over 30 national experts from diverse cotton segments as instructors. An integral part of the instruction is multiple field trips to observe the structures and activities of the different parts of the cotton industry..
Dr. Michael C. Farmer  
Texas Tech University  
(806) 742-2821  
michael.farmer@ttu.edu

**Education and Post Graduate Training**

Ph D, Ohio State University, 1993.  
Major: Agricultural Economics

MS, Ohio State University, 1982.  
Major: Agricultural Economics

BS, Xavier University, 1980.  
Major: History

**Academic and Professional Experience**

Associate Professor, Texas Tech University. (2005 - Present).

**TEACHING**

**Courses Taught**

**Texas Tech University**

AAEC 2305, Fundamentals of Agricultural and Applied Economics, 1 course.

AAEC 4301, Special Problems in Applied Economic Analysis, 5 courses.

AAEC 4309, Sustaining Global Ecology, Natural Resources and Economy, 3 courses.

AAEC 4313, Natural Resource Economics, 4 courses.

AAEC 5000, Professional Internship, 1 course.

AAEC 5301, Special Study in Agricultural and Applied Economics, 4 courses.

AAEC 6000, Master's Thesis, 4 courses.

AAEC 6301, Advanced Special Problems in Agricultural and Applied Economics, 6 courses.

AAEC 7000, Research, 12 courses.

AAEC 8000, Doctor's Dissertation, 14 courses.

NRM 5403, Experimental Design and Analysis, 2 courses.

NRM 6000, Master's Thesis, 5 courses.

NRM 7000, Research, 4 courses.

NRM 8000, Doctor's Dissertation, 4 courses.

**RESEARCH**

**Published Intellectual Contributions**


**Book, Chapter in Non-Scholarly Book-New**

Agricultural and Applied Economics

**Book, Chapter in Scholarly Book-Revised**


**Journal Article, Academic Journal**


**Journal Article, Professional Journal**


**Presentations Given**


Farmer, M., Southern Regional Science Association (SRSA), "Inconsistency in Welfare Inferences from Distance Variables in Hedonic Regressions," Alexandria, VA. (March 18, 2010).


Farmer, M., "Cap & Trade Update: Which Opportunities Make Sense.," Muncy, TX. (February 3, 2010).


Farmer, M., "Reducing the risk of herpetological invasion: creating incentives for private owners to do the right thing," Texas Herpetological Society, Austin, TX. (2008).


Research in Progress

"Does Advisor Compensation Method Impact Their Perspective on Life Insurance Disclosure Effectiveness?" (On-Going)

Using primary data, this study explores the impact of compensation method on advisor perspectives toward the effectiveness of currently mandated life insurance disclosure. With over one-third of those surveyed indicating the current disclosure format was less than effective, we explore those attributes that indicated an increased likelihood of finding the disclosure tool ineffective.

SERVICE

University Service

Chairperson, Department of Agricultural Economics.
Chairperson, Department of Agricultural Economics.
Chairperson, Department of Agricultural Economics.
Committee Member, MS (Benson).
Second Advisor, School of Civil Engineering.
Committee Member, School of Public Policy Doctoral Comprehensive Examination Committee.
Second Advisor, School of Public Policy.
Chairperson, Department of Agricultural Economics. (2009 - Present).
Faculty Advisor, Tech Habiltat. (2007 - Present).
Committee Chair, TTU PRESS Editorial Committee. (September 2006 - Present).
Faculty Advisor, Department of Agricultural and Applied Economics. (2009).
Committee Chair, TTU Graduate School. (February 2009).

College Service

Faculty Advisor, AGR Fraternity. (2007 - Present).
Committee Chair, Recruitment and Retention Committee. (September 2007).

Department Service

Faculty Advisor, AECO Club. (2007 - Present).
Committee Chair. (2007).
Committee Chair, Graduate Examination Committee. (2006 - 2007).
Committee Chair, Student Awards Committee. (2006 - 2007).

Professional Service

ASCE (American Society of Civil Engineers).
Committee Member, Water Conservation Council.
Gamma Sigma Delta. (2006 - Present).
Board of Advisors of a Company, Regional Water Managers Atlanta. (1998 - Present).
Committee Member, USDA NRI Review Panel. (2007).
Co-Chair, USCE (EWRI). (June 2003 - 2007).
Dr. Michael D. Hudson  
Texas Tech University  
(806) 742-2821  
darren.hudson@ttu.edu

Education and Post Graduate Training

Ph D, Texas Tech University, 1997.  
Major: Agricultural Economics

MS, Texas Tech University, 1994.  
Major: Agricultural Economics

Major: Agribusiness

Academic and Professional Experience

Professor, Mississippi State University. (January 1, 1998 - August 1, 2008).

TEACHING

Courses Taught

Texas Tech University
AAEC 2305, Fundamentals of Agricultural and Applied Economics, 1 course.  
AAEC 3301, Agribusiness Marketing, 2 courses.  
AAEC 4301, Special Problems in Applied Economic Analysis, 6 courses.  
AAEC 4306, International Agricultural Trade, 2 courses.  
AAEC 4315, Agribusiness Management, 3 courses.  
AAEC 5301, Special Study in Agricultural and Applied Economics, 5 courses.  
AAEC 5302, Food and Agriculture Sector Public Policy, 2 courses.  
AAEC 6000, Master's Thesis, 11 courses.  
AAEC 6301, Advanced Special Problems in Agricultural and Applied Economics, 5 courses.  
AAEC 6302, Food, Agriculture, and Natural Resource Policy Analysis, 2 courses.  
AAEC 7000, Research, 11 courses.  
AAEC 8000, Doctor's Dissertation, 15 courses.

RESEARCH

Published Intellectual Contributions

Abstract


**Book, Chapter in Scholarly Book-New**


**Book, Textbook-New**


**Conference Proceeding**


**Journal Article, Academic Journal**


**Presentations Given**


**Contracts, Grants and Sponsored Research**

**Contract**

Hudson, M. (Principal), "Farm-Foward Economics Impacts of Agriculture," Sponsored by Texas Corn Growers et al., Private, $43,000.00.

**Grant**


**Sponsored Research**


Hudson, M. (Principal), "The Impacts of Biofuels on the U.S. Cotton Industry," Sponsored by Cotton Incorporated, Private, $10,000.00.


**Intellectual Contributions in Submission**

**Journal Article, Academic Journal**

*Agricultural and Applied Economics*
Dr. Jeffrey Johnson  
Texas Tech University  
(806) 742-2852  
JEFF.JOHNSON@ttu.edu

Education and Post Graduate Training

Ph D, Texas Tech University, 2003.  
Major: Agricultural Economics  
Supporting Areas of Emphasis: Natural Resource Management  
Dissertation Title: WATER CONSERVATION POLICY ALTERNATIVES FOR THE SOUTHERN PORTION OF THE OGALLALA AQUIFER

Major: Strategic Studies

Master of Agriculture, Texas A&M University, 1981.  
Major: Agricultural Economics

BS, Texas A&M University, 1975.  
Major: Animal Science

TEACHING

Courses Taught

Texas Tech University  
AAEC 3304, Farm and Ranch Business Management, 26 courses.  
AAEC 4301, Special Problems in Applied Economic Analysis, 3 courses.  
AAEC 4303, Property Appraisal, 1 course.  
AAEC 4312, Applied Optimization Methods, 4 courses.  
AAEC 5000, Professional Internship, 1 course.  
AAEC 5301, Special Study in Agricultural and Applied Economics, 4 courses.  
AAEC 5315, Property Appraisal, 1 course.  
AAEC 6000, Master's Thesis, 3 courses.  
AAEC 6301, Advanced Special Problems in Agricultural and Applied Economics, 1 course.  
AAEC 7000, Research, 13 courses.  
AAEC 8000, Doctor's Dissertation, 8 courses.

Directed Student Learning

Ada Warren, Master's Thesis Committee Member, Other (Within Texas Tech University). (August 2010).


Amanda Forbis, Master's Thesis Committee Member, Agricultural & Applied Economics. (May 2010).

Andrew Bloodworth, Master's Thesis Committee Member, Plant & Soil Science. (May 2010).

Emmett Muennink, Master's Thesis Committee Member, Plant & Soil Science. (May 2010).

Agricultural and Applied Economics
RESEARCH

Published Intellectual Contributions

Abstract


Book, Chapter in Scholarly Book-New


Conference Proceeding


Agricultural and Applied Economics


**Journal Article, Academic Journal**


Agricultural and Applied Economics


Journal Article, Professional Journal


Research Report


Technical Report


Presentations Given


Smith, A. (Presenter Only), Johnson, J. (Presenter Only), Alexander, K. (Presenter Only), TLTC’s "So You Want to be a Professor" Series, "Panel Discussion: “Classroom Management: Tips from the Trenches”," TTU Teaching and Learning Center, TLTC, Main Library 151, TTU. (September 27, 2010).

Agricultural and Applied Economics
Contracts, Grants and Sponsored Research

Grant


Sponsored Research

Johnson, J. (Co-Principal), "Crop Production Decision Support System (CropDSS): Knowledge Synthesis, Integration, and Web-Based Tool Delivery," Sponsored by Texas A&M University, State, $7,000.00. (December 2011).


Johnson, J. (Co-Principal), "Integrated Cotton Production Systems for Optimizing Profitability in Texas Southern High Plains," Sponsored by Texas A&M University, State, $10,000.00. (December 2011).

