A

other year has passed quickly. My personal highlights included a trip to Washington representing the department as a member of the Council on Food, Agricultural and Resource Economics (C-FARE), which is part of Council on Funding Agricultural Research Missions. I was privileged to present an award on behalf of the organization to Senator Bond for his efforts in funding agricultural research. A second highlight was meeting with U.S. House Representative Kenny Hulshof, one of the department’s alums, who took time to meet with my group personally as we toured Capital Hill. The organization members from other states were dutifully impressed, and I would like to thank Representative Hulshof in this forum for the honor.

Another significant accomplishment was reviving the Missouri reunion at the annual AAEA meetings in Portland this summer. The department was well represented by current members and graduates at the meetings, and the reunion, held jointly with Oklahoma State and Kansas State, was well attended.

Three faculty were honored with named professorships this year. Ron Plain is now the D. Howard Doane Professor, Tony Prato is the H. A. Cowden Professor, and Abner Womack is the Fred V. Heinkel Professor. Please offer them congratulations on these recognitions. The department and college are also proud that one of our students, junior Zach Kinne from North Harrison High, is the new president of the National FFA. He is the first president of that organization from Missouri in more than 70 years. Of course, the Ag Econ department was a natural choice as Zach plans for a career in ag policy, as evidenced by the faculty focus on Wyatt Thompson and FAPRI news. Additional awards and recognitions are listed elsewhere in the newsletter.

My intentions were to recognize all those outside the department who returned to give presentations to students and classes last year. The list on page 8 is quite long and I am sure someone has failed to let me know about one of your contributions. If you have been overlooked, my apologies, but thanks for sharing your insights with our students. Your involvement lets us reinforce the importance after graduation of classroom and other activities during college.

Continued on Page 3
Local Economic Analysis
An Online Course for Understanding Your Local Economy

Many communities in Missouri and around the country are concerned about the economic development of their community. Successful economic development needs a firm grounding in the reality of the local economy.

Unfortunately, many communities are functioning on a set of beliefs about the local economy that are based more on the 1980s, or even the 1970s, than the current economic environment. While the community may not look much different physically, the economy within which it operates has changed substantially. Without a clear view of the current character of their local economy and how it is affected by broader economic trends, community efforts may be misdirected.

“Local Economic Analysis” is an online, 5-week, professional development course. The course is aimed at community members and local professionals with an interest in the economic development of their community. The course teaches some basic theory and specific analysis skills which have direct application to the local community. This course also provides good background for the use of the community decision support tools offered by the Community Policy Analysis Center (CPAC).

A local economy consists of the economic base(s) and the businesses in the community that responds to the demands and needs of local businesses and citizens. Both are important for economic development and local quality of life. The first brings income into the community by selling items produced in the community outside of the community. The latter provides where local businesses can buy supplies and local people can spend their earnings and is the source of the multiplier effect. Students download secondary data from the web and use the skills they are learning to determine which sectors of the local economy provide the economic base of a community and which are responding to the demands of local businesses and citizens.

Course participants also learn how to determine the general causes of growth or decline in the community. Students use secondary data from the web to determine the general sources of growth and decline. This general information can lead to a set of more detailed questions to be asked about the community. This may provide the information needed for a more focused approach to economic development for the community.

Students will also use secondary data to determine if the community is gaining or losing potential retail sales. The numbers are just the beginning to direct students to the types of questions to ask. Throughout the course students are encouraged to talk with community members to gain information that increases understanding of what is behind the numbers and how the community has changed overtime.

The course deepens understanding of how broader factors—state, local, national and international, economic and political—can affect the local economy and the community, depending upon its economic structure. Students submit spreadsheets and papers electronically on a weekly basis. They are evaluated by the instructor to determine if they have learned the appropriate data to use with the tool and have calculated correctly using the tool. Then the students interpret the calculations for the community and write a short analysis. The instructor provides written feedback on the interpretation and helps the student gain new insights into the community.

The final project is a PowerPoint presentation suitable for a public presentation. The presentation showcases the ability of participants to integrate information gleaned from the tools and from readings, prioritize the most important information and use that information to determine some appropriate general directions for community economic development. This course also provides good background for the use of the community decision support tools offered by the Community Policy Analysis Center (CPAC) http://www.cpac.missouri.edu/.