Johnson, J. (Co-Principal), "BIOTIC Irrigation Method for Controlled Deficit Irrigation on Cotton and Peanuts," Sponsored by USDA-ARS, Federal, $1,000.00. (December 2010).


Johnson, J. (Co-Principal), "Optimization of Irrigation Termination in Cotton on the Texas High Plains," Sponsored by USDA-ARS, Federal, $5,000.00. (December 2010).

Johnson, J. (Co-Principal), "Smith Duncan Project," Sponsored by Texas A&M University, State, $6,250.00. (December 2010).


Johnson, J. (Co-Principal), "Evaluation of Crop Response to SDI Lateral Offset and Crop Row Orientation," Sponsored by Cotton Incorporated, Private, $0.00. (December 2009).

Johnson, J. (Co-Principal), "Evaluation of Crop Row Direction and Offset Distance from Subsurface Drip Irrigation Laterals," Sponsored by USDA-ARS, Federal, $0.00. (December 2009).

Agricultural and Applied Economics
Johnson, J. (Co-Principal), "Integrating Grain Crops Into A Cotton-Based Production System For The High And Rolling Plains: Optimizing Profitability Through Efficient Management Of Water Resources," Sponsored by Texas A&M University, State, $15,000.00. (December 2009).


Johnson, J. (Co-Principal), "Integrated Cotton Production Systems for Optimizing Profitability in Texas Southern High Plains," Sponsored by Texas A&M University, State, $30,000.00. (December 2007).

Intellectual Contributions in Submission

Journal Article, Academic Journal


Research Interests

true, Water Economics and Policy
Farm Management

SERVICE

College Service

Associate Director, CASNR Water Center. (September 2008 - Present).
Committee Chair, Marketing and Outreach Committee. (September 2007 - Present).
President, Gamma Sigma Delta. (September 2007 - August 2008).

Department Service

Committee Member, Departmental Internship Committee.
Coordinator, Departmental Safety Coordinator.
Committee Member, Departmental Student Recruitment, Awards, and Scholarship Committee.

Public Service

Committee Member, Lubbock Chamber of Commerce Agriculture Committee, Lubbock, Texas.

Agricultural and Applied Economics
Dr. Phillip N. Johnson  
Texas Tech University  
(806) 742-0261  
phil.johnson@ttu.edu

**Education and Post Graduate Training**

Ph D, Texas Tech University, 1993.  
Major: Agricultural Economics with a minor in Finance  
Dissertation Title: "A Welfare Evaluation of Post Conservation Reserve Program Alternatives."

MS, Texas Tech University, 1972.  
Major: Agricultural Economics  
Dissertation Title: "Quarterly and Monthly Models for Prediction of Shell Egg Prices."

BS, Texas Tech University, 1970.  
Major: Agricultural Economics

**Academic and Professional Experience**

Chairman, Department of Agricultural and Applied Economics. (September 1, 2013 - Present).

Charles C. Thompson Endowed Chair in Agricultural Finance. (December 2009 - Present).  
Graduate Faculty status. 100% teaching appointment 9 months. Research appointment during summer.


Coordinator, Annual Bankers Agricultural Credit Conference. (2001 - Present).

Responsible for the development of an agricultural finance research program within the department and assisting with the annual Agricultural Bankers Credit Conference and Agricultural Lending School.

Farming Corporation Officer, LoJo Corporation. (1988 - Present).  
Responsible for managing 765 acres of farm land located in Parmer County, Texas

Graduate Faculty status. 100% teaching appointment 9 months. Research appointment during summer.

Professor, Department of Agricultural and Applied Economics, Texas Tech University. (September 2007 - August 2008).  
100% teaching appointment 9 months. Research appointment during summer.

**Leadership Awards and Honors**

Gamma Sigma Delta, Honor Society of Agriculture.

Faculty Mace Bearer, Texas Tech University Commencement. (December 2012).

Faculty Banner Bearer, Texas Tech University Commencement. (2008).
TEACHING

Courses Taught

Texas Tech University
AAEC 3300, Seminar, 1 course.
AAEC 3302, Agribusiness Finance, 11 courses.
AAEC 3303, Cooperatives, 12 courses.
AAEC 4301, Special Problems in Applied Economic Analysis, 4 courses.
AAEC 4303, Property Appraisal, 5 courses.
AAEC 4316, Agricultural Financial Analysis, 5 courses.
AAEC 5000, Professional Internship, 2 courses.
AAEC 5301, Special Study in Agricultural and Applied Economics, 4 courses.
AAEC 5315, Property Appraisal, 5 courses.
AAEC 5318, Finance and Agribusiness Sector, 9 courses.
AAEC 6000, Master's Thesis, 3 courses.
AAEC 6301, Advanced Special Problems in Agricultural and Applied Economics, 4 courses.
AAEC 7000, Research, 8 courses.
AAEC 8000, Doctor's Dissertation, 14 courses.
IS 1100, Freshman Seminar, 2 courses.

Non-Credit Instruction

Guest Lecture. (2006 - Present).
Guest Lecture. (2001 - Present).
Guest Lecture. (2000 - Present).

Directed Student Learning

Margaret Shields, Dissertation Committee Member.
Andrea Stigarll, Master's Thesis Committee Member, Agricultural & Applied Economics.
Qizhi Wang, Master's Thesis Committee Member, "Relationship between the New York futures price and the spot prices in major cotton players: a hedge ratio comparison," Agricultural & Applied Economics.
Angela Burkham, Other, Agricultural Education & Communications. (2010).
Rebecca Torres, Other, Agricultural & Applied Economics. (2010).


Kathy Sparks, Other, Agricultural & Applied Economics. (2008).


Teaching Awards and Honors

President’s Excellence in Academic Advising Award, Texas Tech University. (2008).

President’s Excellence in Teaching Award, Texas Tech University. (2008).


Student Advising Award, CASNR. (2007).

RESEARCH

Published Intellectual Contributions

Abstract


Agricultural and Applied Economics
Abstract of Refereed Presented Manuscript


Conference Proceeding


Journal Article, Academic Journal


Agricultural and Applied Economics


**Journal Article, Professional Journal**


**Proceedings of Presented Manuscripts**


**Presentations Given**


Agricultural and Applied Economics


Contracts, Grants and Sponsored Research

Grant


Johnson, P., "The Texas High Plains: A Candidate Site for Long-Term Agro-ecosystem Research and Education," Sponsored by National Institute of Food and Agriculture (NIFA), $200,000.00. (October 2009 - September 2011).


Johnson, P. (Co-Principal), "Analysis of the Impact of the Adoption of Bt Cotton In South Asia on World Cotton Markets," Sponsored by USDA/CSREES & bridge funding from Provost Office, $58,942.00. (September 2006 - August 2010).


Agricultural and Applied Economics

Sponsored Research


Johnson, P., "Agricultural Finance Research and Support," Sponsored by Thornton Agricultural Finance Institute, Texas Tech University, $244,900.00. (September 1999 - August 2009).

Intellectual Contributions in Submission

Journal Article, Academic Journal


Research Interests

ture, The thrust of my research efforts has been primarily focused toward applied research that has application at the farm, regional and state levels. I have tried to develop a diversified research program that reflects my interest and knowledge in finance and banking, production agriculture, and conservation and resource management. I have participated in multi-disciplinary research and feel that this will be an important part of my future research focus.

Agricultural Finance. My current research in agricultural finance is focused on the financial viability of cotton gins under risk in the High Plains of Texas. The level of investment in ginning operations with uncertainty regarding year to year ginning volumes, increasing cost of operation, and shifts in cropping patterns has increased the business risk of ginning operations. The Standardized Performance Analysis (SPA) for Crops was an ongoing research project from 1995 through 2005. The SPA is a whole farm financial analysis program that provides an on-farm analytical tool for improved management and decision information. The SPA project produced a number of publications and presentations.

Water Resources. The economic impacts of a declining Ogallala aquifer on the Texas High Plains Region and an evaluation of alternative water conservation policies has been a focus of my research in water economics. A multi-disciplinary project to evaluate and demonstrate water conservation methods and production systems for agricultural production the Texas High Plains Region will be a major future research focus.

Range Economics. Projects include the economics of juniper control on rangelands with objectives to determine the economic feasibility of various control methods for juniper infestations. In addition to the economic feasibility analysis, estimation of the relationship between herbage production and brush canopy cover has been an important aspect of this research. A project evaluating brush control with a primary objective of enhancing water yields from range lands blends together range economics and water resource economics.

Other Research. Projects include evaluation of the Conservation Reserve Program in the Texas High Plains and estimation of the potential impacts of biotechnological advances on farm profitability and viability in the Texas High Plains Region.
SERVICE

University Service

Committee Member, Graduate Student Committee.

Representative at Ph.D. Dissertation Defenses.

Professional Service

Chairperson, Scholarship and Award Committee. (2008 - Present).


Officer, Secretary, Texas Tech Chapter of Gamma Sigma Delta - The Honor Society of Agriculture. (2002 - Present).

Program Coordinator, Bankers Agricultural Credit. (2001 - Present).

Associate, International Center for Arid and Semiarid Land Studies. (1999 - Present).

Chairperson, Student Award, Scholarship, and Student Recruitment Committee. (1998 - Present).

Member, CRP Advisory Committee to Representative Larry Combest. (1996 - Present).

Chairperson, Services Division of the Texas Agricultural Cooperative. (2010 - 2011).

Member, Executive Board of the Texas Agricultural Cooperative. (2009 - 2011).

Member, Faculty Grievance Panel. (2008 - 2011).

Member, Faculty Awards Committee. (2009 - 2010).

Chairperson, Services Division of the Texas Agricultural Cooperative. (2009 - 2010).

Representative, Representative from CASNR. (2007 - 2010).

Member, Tenure Hearing. (2008 - 2009).

Member, Tenure Hearing. (2008 - 2009).

Member, University Research. (2008 - 2009).


Member, Ad Hoc Planning Committee for 2008 CASNR Faculty Retreat. (2008).

Chairperson, Education and Member Services Committee, Texas Agricultural Cooperative Council. (2008).

Member, Teaching Review Committee for Jeff Johnson. (2008).
Member, Tenure and Promotion Committee, Department of Agricultural Education and Communication. (2008).

Member, Tenure and Promotion Committee, Department of Animal and Food Sciences, 2008. (2008).

Member, Tenure and Promotion Committee, Department of Plant and Soil Science. (2008).


Member, Undergraduate Committee. (2006 - 2008).

Member, Scholarship and Award Committee. (1998 - 2008).

Member, Graduate School Review Committee for the Master of Agriculture Degree Program. (2007).

Member, Tenure and Promotion Committee, Department of Agricultural Education and Communication. (2007).


**Service/Performance Partnerships**

Bankers Agricultural Credit Conference, Service on Boards, Committees, and Commissions, Served as the Coordinator of the Annual Bankers Agricultural Credit Conference, 2001-present.

Member of the Texas Agricultural Cooperative Council Board, Service on Boards, Committees, and Commissions, Served on the Executive Board of the Texas Agricultural Cooperative Council, Vice-Chair of the Services Committee, served as a member of the Educational Committee. Attended and participated in the Cooperative Managers Conference, Cooperative Board Chairman Conference, Joint TACC/CoBank Annual Meeting, and Director Development Workshops.

**Service Awards and Honors**

**Service, University**

Service/Outreach Award, CASNR. (2009).

**GENERAL**

**Licensures and Certifications**

Commodity Registration Series 3.

Securities Registration Series 7.

**Professional Memberships**

Gamma Sigma Delta - The Honor Society of Agriculture.

Society for Range Management.

Southern Agricultural Economics Association.

Texas Section of the Society for Range Management.

Western Agricultural Economics Association.
Dr. Thomas O. Knight  
Texas Tech University  
(806) 742-1921  
tom.knight@ttu.edu  

Education and Post Graduate Training

Ph D, University of Missouri, 1984.  
Major: Agricultural Economics

MS, Oklahoma State University, 1977.  
Major: Agricultural Economics

BS, Oklahoma State University, 1975.  
Major: Agricultural Economics

Academic and Professional Experience

Professor of Risk Management, Embeth Thompson Professor of Risk Management. (April 2010 - Present).

Professor, Texas Tech University. (August 1, 2002 - Present).  
Professor in the Department of Agricultural and Applied Economics of the College of Agricultural Sciences and Natural Resources

TEACHING

Courses Taught

Texas Tech University
AAEC 4301, Special Problems in Applied Economic Analysis, 3 courses.
AAEC 4305, Agricultural and Public Policy, 3 courses.
AAEC 5301, Special Study in Agricultural and Applied Economics, 5 courses.
AAEC 5321, Research Methodology in Economics, 3 courses.
AAEC 6000, Master's Thesis, 7 courses.
AAEC 6301, Advanced Special Problems in Agricultural and Applied Economics, 4 courses.
AAEC 7000, Research, 4 courses.
AAEC 8000, Doctor's Dissertation, 12 courses.

Teaching Awards and Honors

Paul Whitfield Horn Professor, Texas Tech University. (August 2012).

RESEARCH

Published Intellectual Contributions

Abstract of Refereed Presented Manuscript


Agricultural and Applied Economics
Journal Article, Academic Journal


Journal Article, Professional Journal


Research in Progress

"Crop Insurance Products" (On-Going)
wide array of issues relating to the structure and performance of crop insurance products offered under
the U.S. Federal Crop Insurance Program.

Research Interests
true, Agricultural production, agricultural risk management, crop insurance

GENERAL

Professional Memberships

Education and Post Graduate Training

Ph D, Michigan State University, 1998.
Major: Agricultural Economics
Supporting Areas of Emphasis: Agribusiness Management, Marketing, Trade, Econometrics
Dissertation Title: An Analytical Framework for Industry Strategic Planning and Coordination

MS, Texas A&M University, 1991.
Major: Agricultural Economics
Dissertation Title: Forecasting Mexican Imports of US Corn, Sorghum and Soybeans under Free Trade and Debt Reduction Scenarios

BS, Texas A&M University, 1988.
Major: Political Science
Supporting Areas of Emphasis: Electrical Engineering

Academic and Professional Experience

Associate Professor, Texas Tech University. (September 2007 - Present).

TEACHING

Courses Taught

Texas Tech University
AAEC 3305, Introduction to Sales, 7 courses.
AAEC 4301, Special Problems in Applied Economic Analysis, 5 courses.
AAEC 5000, Professional Internship, 10 courses.
AAEC 5301, Special Study in Agricultural and Applied Economics, 5 courses.
AAEC 5310, Advanced Market Analysis, 12 courses.
AAEC 6000, Master's Thesis, 7 courses.
AAEC 6301, Advanced Special Problems in Agricultural and Applied Economics, 4 courses.
AAEC 7000, Research, 12 courses.
AAEC 8000, Doctor's Dissertation, 9 courses.

RESEARCH

Published Intellectual Contributions

Conference Proceeding


Journal Article, Academic Journal

Agricultural and Applied Economics


**Journal Article, Professional Journal**


**Research Report**


Presentations Given


Hanagriff, R. (Presenter & Author), Murova, O. (Author Only), Lyford, C. (Author Only), International College Teaching & Learning and International Applied Business Research Conference, "Regional Rural Economic Development Using Revenues Generated from Tourism Spending.," Clute Institute, Orlando, Florida. (February 2, 2010).


Contracts, Grants and Sponsored Research

Grant


Sponsored Research

Dr. Jaime E. Malaga  
Texas Tech University  
(806) 742-0261  
jaime.malaga@ttu.edu

Education and Post Graduate Training

Ph D, Texas A&M University, 1997.  
Major: Agricultural Economics  
Supporting Areas of Emphasis: International Trade- Agricultural Marketing  
Dissertation Title: Effects of the North American Free Trade Agreement on the U.S. and Mexican Fresh Vegetable Industries and Trade

MS, Texas A&M University, 1991.  
Major: Agricultural Economics  
Supporting Areas of Emphasis: International Trade

DBA, Universite de Grenoble, 1980.  
Major: Finance  
Supporting Areas of Emphasis: Economics  
Dissertation Title: Le Comportement d'Autofinancement des Enterprises Industriels

BS, Universidad Nacional de Ingenieria, 1977.  
Major: Economics  
Supporting Areas of Emphasis: Statistics

Academic and Professional Experience

Associate Professor, Texas Tech University. (August 20, 2001 - Present).

TEACHING

Courses Taught

Texas Tech University
AAEC 3301, Agribusiness Marketing, 12 courses.  
AAEC 4000, Internship in Agricultural and Applied Economics, 11 courses.  
AAEC 4301, Special Problems in Applied Economic Analysis, 5 courses.  
AAEC 4306, International Agricultural Trade, 2 courses.  
AAEC 5301, Special Study in Agricultural and Applied Economics, 4 courses.  
AAEC 5316, International Agricultural Trade, 3 courses.  
AAEC 6000, Master's Thesis, 5 courses.  
AAEC 6301, Advanced Special Problems in Agricultural and Applied Economics, 4 courses.  
AAEC 7000, Research, 7 courses.  
AAEC 8000, Doctor's Dissertation, 9 courses.

Teaching Awards and Honors

2008-2009 Outstanding Faculty Award, Agricultural Economics Association Texas Tech University. (April 15, 2009).

RESEARCH

Agricultural and Applied Economics
Published Intellectual Contributions

**Book, Chapter in Scholarly Book-Revised**


**Conference Proceeding**


**Journal Article, Academic Journal**


**Journal Article, Professional Journal**


**Presentations Given**

Cordero, F. (Presenter & Author), Cordero, N. (Presenter & Author), Huffman, L. (Author Only), Malaga, J. (Author Only), Dudensing, R. (Author Only), 16th Annual Graduate Student Research Conference in Hospitality and Tourism, "The Potential of Hospitality Industry Development in Frontier Communities," Houston, TX. (January 2011).


**Research Interests**

true, International Trade Modeling and Simulation, NAFTA, CAFTA, WTO, Free Trade Agreements, US-Latin America, Mexico, Brazil, Peru, China, Demand Systems, Food Supply Chains, Grain Sorghum, Meat Demand, Grain Sorghum, Fresh Vegetables, Cotton-Textiles, Agricultural Marketing

**SERVICE**

**Service Awards and Honors**

Service, Professional

Distinguished Professional Contribution Award, Southern Agricultural Economics Association. (February 2, 2009).
Marty Middleton  
Texas Tech University  
marty.middleton@ttu.edu

Education and Post Graduate Training

MS, Texas Tech University, 1996.  
Major: Agricultural and Applied Economics  
Dissertation Title: The Economics of Plant Stress Reduction Through Biotechnology: An Application to the Northern Plains Region of Texas

BS, Texas Tech University, 1994.  
Major: Agricultural Economics  
Supporting Areas of Emphasis: Finance

Academic and Professional Experience

Instructor, Texas Tech University. (May 1997 - Present).