The course is offered winter semesters through MUDirect. http://mudirect.missouri.edu/

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Student Comments

“I am really pleased at how the steps in the evaluation of local economies can be broken down into small, manageable steps. If I had to grasp the whole picture at once, it would be much more difficult. This ‘stuff’ will be valuable to our team.” (Louisiana)

“Now you see what I meant about the assignment being enlightening. I talked to the shoe company headquarters, mine companies and museums. I had an opportunity to chase down rumor and fact. It has been interesting. Since the town knows I am taking this course it has created some interesting side effects. Local businesses now talk in terms of ‘leakage’ etc”. (Missouri)

“I really like the location quotient tool. It is so simple, but can tell you a lot about a region’s industry. I know I will get more use out of it at work.” (Regional Planning Council)

“I get more use out of it at work.” (Missouri Economic Developer)

“I dreamed about multipliers last night—good sign or bad, I’m not sure!” (Missouri)
Economics is ultimately about managing - managing your resources, managing your time, managing your relationships with other people. How can we use economic reasoning to be better managers at school, on the job, and even at home?

Agricultural Economics 3286, “Economics of Managerial Decision Making,” looks at these and other questions. The course begins with a general comparison between markets and firms, focusing on the roles of information, property rights, and incentives.

From there it turns to the nature of the firm and the limits to organization. Afterwards, it looks at a series of problems in management and organizational design: setting the boundaries of the firm, assigning decision rights and responsibilities, using motivation and rewards, evaluating performance, and so on. Many of the examples come from agribusiness, but these problems are common to all organizations.

The course is required for agribusiness management majors and recommended for agricultural economics students as well. Before the course was created (in 2002), students took general management courses in the business school. The Agricultural Economics department decided that students would be better served by a management and organizations class that (a) had a more thorough grounding in economics, and (b) dealt specifically with some of the unique issues facing agribusiness such as intellectual-property management, contractual design, cooperative organization, and the like. Ag Econ 3286 helps prepare students for careers not only in agribusiness, but also successful performance in any type of organization.

The following students took Agricultural Economics 3286 in the Fall 2007 Semester: Krista Bock, Jonathan Cook, Eric Dabney, Donna Drebes, Emily Gay, Stephanie Gurley, Lori Guthals-Waters, Jenna Harden, Zach Kinne, Andrew Kummerfeld, Melanie Lowry, Michael Manson, Raine McCray, Brant Mettler, Mark Meyer, Ryan Murdock, Jenna Myers, Kevin Myers, Ryan Niemeyer, Douglas Oberbeck, Andrew Olaughlin, Matthew Pyle, Brian Robertson, Adam Sachs, Zach Sandner, Joshua Schoff, Stacie Seaman, Ashley Sidwell, Meagan Tennison, Joe Tvrdy, Rebecca Williams, Whitney Wolfe, and Jacob Woolston.

Personal Highlights

Continued From Page 1

We welcome Linda Sowers as an instructor in the department. Linda is teaching the Agricultural Sales class and Business Golf Etiquette, which she describes in this newsletter. Some of you may know her when she served in the CAFNR development office. We are also anticipating the arrival of Fabio Chaddad and Maria Rodriguez Alcala for next semester. Fabio will join us as an assistant professor in the agribusiness area and Maria will work with the undergraduate program.

The department mourns the passing of Herman Workman in May. Herman served the department from 1966 to 1988 in extension and was the program leader when I arrived. Our sympathies to his wife, Julia, and family. We were also stricken that same month by the tragic loss of David Suthoff, a junior Agribusiness student from St. Thomas. David will be fondly remembered by those of us who were privileged to have him as a student. We offer our condolences to his family.

Thanks to those of you who responded to the previous newsletter request to support the Bullock Student Success Center in Mumford Hall. While we surely will not turn down additional funds, this year I have a different request. I would like each of you to send one of your business cards, and any old cards from previous jobs. We will display these in the Student Center as a way to illustrate the many career opportunities available to our current students. Please note your year of graduation on your current card, time employed on any old cards, and maiden name for those of you whose name has changed since graduation. A place of honor will be reserved for the most distant location and earliest year of graduation of the cards received. And if you don’t have a business card, at least send us a report of your current occupation, location, and job title.

You can mail your card(s) to Melinda Poole, 200 Mumford, fax a copy or the requested information to 573-392-3548, or send an email to ageconnewsletter@missouri.edu.
Wyatt Thompson

Wyatt Thompson joined the MU Agricultural Economics department in October 2006. He works with the staff at the Food and Agricultural Policy Research Institute (FAPRI) to study the effects of policies on agricultural commodity markets and enjoys teaching and other responsibilities on campus.