TEACHING

Courses Taught

Texas Tech University

AAEC 2305, Fundamentals of Agricultural and Applied Economics, 4 courses.  
AGSC 2301, Computers in Agriculture II, 24 courses.

RESEARCH

Published Intellectual Contributions

Journal Article, Academic Journal

Dr. Sukant K. Misra  
Texas Tech University  
(806) 742-2808  
sukant.misra@ttu.edu

Education and Post Graduate Training

Ph D, Mississippi State University, 1989.  
Major: Agricultural Economics  
Supporting Areas of Emphasis: Economics  
Dissertation Title: Risk Analysis of Cotton Harvesting in the Mississippi Delta

MS, Mississippi State University, 1986.  
Major: Agricultural Economics  
Dissertation Title: Analysis of Farm Land Values in the United States, 1955-1985

MS, Utkal University, 1981.  
Major: Analytical & Applied Economics

BS, Utkal University, 1979.  
Major: Economics

Academic and Professional Experience

Professor, Texas Tech University. (September 1, 2003 - Present).  
Professor, Department of Agricultural and Applied Economics, Texas Tech University.  
Graduate Faculty Status. Member of the Texas Tech University Teaching Academy.

Associate Dean for Research, Texas Tech University. (September 1, 2002 - Present).  
Associate Dean for Research, College of Agricultural Sciences and Natural Resources, Texas Tech University.

TEACHING

Courses Taught

Texas Tech University

AAEC 3315, Agricultural Price Theory, 7 courses.  
AAEC 4301, Special Problems in Applied Economic Analysis, 4 courses.  
AAEC 5301, Special Study in Agricultural and Applied Economics, 5 courses.  
AAEC 6000, Master's Thesis, 4 courses.  
AAEC 6301, Advanced Special Problems in Agricultural and Applied Economics, 4 courses.  
AAEC 7000, Research, 4 courses.  
AAEC 8000, Doctor's Dissertation, 4 courses.

Directed Student Learning

Rohit Singla, Dissertation Committee Chair, "Analysis of the Impacts of the Adoption of Bt Cotton in South Asia on World Cotton Markets," Agricultural & Applied Economics.
Teaching Awards and Honors

President’s Excellence in Teaching Award, Texas Tech University, Texas Tech University. (2007).

RESEARCH

Published Intellectual Contributions

Abstract


Book, Chapter in Scholarly Book-New


Journal Article, Professional Journal


Contracts, Grants and Sponsored Research

Grant


Sponsored Research

Research Interests

true, The overall emphasis of my research program is to take a systems approach to problem-solving research that benefits all segments of the agriculture industry. Projects include cotton price analysis, economic analyses of optimal cotton cleaning strategies (harvesting and ginning), optimum organization of the ginning industry, analysis of the Cotton Agribusiness Sector, analysis of organic cotton production and marketing in Texas, crop insurance as risk management tool, demand relationships for food, consumer acceptance of new technologies, and safety implications of farm-level management practices.

SERVICE

Department Service

Committee Member, Faculty Search, Endowed Agricultural Competitiveness Chair.

GENERAL

Professional Memberships

Americal Agricultural Economics Association.

Southern Agricultural Economics Association.

Texas Economists Association.

Western Agricultural Economics Association.
Dr. Olga I. Murova  
Texas Tech University  
(806) 742-2024  
olga.murova@ttu.edu

**Education and Post Graduate Training**

Ph D, Mississippi State University, 2000.  
Major: Agricultural and Applied Economics  
Dissertation Title: Transition Economy of Ukraine: Analysis of Agricultural Efficiency, Productivity and Supply Response.

MS, Mississippi State University, 1996.  
Major: Agribusiness Management

MS, Civil Engineering Institute, 1986.  
Major: Industrial buildings

BA, Civil Engineering Institute, 1985.  
Major: Industrial buildings

**Academic and Professional Experience**

**Assistant Professor, Texas Tech University. (September 1, 2008 - Present).**  
Teaching, research and service.

**Instructor, Texas Tech University. (January 1, 2005 - August 31, 2008).**  
Teaching duties

**TEACHING**

**Courses Taught**

**Texas Tech University**  
AAEC 4301, Special Problems in Applied Economic Analysis, 4 courses.  
AAEC 4302, Statistical Methods in Agricultural Research, 8 courses.  
AAEC 5301, Special Study in Agricultural and Applied Economics, 4 courses.  
AAEC 6000, Master's Thesis, 4 courses.  
AAEC 6301, Advanced Special Problems in Agricultural and Applied Economics, 4 courses.  
AAEC 7000, Research, 7 courses.  
AAEC 8000, Doctor's Dissertation, 11 courses.  
AGSC 2300, Computers in Agriculture, 24 courses.

**Non-Credit Instruction**

Guest Lecture. (October 12, 2012 - Present).

**Directed Student Learning**

Michael Robertson, Dissertation Committee Member. (August 2013 - Present).

Agricultural and Applied Economics
Musa Haslina, Master's Thesis Committee Co-Chair, Agricultural & Applied Economics. (May 2010 - Present).


Shweta Dandawate, Master's Thesis Committee Member, "Produce Procurement Department of United Supermarkets, LLC.," Agricultural & Applied Economics. (July 2010 - August 2012).

Dipak Subedi, Dissertation Committee Chair, Agricultural & Applied Economics. (March 2009 - May 2011).

Harish Pattisaru, Master's Thesis Committee Member, Agricultural & Applied Economics. (November 23, 2010).


Madiha Zaffou, Master's Thesis Committee Member, Agricultural & Applied Economics. (March 3, 2010).

Austin Heck, Master's Thesis Committee Member, Agricultural & Applied Economics. (October 16, 2009).

RESEARCH

Published Intellectual Contributions

Book, Chapter in Scholarly Book-Revised


Conference Proceeding


Journal Article, Academic Journal


**Journal Article, In-House Journal**


**Journal Article, Professional Journal**


**Research Report**


**Presentations Given**


Murova, O. (Author Only), Land Use in Transition: Potentials and Solutions between Abandonment and Land Grabbing, "Regional Effect of Form of Ownership on the Efficiency of Agricultural and Applied Economics"
Production in Ukraine," Leibniz Institute of Agricultural Development, Halle, Germany. (June 20, 2012).


Murova, O. (Presenter & Author), Subedi, D. (Author Only), Southern Association of Agricultural Scientists, "Predicting the Aggregate Economic Impact of Rural Community Events.," Birmingham, Alabama. (February 6, 2012).


Murova, O. (Author Only), Hanagriff, R. (Presenter & Author), Southern Meeting of Agricultural Economics, "Analysis of Texas Winery Visitor Spending and GO TEXAN Efforts to Promote Winery Tourism," Corpus Christi, Texas. (February 5, 2011).

Murova, O. (Presenter & Author), Hanagriff, R. (Author Only), Southern Meeting of Agricultural Economics, "Determinants of Returns on Investment in Rural Tourism," Corpus Christi, Texas. (February 5, 2011).


Hanagriff, R. (Presenter & Author), Murova, O. (Presenter & Author), 4th Annual Conference of American Association of Wine Economics, "Texas Department of Agriculture's Wine Marketing Passport Program that Promotes Tourism and Texas Wineries: Are There Measurable Returns?," UC Davis College of Agricultural & Environmental Sciences, Robert Mondavi Institute, US Davis Graduate School of Management, US Davis. (June 25, 2010).


Hanagriff, R. (Presenter & Author), Murova, O. (Author Only), Lyford, C. (Author Only), International College Teaching & Learning and International Applied Business Research Conference, "Regional Rural Economic Development Using Revenues Generated from Tourism Spending.,” Clute Institute, Orlando, FLorida. (February 2, 2010).


Murova, O. (Presenter & Author), Chidmi, B. (Author Only), Southern Agricultural Economics Annual Meeting, "Impacts of Federal Government Programs and Specific Farm Variables on Technical Efficiency of Diary Farms.,” Southern Agricultural Economics Association, Atlanta, Georgia. (February 2009).


Contracts, Grants and Sponsored Research

Grant


Intellectual Contributions in Submission

Journal Article, Academic Journal

Murova, O. Production Efficiency and Land Policy of Ukraine. Village and Agriculture.

Research Report

SERVICE

University Service

Dean's Representative, PhD committee. (July 25, 2013).
Conference-Related. (March 22, 2013).
Dean's Representative, Ph.D. Committee. (October 2, 2012).
Dean's Representative, Ph.D. committee. (March 23, 2012).
Dean's Representative, Ph.D. Committee. (March 22, 2011).
Dean's Representative, Ph.D. Committee. (March 30, 2010).

College Service

Committee Member, CASNR Recruitment, Retention, and Career Development Committee. (September 2012 - Present).
Attendee, Meeting, CASNR Recruitment, Retention, and Career Development Committee. (September 11, 2012).

Department Service

Committee Member, Agribusiness Program Committee. (January 1, 2009 - Present).
Faculty Advisor. (September 2008 - Present).
Faculty Advisor. (October 22, 2012 - October 26, 2012).

Professional Service

Committee Member, Council on Food, Agricultural and Resource Economics, Blue Ribbon Panel. (August 2011 - Present).
Member, American Association of Wine Economists. (June 2010 - Present).
Member, GAMMA SIGMA DELTA Chapter. (February 2009 - Present).
Member, Southern Agricultural Economics Association. (September 1996 - Present).
Head of the Poster Review Committee, Southern Agricultural Economics Association. (September 1, 2013 - September 1, 2014).

Agricultural and Applied Economics
Member, Southern Association of Agricultural Economists. (February 4, 2013).
Committee Member, Southern Association of Agricultural Economists. (February 4, 2013).

Service/Performance Partnerships

Blue Ribbon Panel - Economic Opportunities in Rural Communities, Technical or Expert Assistance, Activities include: 1) catalog important references related to Economic Opportunities on Rural Communities 2) developing and organizing symposiums for regional and national professional meetings 3) develop white papers 4) provide C-FARE with suggestions on the various DFA's releases from NIFA (National Institute on Food and Agriculture).

Service Awards and Honors

Service, University
Best Paper Presentation, Clute Institute. (January 3, 2010).

GENERAL

Professional Memberships
Member, GAMMA SIGMA DELTA Chapter. (February 2009 - Present).
Member, Southern Agricultural Economics Association.. (September 1996 - Present).
Member, American Association of Wine Economists. (June 2010 - December 2012).

Development Activities Attended
Seminar, "Why Teaching Matters," Division of Undergraudate Education & Student Affairs; The Teaching, Learning, and Professional Development Center; The Faculty Senate; and The TTU Teaching Academy, Lubbock, Texas. (September 25, 2013 - Present).
Seminar, "Writing Your Teaching Philosophy.," TLPDC TTU Library. (November 5, 2012).
Short course, "Climate Science Short Course," Climate Science Center, TTU. (August 20, 2012 - August 24, 2012).

Faculty Fellowship, "CASNR Faculty Retreat," CASNR TTU. (August 22, 2012).

Conference Attendance, "Young investigator forum," Office of the Vice President for Research, Lubbock, Texas. (February 24, 2012).
Ronald Phillips  
Texas Tech University  
(806) 742-2121  
RONALD.PHILLIPS@ttu.edu

Education and Post Graduate Training


JD, Texas Tech University School of Law, 1994.

BS, Texas Tech University, 1991.  
Major: Financial Planning

BS, Texas Tech University, 1990.  
Major: Agricultural Economics

Academic and Professional Experience

University Counsel, Texas Tech University. (2008 - Present).  
Responsibilities involve supporting the President in dealing with a wide range of faculty, staff, student, Board of Regents, legal and public affairs issues. Designing, establishing and maintaining an organization structure and staffing within the office to accomplish the President’s goals and objectives. Interacting with senior University, industry, government and community officials in the development of strategic initiatives. Coordinating the preparation of reports, briefings, presentations and responses on institutional issues as appropriate. Administering the President’s Congressional Internship Program and providing guidance to the Office of Communication Services, Office of Diversity and Equity and the Office of Strategic Planning, all of which report through the Office of the President. Coordinate special projects on behalf of the President and perform other miscellaneous job-related duties as assigned.

Adjunct Professor, Texas Tech University. (1999 - Present).  
Responsibilities involve teaching Agricultural Law within the Department of Agricultural and Applied Economics, College of Agricultural Sciences and Natural Resources also have an adjunct appointment in the Department of Political Sciences, College of Arts and Sciences. Member of the Graduate Faculty.

Chief of Staff/Associate General Counsel, Texas Tech University. (2002 - 2008).  
Responsibilities involve supporting the President in dealing with a wide range of faculty, staff, student, Board of Regents, legal and public affairs issues. Designing, establishing and maintaining an organization structure and staffing within the office to accomplish the President’s goals and objectives. Interacting with senior University, industry, government and community officials in the development of strategic initiatives. Coordinating the preparation of reports, briefings, presentations and responses on institutional issues as appropriate. Administering the President’s Congressional Internship Program and providing guidance to the Office of Communication Services, Office of Diversity and Equity and the Office of Strategic Planning, all of which report through the Office of the President. Coordinate special projects on behalf of the President and perform other miscellaneous job-related duties as assigned.
Leadership Awards and Honors

American Jurisprudence Award -- Texas Land Titles, Texas Tech University School of Law.

Dean's List, Texas Tech University.

Membership, Gamma Sigma Delta (Honor Society of Agriculture).

President's List, Texas Tech University.

TEACHING

Courses Taught

Texas Tech University
AAEC 4301, Special Problems in Applied Economic Analysis, 1 course.
AAEC 4320, Agribusiness Law, 3 courses.
AAEC 5320, Agribusiness Law, 4 courses.
GST 4000, Internship in General Studies, 11 courses.
IS 5000, Graduate Directed Studies, 12 courses.

SERVICE

Public Service

Member, Assembly Club of Lubbock.

Member, Chancellor's Council, Texas Tech University.

Board Member, Frenship Tiger Youth Football.

Board Member, Frenship Youth Baseball.

Member, Lubbock County Bar Association.

Mentor, Mentor Tech, Texas Tech University.

Board Member, Ranching and Heritage Association.

Member, Red Raider Club, Texas Tech University.

Member, State Bar of Texas Education Law Section.

Member, Texas Tech Alumni Association.

Member, City of Lubbock, Lubbock Water Advisory Commission. (2003 - Present).

Member, FFA -- State Convention Host Committee. (2008).

Board Member, City of Lubbock, Public Transit Authority. (2001 - 2007).

Agricultural and Applied Economics
Officer, Treasurer, South Plains Children's Shelter. (1999 - 2007).

GENERAL

Licensures and Certifications

Certified Mediator in Alternative Dispute Resolution.
Licensed Real Estate Broker, State of Texas.
Shaikh Rahman  
Texas Tech University  
(806) 742-1921  
shaikh.m.rahman@ttu.edu

Education and Post Graduate Training

Ph D, University of Maryland, 2007.  
Major: Agricultural and Resource Economics  
Dissertation Title: Optimal Contracting and Vertical Coordination in the Beef Industry: An Assessment of Value-Based Pricing of Fed Cattle

MS, University of Maryland, 2004.  
Major: Agricultural and Resource Economics

MS, University of Georgia, 2000.  
Major: Agricultural and Applied Economics  
Dissertation Title: A Bayesian Approach to Optimal Cross-Hedging of Cottonseed Products Using Soybean Complex Futures

Academic and Professional Experience

Assistant Professor, Texas Tech University. (January 1, 2009 - Present).


TEACHING

Courses Taught

Texas Tech University  
AAEC 4317, Commodity Futures Trading and Analysis, 1 course.  
AAEC 5317, Financial and Commodity Futures and Options, 1 course.

Directed Student Learning

Matthew Earlam, Dissertation Committee Member, Agricultural & Applied Economics. (July 2010 - Present).

Qizhi Wang, Dissertation Committee Chair, Agricultural & Applied Economics. (June 2009 - Present).

RESEARCH

Published Intellectual Contributions

Book, Chapter in Scholarly Book-New  
Book, Nonfiction


Journal Article, Professional Journal


Journal Article, In-House Journal


Conference Proceeding


Agricultural and Applied Economics
Technical Report


Presentations Given


Intellectual Contributions in Submission

Journal Article, Academic Journal


Research in Progress

"Advantages of Using Scientific Simulation Models in Economic Research" (Planning)

"Optimal Contracts for Cattle Feeding" (On-Going)

Research Interests

true, Agricultural Industrial Organization, Climate Change, International Development

GENERAL

Professional Memberships

Member, Agricultural and Applied Economics Association. (July 2000 - Present).
Development Activities Attended


Workshop, "Faculty Grant Writing Workshop," Texas Tech University, Lubbock, Texas. (March 2009).
Dr. Eduardo Segarra  
Texas Tech University  
(806) 742-2821  
eduardo.segarra@ttu.edu

Education and Post Graduate Training

Ph D, Virginia Polytechnic Institute and State University, 1986.  
Major: Agricultural Economics

MS, University of Missouri, 1982.  
Major: Agricultural Economics

BA, Universidad Autonoma de Nuevo Leon, 1979.  
Major: Economics

Academic and Professional Experience

Professor and Chairman, Texas Tech University. (September 2005 - Present).  
Department of Agricultural and Applied Economics, Texas Tech University. Teach economic principles and undergraduate seminar, and advise/monitor the research and programs of graduate and undergraduate students. Conduct research on production and natural resource economics, and domestic and international agriculturally related policies. Responsible for all academic, research, service, development and outreach activities of the department. During my administration: undergraduate enrollment increased by one-fourth, graduate enrollment increased by well over one-third, the Master of Agribusiness program was implemented, minors in all of our academic programs with the Personal Financial Planning program were established, all 150 hour B.S.– M.S./MAB accelerated programs were developed and implemented, three new faculty positions were created, the first endowed chair position (the Larry Combrest Endowed Chair in Agricultural Competitiveness - Dr. Darren Hudson) in the history of our unit was established, a professorship was converted to an endowed chair position (the Charles C. Thompson Endowed Chair in Agricultural Finance - Dr. Phillip Johnson), and a new professorship (the Emabeth Thompson Professorship in Risk Management - Dr. Thomas Knight) was established. The endowment of our unit increased over 200% (from September 2005 to August 2009), and annual departmental research funding averaged $1,845,753 (from September 2005 to August 2009).