Wyatt is not new to the University of Missouri. After studying at Washington University in St. Louis to earn concurrent B.A. and M.A. degrees in economics, he joined the FAPRI staff as a researcher. Shortly thereafter, he began studies towards his Ph.D. in Agricultural Economics, which he completed in 1998.

Since earning his Ph.D., Wyatt worked for the Organization for Economic Cooperation and Development in Paris, France. There, he contributed to the policy analysis of the Directorate of Agriculture, Food, and Fisheries, delivering analysis to an audience oriented towards contentious international negotiations. While associated with the OECD, he worked as well for 18 months at the Policy Research Institute of the Ministry of Agriculture, Forestry, and Fisheries in Tokyo, Japan. A competitive fellowship from the Japan Society for the Promotion of Sciences partly funded research into the interaction of policies and market volatility at that time.

Wyatt joins the department in a different capacity than before. He works with FAPRI colleagues to develop academic output on the basis of the applied analysis that targets decision makers in government and business that FAPRI already produces. Recent work includes the following topics: the role of biofuel policies in US markets; the WTO negotiations on officially supported export credits; Mexican agricultural policies; and the extent and evolution of decoupling.

Stephen Matthews

Dr. Matthews is a teacher of “law-related” undergraduate courses: Agricultural Law (3257), Environmental Law (4356), and Agribusiness & Biotechnology Law (3256). He provides extension support primarily through publications available at the “Missouri Ag Law Center” web site (aglaw.missouri.edu).

Professor Matthews holds both PhD and JD degrees, and has been on the faculty since 1973. He has served as faculty advisor to several clubs and organizations, including the Ag Econ Club, NAMA (founding advisor), Alpha Zeta, Ag Student Council, and FarmHouse Fraternity. He was an early supporter of international ag travel courses, leading two groups over Christmas break to Latin American countries (1978-1980).

Dr. Matthews has several teaching recognitions, including the Kemper Teaching Award, the AAEA Outstanding Teacher Award, and the College of Agriculture Outstanding Teacher Award.

Professor Matthews enjoys international travel, and has managed to learn a fair amount of Spanish while visiting Colombia. His first trip to Colombia was in 1968 while an ag econ undergraduate, inspired by professor Phil Warnken who taught international ag development and had experience in Colombia.
With the likelihood of a new farm bill coming into play soon, economists at the Food and Agricultural Policy Research Institute (FAPRI) at the University of Missouri have been busy looking at the effect of the many possible outcomes. Lawmakers, farmers, commodity groups, agricultural businesses and consumers want to understand the impact changes in the new bill imply. The economists have been reviewing and reporting on the effects of various aspects of the proposal for at least the last six months.

FAPRI–MU has been providing objective and comprehensive analysis for over 20 years, so for those that desire understanding and clear interpretation of agricultural policy, turn to the models, data and reports produced here. Throughout the region and nationally, knowledge of FAPRI–MU is considered an advantage.

Governments around the world partner with our economists to develop tools and expertise used to understand the impacts of agricultural market developments and policy changes. FAPRI–MU has ongoing projects in cooperation with Ireland, the United Kingdom, South Korea, South Africa and Japan, to name a few. All benefit from high caliber knowledge and methodology FAPRI–MU developed.

Reputable media outlets depend on the expertise at FAPRI–MU for explanations, too. In fact, some of the top news outlets in the country, such as the NBC’s Today Show, the Wall Street Journal, the LA Times, the New York Times, and CNN interviewed the FAPRI economists in the last three months alone. The Associated Press and Reuters wire services frequently contact our experts for stories that are then submitted to many smaller markets. Right here in Missouri, local radio stations are in regular contact with analysts in order to provide the most current, timely information on crop production, harvest and price.

One of the most utilized projects the economists work on is in conjunction with five cooperative universities across the nation. A dynamic model, which incorporates supply and demand components worldwide, is compiled every year. The process starts in October using a series of mathematical modeling processes developed by FAPRI-MU. The end result becomes the latest copy of the US and World Agricultural Outlook, a 500-page publication released in February of each year.

A more detailed national publication, The US Baseline Briefing Book, presents a summary of ten-year baseline projections for US agricultural markets, farm program spending, farm income, and the wide ranging implications of the growth in biofuel production. It contains highlights from the larger publication, but this is the report everyone anxiously awaits because only FAPRI–MU provides stochastic analysis of US agriculture. Meetings with Congressional staff, government agencies, interest groups, and the press are held in Washington DC each spring to announce and distribute the release of this reputable report each spring.

FAPRI–MU experts are respected for continuously providing the most current, thorough and factual analysis. Oftentimes, the outcome is a comparative and analytical report that considers hundreds of scenarios. FAPRI defines the wide array of outcomes for each. The information is normally found in any one of the numerous reports that are published in-house, for a fast turnaround. The publications clearly depict what the real possibilities are when it comes to the future of specific commodities in the nation and the world. FAPRI–MU explains market trends, associated costs and clarifies the impact on consumers. This calendar year FAPRI–MU produced more than 25 of these reports, most of which are available for download at www.fapri.missouri.edu.

By Pamela Donner Coordinator-Publications & Communications, FAPRI-MU
Donald Trump, America’s most outspoken billionaire holds court at his Trump L.A. Golf Course stating, “…if I added the deals I make on my golf course to my (financial) portfolio, then golf would be a much bigger part of my business. I’ve had a lot of fun on my courses and I’ve made a lot of deals on them.”

In 1999, Mike Monson from Ag Economics and Hardeep Bhullar from Parks, Recreation, and Tourism began wondering how they could help students learn the business of “Mastering the Art of the (Golf) Deal,” an actual article which appeared in the “Your Career Matters” section of the Wall Street Journal.

Growing up on a large row crop farm in Iowa his leisure time didn’t include golf lessons. As he matured through his college studies, he found the time and inclination to try his hand at golf. He liked the game, but quickly learned golf is more than hitting the ball down the fairway. He found he had to answer questions like: what are the rules, why do golfers dress a certain way, what does all that jargon mean?

CAFNR graduates often find employment with major companies who do business on the golf course. Dr. Monson felt the students coming from rural backgrounds needed exposure to the social graces and tactical savvy used on the golf course.

Having the inspiration of the Wall Street Journal article coupled with his personal experience, Mike set out to develop a curriculum that would provide CAFNR students with class room and hands on golf information.

Partnering with Dr. Bhullar, a very accomplished golfer himself, they created the Business Golf Etiquette course curriculum. Later in 2001, the pair recruited Linda Sowers as an instructor. As an Ag Econ graduate, former member of the Missouri women’s golf team, and former coach of the University of Tennessee women’s golf team, she contributes technical teaching knowledge. Her previous business background working for DowAgroSciences for over five years and an advertising agency for over two years allowed her many business golf opportunities. She shares her personal stories with the students.

Golf is often the recreation of choice for business outings. Many jobs taken by CAFNR students provide an opportunity, and in some cases a requirement, for interaction with clients on the golf course. Fortune 500 companies sponsor professional golf tournaments, and charity events at the national, regional and local levels.

The article highlighted the growing number of major companies who were sending young executives to “business golf” experts to learn the art of selling themselves and their products on the fairways.

After reading the article, Dr. Monson reflected on his own rural background.

The significance of golf as a business tool has prompted several MBA programs across the country to offer similar courses. These Business schools recognize the key role that proper golf behavior will have in enhancing their graduates’ careers. More than one program is set up especially for women, noting that an inability to participate in business golf may contribute to the “glass ceiling” in corporate job advancement.

There are limited opportunities on campus for CAFNR students to learn appropriate behavior or to acquire some of the basic golf swing fundamentals. MU offers no physical education classes. For some students with a rural or inner-city background, they may not have had the opportunity to swing a club on a golf course. This is considered a skills class that allows students hands on learning.

For both the novice and experienced golf players, the course will help students understand the principles and practices that characterize the complex rules of behavior surrounding business golf. For example, don’t give advice, always carry cash for wagers, and letting the customer (or boss) win the game does not build trust. Students will be expected to become familiar with the basic rules of golf, equipment, and etiquette so that they may appropriately represent their employer. After taking the course, the student will have the etiquette skills to confidently play a round of golf with the most experienced of players and feel comfortable. We do not want them to miss a business opportunity whether networking or closing a sale because they could not join a foursome.

A number of students have returned to campus to say the Business Golf Etiquette class was incredibly useful. Because of the training they received in class they were able to take advantage of various business golf opportunities that helped them get ahead in their careers. And it was fun!!