TEACHING

Courses Taught

Texas Tech University

AAEC 2305, Fundamentals of Agricultural and Applied Economics, 4 courses.  
AAEC 3100, Seminar, 8 courses.  
AAEC 3300, Seminar, 1 course.  
AAEC 3315, Agricultural Price Theory (guest lecturer), 3 courses.  
AAEC 4101, Current Problems in Agricultural and Applied Economics, 7 courses.  
AAEC 4301, Special Problems in Applied Economic Analysis, 10 courses.  
AAEC 5000, Professional Internship, 2 courses.  
AAEC 5301, Special Study in Agricultural and Applied Economics, 3 courses.  
AAEC 5313, Microcomputer Applications in Agribusiness and Research, 4 courses.  
AAEC 6000, Master's Thesis, 5 courses.  
AAEC 6301, Advanced Special Problems in Agricultural and Applied Economics, 3 courses.
AAEC 7000, Research, 4 courses.
AAEC 7200, Teaching Practicum, 4 courses.
AAEC 8000, Doctor's Dissertation, 19 courses.

**Directed Student Learning**

Marty Middleton, Dissertation Committee Chair, "to be determined," Agricultural & Applied Economics.

Cody L. Jones, Master's Thesis Committee Member, Plant & Soil Science.


Ryan Williams, Dissertation Committee Member, Economics & Geography. (2009).


**RESEARCH**

**Published Intellectual Contributions**

**Abstract**


**Abstract of Refereed Presented Manuscript**


**Book, Chapter in Scholarly Book-New**


**Conference Proceeding**


**Journal Article, Academic Journal**


**Journal Article, Professional Journal**


**Manuscript**

Agricultural and Applied Economics


**Technical Report**


Presentations Given

Segarra, E. (Presenter & Author), College of Pastoral Agriculture Science and Technology, Lanzhou University, "Competitive Market Operation and Social Welfare Implications," College of Pastoral Agriculture Science and Technology, Lanzhou University, Lanzhou, China. (June 3, 2010).

Segarra, E. (Presenter & Author), College of Pastoral Agriculture Science and Technology, Lanzhou University, "Economic Welfare and Environmental Trade-Offs: The Case of Ecuador," College of Pastoral Agriculture Science and Technology, Lanzhou University, Lanzhou, China. (June 3, 2010).

Segarra, E. (Presenter & Author), College of Pastoral Agriculture Science and Technology, Lanzhou University, "Cost-Benefit Analysis Measures of Technology Adoption: The Case of Precision Agriculture," College of Pastoral Agriculture Science and Technology, Lanzhou University, Lanzhou, China. (May 28, 2010).

Segarra, E. (Presenter & Author), College of Pastoral Agriculture Science and Technology, Lanzhou University, "Overview of Megatrends in Agriculture Globally," College of Pastoral Agriculture Science and Technology, Lanzhou University, Lanzhou, China. (May 27, 2010).


Contracts, Grants and Sponsored Research

Grant


Research Interests

true, The thrust of my research effort is that of improving farm level decision-making by the consideration of the impacts of emerging technologies, public policy changes, and environmental and resource constraints that are likely to affect agricultural producers and society at large. My research ranges from applied farm level through purely disciplinary.

SERVICE

University Service

Committee Chair, Graduate Student Committees.

Committee Member, Graduate Student Committees.

Department Service

Degree Program Coordinator.

Degree Program Coordinator.

Degree Program Coordinator.

Agricultural and Applied Economics
Degree Program Coordinator.
Degree Program Coordinator.
Degree Program Coordinator.

**Professional Service**

Reviewer, Grant Proposal, Chesapeake Bay Executive Council.
Reviewer, Grant Proposal, Southern Region United States Department of Agriculture & Environmental Protection Agency.
Reviewer, Grant Proposal, Southern Region United States Department of Agriculture's Sustainable Agriculture Research and Education Program.
Internal Reviewer, Texas A&M University, College Station, TX.
Internal Reviewer, Texas Tech University, Lubbock, TX.
Reviewer, Grant Proposal, Texas Tech University; International Cotton Research Center, Lubbock, TX.
Reviewer, Grant Proposal, Texas Tech University; Seed Grant Program, Lubbock, TX.
Reviewer, Grant Proposal, United States Department of Agriculture.
Reviewer, Grant Proposal, United States Department of Agriculture.
Reviewer, Grant Proposal, University of Delaware; College of Agricultural Sciences, Newark, DE.
Committee Member, American Agricultural Economics Association. (2006 - 2007).
Committee Member, Southern Agricultural Economics Association. (2006 - 2007).

**Public Service**

Program Coordinator, United States Department of Agriculture - ERS Helious Award panel. (2007).

**Service Awards and Honors**

**Service, Professional**

Associate Member, Internation Center of Arid and Semi-Arid Land Studies, Texas Tech University.
Member, Phi Beta Delta, The Honor Society for International Scholars.
Member, Sigma Xi, The Honorary Scientific Research Society.
Member, The Honor Society of Phi Kappa Phi.

Agricultural and Applied Economics
Member, Who’s Who in Agriculture Higher Education.

Research Associate, Center for the Study of Economic and Industrial Development, Department of Economics and Geography, Texas Tech University.

Service, University

Mace Bearer, Spring 2002 Graduation Ceremony, Texas Tech University.

Member, Gamma Sigma Delta, The Honor Society of Agriculture.

Representative, Virginia Polytechnic Institute and State University.

GENERAL

Professional Memberships


Dr. Chenggang Wang
Texas Tech University
(806) 742-0261
chenggang.wang@ttu.edu

Education and Post Graduate Training

Ph D, Oregon State University, 2007.
Major: Agricultural and Resource Economics
Dissertation Title: Public Investment Policy and Industry Incentives in Life Science Research

BS, Northeastern University, 1996.
Major: Metallurgy

Academic and Professional Experience

Assistant Professor, Texas AgriLife Research. (April 1, 2007 - Present).

Assistant Professor, Texas Tech University. (April 1, 2007 - Present).

TEACHING

Courses Taught

Texas Tech University
AAEC 2305, Fundamentals of Agricultural and Applied Economics, 4 courses.
AAEC 4301, Special Problems in Applied Economic Analysis, 4 courses.
AAEC 5301, Special Study in Agricultural and Applied Economics, 4 courses.
AAEC 5303, Advanced Production Economics, 3 courses.
AAEC 6000, Master’s Thesis, 5 courses.
AAEC 6301, Advanced Special Problems in Agricultural and Applied Economics, 4 courses.
AAEC 6305, Economic Optimization, 2 courses.
AAEC 7000, Research, 11 courses.
AAEC 8000, Doctor's Dissertation, 11 courses.

RESEARCH

Published Intellectual Contributions

Abstract


Agricultural and Applied Economics


Book, Chapter in Non-Scholarly Book-New


Conference Proceeding


**Journal Article, Academic Journal**


**Journal Article, Professional Journal**


**Manuscript**


Technical Report


Presentations Given


Contracts, Grants and Sponsored Research

Grant


Research Interests

ture, Resource use efficiency and technological change in agriculture.

SERVICE

College Service

Committee Member, Recruitment, Retention and Career Development Committee. (September 2010 - Present).

Committee Member, College Commencement Committee. (September 2009 - August 2010).

Department Service

Committee Member, Doctoral Comprehensive Exam Committee (AAEC). (May 2009 - Present).
Education and Post Graduate Training

Ph D, Texas Tech University, 2009.
  Major: Economics
  Dissertation Title: THE VIRTUAL WATER METAPHOR: MEASUREMENT CONCERNS AND
  ASSOCIATED EXTERNALITIES

Master of Economics, North Carolina State University, 2005.
  Major: Economics

BA, Emory University, 1999.
  Major: Economics

Academic and Professional Experience

Visiting Assistant Professor of Economics, Texas Tech University. (August 20, 2009 - May 20, 2011).

TEACHING

Courses Taught

Texas Tech University
  AAEC 2305, Fundamentals of Agricultural and Applied Economics, 6 courses.
  AAEC 4301, Special Problems in Applied Economic Analysis, 1 course.
  AAEC 4312, Applied Optimization Methods, 2 courses.
  AAEC 5301, Special Study in Agricultural and Applied Economics, 3 courses.
  AAEC 6000, Master's Thesis, 3 courses.
  AAEC 6301, Advanced Special Problems in Agricultural and Applied Economics, 1 course.
  AAEC 8000, Doctor's Dissertation, 1 course.
  ECO 2301, Principles of Economics I, 3 courses.
  ECO 2302, Principles of Economics II, 1 course.
  ECO 3320, Managerial Economics, 1 course.

RESEARCH

Published Intellectual Contributions

Journal Article, Academic Journal


Journal Article, Professional Journal

**Presentations Given**

Williams, R. (Author Only), Clinton, N. L. (Presenter & Author), Benson, A. (Author Only), Western Agricultural Economics Association Annual Meetings, "An economic valuation on the external cost of alternative milk packaging and delivery options," Western Agricultural Economics Association (WAEA), Monterey, CA. (June 2013).

Williams, R. (Presenter & Author), Neill, C. L. (Author Only), Benson, A. (Author Only), Mutuc, M. (Author Only), Western Agricultural Economics Association Annual Meetings, "Per capita income and farmers' markets: Searching for an environmental Kuznets curve for environmental attributes," Western Agricultural Economics Association (WAEA), Monterey, CA. (June 2013).