The course has three sections:

Six in class lectures:
- Golf Etiquette
- Rules of Golf
- Golf Equipment/Proper attire for the course
- Golf games, types of play, and wagering
- Playing host/client
- Making the business pitch

Lab ( held at the A.L. Gustin Golf Range
- Basics of Golf Swing
- The short game
- Golf course maintenance

Play a round of golf with the instructor
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<th>Speaker</th>
<th>Date</th>
<th>Class</th>
<th>Topic Description</th>
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<td>Greg Coffin</td>
<td>Fall 2007</td>
<td>AGEC 4301</td>
<td>Energy Supply Risk Management</td>
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<td>Jack Miller</td>
<td>Fall 2007</td>
<td>AGEC 2223</td>
<td>President, TrueMedia (a media buying company)</td>
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<td>Cathy Atkins</td>
<td>Fall 2007</td>
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<td>Brett Begemann</td>
<td>Spring 2006</td>
<td>AGEC 8001/9001</td>
<td>Economics of science and Technology</td>
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<td>Thomas Koenigsfield</td>
<td>Fall 2007</td>
<td>AGEC 3251</td>
<td>Agricultural Prices</td>
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<td>Jennifer Rolf</td>
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<td>Nathan White</td>
<td>Fall 2007</td>
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<td>Lending Specialist, FCS Financial</td>
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<td>Aaron Baker</td>
<td>Fall 2007</td>
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<td>Chief of Staff, Senator Bill Stouffer</td>
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<td>Nancy Giddens</td>
<td>Fall 2007</td>
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<td>Registered Lobbyist</td>
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<td>Rep Shannon Cooper</td>
<td>Fall 2007</td>
<td>AGEC 4990</td>
<td>120th District Chair of House Rules Committee</td>
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<td>Brian Smith</td>
<td>Fall 2007</td>
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<td>Fall 2007</td>
<td>AGEC 3294</td>
<td>SMS Heifer Program and Value Based Marketing</td>
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<td>Mike Meierotto</td>
<td>Fall 2007</td>
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<td>Fall 2007</td>
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<td>Josh Putnam</td>
<td>Fall 2007</td>
<td>AGEC 4971</td>
<td>Guidance and Accountability in Implementing Financial Plans</td>
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<td>Butch &amp; Patricia Buschette</td>
<td>Spring 2006</td>
<td>Ag Econ 8610</td>
<td>Social Capital, a Stock or Flow in Organizational Emergence</td>
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**Academic Appointments**

Wyatt Thompson, Assistant Professor, Agricultural Economics -- FAPRI

Chris Boessen, Teaching Assistant Professor

Raymond Massey, Extension Professor

Laura McCann, Associate Professor

Ron Plain, D. Howard Doane Professor

Tony Prato, H. A. Cowden Professor

Abner Womack, Fred V. Heinkel Professor

**Awards**


Ron Plain, National FFA, Honorary American Farmer Degree

Harvey S. James, Jr. College of Agriculture, Food and Natural Resources (CAFNR), Faculty Fellow, 2007 - 2008.

Raymond Massey, College of Agriculture, Food and Natural Resources (CAFNR), Faculty Fellow, 2007 - 2008.

**Visitors**

Dr. Il-Young Lee, Associate Professor, Department of International Affairs, Hanshin University, Korea; January 2007 to February 2008. Dr. Lee’s research focuses on vertical coordination of international trade.

Visitors at FAPRI, University of Missouri, from the AGMEMOD Partnership of the European Union:

Darja Regoršek, Post-Graduate student, Biotechnical Faculty, University of Ljubljana, Ljubljana, Slovenia. One month (Aug-Sept) as visiting graduate researcher.

Giulia Listorti, Post-Graduate student, Economics Faculty, Dipartimento di Economia Università Politecnica delle Marche, Ancona, Italy, Three months (June to Sept) as visiting graduate researcher.

Elodie Le Cadre, Post-Graduate student, Rural and resources Economics, Ecole Nationale Supérieure d’Agronomie de Rennes(ENSAR), Rennes, France, Six months (April to Sept) as visiting graduate researcher.

Jun Furuya, Ph.D, Research Economist, Japan International Research Center for Agricultural Sciences, Tsukuba, Japan, one month.

Constantine Iliopoulos, Director Agricultural Economics & Policy Research Institute National Agricultural Research Foundation, Greece, one week.