**Intellectual Contributions in Submission**

Journal Article, Academic Journal


**GENERAL**

**Professional Memberships**

Southern Agricultural Economics Association. (September 15, 2010 - Present).


Western Agricultural Economics Association. (January 1, 2008 - Present).

Association of Environmental & Resource Economics. (January 1, 2006 - Present).


Zaffou, Madiha. "The Effect of Variety Offering and Price Competition on Demand and Supermarket Performance: The Case of Yogurt in Houston Supermarket Industry" MS Thesis. (May 2010)


Nair, Shyam S. "Three Essays on the Economics of Precision Agriculture in Cotton Production" PhD Dissertation, (May 2011)


Subedi, Dipak. "Predicting the Aggregate Economic Impact of Rural Tourism Events" MS Thesis, (May 2011)


Agricultural and Applied Economics


Lange, Kelly. "Succession in Multi-generational Family Farm Businesses" PhD Dissertation (August 2012)


Wright, Andrew P. “An Examination of Issues and Policies Related to Groundwater Management in Three Essays” PhD Dissertation, (December 2012)


Agricultural and Applied Economics
Wang, Haiyan. “Assessing the Effect of Knowledge and Attitudes on Skin Cancer Prevention in Rural Communities. MS Thesis, (May 2013)


Graduate Program Reviews
2007-2012

FACULTY AND STUDENT
SURVEY RESULTS

College: Agricultural Sciences & Natural Resources
Department: Agricultural and Applied Economics
Conducted by: Institutional Research & Information Management

November 2013
FACULTY SURVEY RESULTS –
Number of faculty participated in survey

<table>
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<td><strong>PARTICIPANT TOTAL</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

SCALE

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

Q-1 The facilities and equipment available to teach graduate courses are adequate.

| 6 | 9 | 4.40 |

Q-2 I have adequate access to facilities and equipment needed for my graduate work.

| 7 | 7 | 1 | 4.40 |

Q-3 The quality and availability of departmental graduate student office space is adequate for my needs.

| 8 | 5 | 2 | 4.40 |

Q-4 Library resources available to me are adequate.

| 8 | 6 | 1 | 4.40 |

Q-5 Teaching resources (faculty, teaching assistants) are adequate to my needs.

| 8 | 3 | 2 | 2 | 4.13 |

Q-6 The program offers an adequate selection of graduate courses, sufficient for timely completion of a full graduate program.

| 7 | 6 | 2 | 4.33 |

Q-7 The graduate courses available are taught at an appropriate level and are of sufficient rigor.

| 8 | 5 | 2 | 4.27 |

Q-8 The graduate teaching by faculty in the program is of appropriate quality.

| 5 | 1 | 1 | 2 | 1 | 5 | 3.70 |

Q-9 Graduate courses in other fields, needed to support your program or minor, are sufficiently available.

| 4 | 6 | 5 | 3.93 |

Q-10 There is adequate communication about policy and program changes in your department.

<p>| 13 | 2 | 4.87 |</p>
<table>
<thead>
<tr>
<th>Question</th>
<th>Description</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q-11</td>
<td>There is adequate communication from the upper administration regarding policy changes.</td>
<td>3.86</td>
</tr>
<tr>
<td>Q-12</td>
<td>I am satisfied with the professional interaction with faculty throughout TTU.</td>
<td>4.43</td>
</tr>
<tr>
<td>Q-13</td>
<td>Graduate courses in other fields, needed to support your program(s) or minors, are sufficiently accepted.</td>
<td>4.20</td>
</tr>
<tr>
<td>Q-14</td>
<td>Graduate courses in other fields, needed to support your program(s) or minors, are sufficiently recommended by your advisor(s).</td>
<td>4.45</td>
</tr>
<tr>
<td>Q-15</td>
<td>I am receiving the research and professional development guidance I need from other faculty.</td>
<td>4.27</td>
</tr>
<tr>
<td>Q-16</td>
<td>I am satisfied with the professional interaction with the graduate program coordinator(s).</td>
<td>4.73</td>
</tr>
<tr>
<td>Q-17</td>
<td>I am satisfied with the professional interaction with other faculty within the program(s).</td>
<td>4.67</td>
</tr>
<tr>
<td>Q-18</td>
<td>I am treated as a respected contributor to the graduate program in which I am involved.</td>
<td>4.53</td>
</tr>
<tr>
<td>Q-19</td>
<td>I have been given an opportunity to be engaged in decisions regarding changes in the program(s).</td>
<td>4.80</td>
</tr>
<tr>
<td>Q-20</td>
<td>Course and program changes are evaluated by all faculty and voted upon by those faculty.</td>
<td>4.87</td>
</tr>
<tr>
<td>Q-21</td>
<td>Sufficient graduate teaching assistantship stipends are available.</td>
<td>2.15</td>
</tr>
<tr>
<td>Q-22</td>
<td>The program offers adequate opportunity for its faculty to gain teaching training.</td>
<td>4.20</td>
</tr>
<tr>
<td>Q-23</td>
<td>Graduate teaching assistantships assignments are made equitably, based on established criteria.</td>
<td>4.00</td>
</tr>
<tr>
<td>Q-24</td>
<td>Graduate program policies are clearly defined and readily available to me.</td>
<td>4.73</td>
</tr>
<tr>
<td>Q-25</td>
<td>Graduate program policies clearly identify petition and appeals procedures available.</td>
<td>4.33</td>
</tr>
</tbody>
</table>
FACULTY COMMENTS:

What do you consider to be the strengths of your graduate program(s)?

| Availability of one-on-one interaction with faculty. |
| Availability of knowledgeable faculty members and variety of courses offered for timely completion of a program. |
| Strong faculty, open-door policy of the faculty, faculty-student interaction, and interaction within faculty are the strengths of our graduate program. In addition, we have rigorous coursework designed for solid training of the graduate students. |
| We train MS students at a particularly high level. Students are treated by faculty as junior colleagues. |
| 1) Excellent group of faculty specialized in Applied Economics Areas / 2) Very nice work environment |
| Dedication of its faculty |
| Strong professional interactions between faculty and graduate students. |
| Close interactions between students and faculty. |
| Rigor of course requirements for the MS degree; |
| Support by the colleges and departments for graduate faculty. |
| The program is well designed to produce high quality applied economists. The program is focused on life-long learning and research, which is a real benefit for our students seeking jobs. We have good faculty in a broad range of areas and those faculty are committed to quality instruction and research experiences for graduate students. Further, the faculty has always been committed to providing good guidance and mentoring to younger faculty and great opportunities for professional development. |
| Its emphasis on training applied economists that have the skills to work in academia and industry. |
| 1. Faculty rapport and cooperation among the faculty is a tremendous strength contributing to success of all of our graduate programs. / 2. Quality of faculty. We have a number of very well trained junior faculty who are making our graduate program better and better. / 3. We recruit good students into our programs. / 4. The departmental commitment to grad programs is very strong. / 5. Our grad student organization contributes to a high quality of professional engagement among our grad students. |
| The faculty is very well trained and are deeply committed to our graduate students education. |

What changes, if any, could be made to improve the quality of your graduate program(s)?

| Less strict credit hours requirements for graduation (as set by graduate school), so that students would have more time to spend on research. |
| A serious initiative to improve the substitutability and complimentarity of the courses offered by AAEC and Economics will help graduate student learning process. Unfortunately, faculty of these two departments lack the collaboration. An institutional initiative is required. |
| We need higher level theory classes offered in the Department of Economics |
| The University could provide funds to guarantee recruitment of a certain minimum number of graduate students each year, especially when getting external fund is getting hard. |
| Graduate students are involved in primarily one activity (research). Evaluate graduate research output using an independent ranking of refereed journals. For each graduate student, count the number and quality of refereed publications within three years of graduation and compare the department output to that of comparable institutions. |
| More teaching opportunities for graduate students |
| More teaching assistantships are needed. |

Agricultural and Applied Economics
| More PhD level courses; consistent pool of funds to support 1st year PhD students prior to RA funding. |
| Better administration and coordination from the Graduate School office. |
| The most important change could be some "hard" research/teaching assistantships that could make recruiting and retaining graduate students a bit easier to plan and execute. As it stands, we are tied to grant funding, which carries with it too many stipulations about what a student researches and when it must be completed, which pigeon-holes students and does not let them explore more research opportunities for fear of running afoul of "certification" requirements. That greatly diminishes the richness of the program for the student, and hinders the ability of advisers to engage their students in multiple learning opportunities. |
| 1. Our department depends almost completely on grants and contracts to support graduate student assistantships. Competition for reduced federal grant and contract funding has put a strain on our program. We are actively seeking alternative funding sources but the process is ongoing. We need additional institutional support to fund grad students—especially Ph.D. students. |
| Facilities need to be improved. |

Please feel free to add any additional comments or questions in the space below.

Unlike Economics, we cannot recruit graduate students on teaching assistantships. We recruit graduate students on research assistantships, which depends on availability of research funds. As the grant opportunities are diminishing, our graduate program is shrinking. To continue the program, we need certain graduate assistantship opportunities from the college and/or the university.

Graduate School (or university-wide) support for widely-available tuition waivers across graduate programs would be of a significant benefit to enhance not only OUR graduate program, but ALL other graduate programs at Texas Tech University.
STUDENT SURVEY RESULTS –
AGRICULTURAL AND APPLIED ECONOMICS

Number of students participating in survey

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral</td>
<td>7</td>
</tr>
<tr>
<td>Master’s Thesis</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
</tr>
<tr>
<td><strong>PARTICIPANT TOTAL</strong></td>
<td><strong>11</strong></td>
</tr>
</tbody>
</table>

Student participant: Years in program

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>4</td>
</tr>
<tr>
<td>2nd</td>
<td>3</td>
</tr>
<tr>
<td>3rd</td>
<td>1</td>
</tr>
<tr>
<td>4th</td>
<td>1</td>
</tr>
<tr>
<td>5th</td>
<td>0</td>
</tr>
<tr>
<td>6th</td>
<td>1</td>
</tr>
</tbody>
</table>

SCALE

<table>
<thead>
<tr>
<th>Q</th>
<th>Description</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q-1</td>
<td>The research facilities and equipment available for my graduate research meet my needs.</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td></td>
<td>1</td>
<td>N/A</td>
<td>4.63</td>
</tr>
<tr>
<td>Q-2</td>
<td>I have adequate access to facilities and equipment needed for my graduate work.</td>
<td>8</td>
<td>2</td>
<td>1</td>
<td></td>
<td>N/A</td>
<td></td>
<td>4.55</td>
</tr>
<tr>
<td>Q-3</td>
<td>The quality and availability of departmental graduate student office space is adequate for my needs.</td>
<td>9</td>
<td>1</td>
<td>1</td>
<td></td>
<td>N/A</td>
<td></td>
<td>4.73</td>
</tr>
<tr>
<td>Q-4</td>
<td>Library resources available to me are adequate for my needs.</td>
<td>6</td>
<td>4</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td>4.60</td>
</tr>
<tr>
<td>Q-5</td>
<td>Teaching resources (faculty, teaching assistants) are adequate to my needs.</td>
<td>7</td>
<td>3</td>
<td>1</td>
<td></td>
<td>N/A</td>
<td></td>
<td>4.70</td>
</tr>
<tr>
<td>Q-6</td>
<td>The program offers an adequate selection of graduate courses, sufficient for timely completion of a full graduate program.</td>
<td>5</td>
<td>6</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td>4.45</td>
</tr>
<tr>
<td>Q-7</td>
<td>The graduate courses available are taught at an appropriate level and are of sufficient rigor.</td>
<td>6</td>
<td>5</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td>4.55</td>
</tr>
<tr>
<td>Q-8</td>
<td>The graduate teaching by faculty in the program is of appropriate quality.</td>
<td>8</td>
<td>3</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td>4.73</td>
</tr>
<tr>
<td>Q-9</td>
<td>Graduate courses in other fields, needed to support my program or minor, are sufficiently available.</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>4.63</td>
</tr>
<tr>
<td>Q-10</td>
<td>Program seminars are adequate to keep me informed of developments in my field.</td>
<td>7</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>4.45</td>
</tr>
<tr>
<td>Q-11</td>
<td>The initial advising I received when I entered the program was an adequate orientation.</td>
<td>7</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>4.55</td>
</tr>
<tr>
<td>Q-12</td>
<td>I have a department mailbox or other form of communication with faculty &amp; graduate students.</td>
<td>10</td>
<td>1</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td>4.91</td>
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<td>Rating</td>
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<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q-13 I have adequate access to my major professor.</td>
<td>9</td>
<td>4.82</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q-14 I am receiving the research and professional development guidance I need.</td>
<td>5</td>
<td>4.50</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q-15 I am satisfied with the professional interaction with my major professor.</td>
<td>9</td>
<td>4.82</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q-16 I am satisfied with the professional interaction with faculty both within the program and at TTU.</td>
<td>7</td>
<td>4.64</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q-17 I am treated as a respected contributor to the research program in which I am involved.</td>
<td>9</td>
<td>4.09</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q-18 I have been given an opportunity to be engaged in significant research for my thesis or dissertation.</td>
<td>5</td>
<td>4.56</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q-19 If I decide to change my major professor, the mechanism for doing so is suitable.</td>
<td>6</td>
<td>4.57</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q-20 I am informed of opportunities for professional development and contacts outside TTU, such as attendance at professional meetings.</td>
<td>4</td>
<td>4.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q-21 Graduate teaching or research assistantship stipends are adequate.</td>
<td>3</td>
<td>3.67</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q-22 The program offers adequate opportunity for its graduate students to gain teaching experience.</td>
<td>3</td>
<td>3.11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q-23 Graduate teaching assistantships, assignments are made equitably, based on established criteria.</td>
<td>4</td>
<td>4.13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q-24 Program policies are clearly defined and readily available to me.</td>
<td>8</td>
<td>4.73</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q-25 Graduate program policies clearly identify petition and appeals procedures available to me.</td>
<td>5</td>
<td>4.20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q-26 There is a well-established mechanism for regular graduate student participation in decisions affecting students, whenever this is appropriate.</td>
<td>5</td>
<td>4.10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
STUDENT COMMENTS:

**What do you consider to be the strengths of this program?**

<table>
<thead>
<tr>
<th>Item</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent faculty.</td>
<td></td>
</tr>
<tr>
<td>One of the strengths is the strong interaction between other</td>
<td></td>
</tr>
<tr>
<td>graduate students and professors. Someone is always available to</td>
<td></td>
</tr>
<tr>
<td>help you when you need help. The classes are very applicable to</td>
<td></td>
</tr>
<tr>
<td>current events and applied very easily.</td>
<td></td>
</tr>
<tr>
<td>Economic fundamentals</td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td></td>
</tr>
<tr>
<td>I would suggest to include a basic microeconomics course (masters</td>
<td>(copied to weaknesses)</td>
</tr>
<tr>
<td>level) for the graduate program in agricultural and applied</td>
<td></td>
</tr>
<tr>
<td>economics.</td>
<td></td>
</tr>
<tr>
<td>The courses that are selected for the program.</td>
<td></td>
</tr>
<tr>
<td>open door policy of faculties / uplifting department environment</td>
<td></td>
</tr>
<tr>
<td>Research methods and diversification.</td>
<td></td>
</tr>
<tr>
<td>Facilities-logistics-Good interaction among faculty, staff and</td>
<td></td>
</tr>
<tr>
<td>students.</td>
<td></td>
</tr>
<tr>
<td>Resources available for students. Interaction faculty-students.</td>
<td></td>
</tr>
</tbody>
</table>

**What do you consider to be the weaknesses of this program?**

<table>
<thead>
<tr>
<th>Item</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>A weakness is the limited availability of professors with certain</td>
<td></td>
</tr>
<tr>
<td>research experience. There might not be a topic that is available.</td>
<td></td>
</tr>
<tr>
<td>The business courses in the BA</td>
<td></td>
</tr>
<tr>
<td>Lack of teaching experience for graduate student</td>
<td></td>
</tr>
<tr>
<td>without having a master level microeconomics course a major</td>
<td></td>
</tr>
<tr>
<td>weakness of this program.</td>
<td></td>
</tr>
<tr>
<td>Some of the faculty for some classes attitudes.</td>
<td></td>
</tr>
<tr>
<td>less networking opportunity with faculties from outside</td>
<td></td>
</tr>
<tr>
<td>Not having the teaching assistantship program</td>
<td></td>
</tr>
<tr>
<td>I would suggest to include a basic microeconomics course (masters</td>
<td>(copied from strengths)</td>
</tr>
<tr>
<td>level) for the graduate program in agricultural and applied</td>
<td></td>
</tr>
<tr>
<td>economics.</td>
<td></td>
</tr>
</tbody>
</table>

**What changes, if any, could be made to improve the quality of this program?**

<table>
<thead>
<tr>
<th>Item</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>I wouldn't change anything.</td>
<td></td>
</tr>
<tr>
<td>Change mgt 5371 to another financial course. Mgt 5371 is a terrible</td>
<td></td>
</tr>
<tr>
<td>class for what I want to do after graduation</td>
<td></td>
</tr>
<tr>
<td>graduate student teaching experience, funding for travel and</td>
<td></td>
</tr>
<tr>
<td>research, and increase stipend evaluate which faculty are effective</td>
<td></td>
</tr>
<tr>
<td>with relating to the students and actually teaching their subject</td>
<td></td>
</tr>
<tr>
<td>not trying to push another agenda onto the students</td>
<td></td>
</tr>
<tr>
<td>Having more funding for teaching assistantship and teaching</td>
<td></td>
</tr>
<tr>
<td>experience.</td>
<td></td>
</tr>
<tr>
<td>Enhance teaching and research using advanced quantitative methods.</td>
<td></td>
</tr>
<tr>
<td>/ Extend the curriculum to include mandatory courses in</td>
<td></td>
</tr>
<tr>
<td>Mathematics and Statistics, and Quantitative methods in the</td>
<td></td>
</tr>
<tr>
<td>Departments of these Specializations.</td>
<td></td>
</tr>
</tbody>
</table>

Agricultural and Applied Economics
I Love this program, and love the faculties because they really care to improve the quality of the program and help the students to succeed.

I do believe that Agricultural Economics is an evolving field in an increasingly globalized and connected world, therefore, our program needs more improvement in terms of use of advanced quantitative techniques, data collection and management and the associated software technologies.