What are Agricultural Economics Ph.D. Students Learning about Agribusiness Research Methods and Subject Areas?

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presented at the 2002 WCC-72 Meeting in Las Vegas
Ph.D. Interest in Agribusiness

- Number of PhD programs with agribusiness specialization increasing
- Number of Masters programs in agribusiness increasing
- Percent of jobs advertised agribusiness
## Responses from Grad. Coordinators

<table>
<thead>
<tr>
<th>Program</th>
<th>Written Field Exam in Agribusiness?</th>
<th>Estimated Percent of Total Ph.D. Students taking field</th>
<th>Average Number of Courses Taken in College of Business</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cal., Berkeley</td>
<td>-</td>
<td>New Fall 2002</td>
<td>-</td>
</tr>
<tr>
<td>Colorado State</td>
<td>Yes</td>
<td>30</td>
<td>“not usually done”</td>
</tr>
<tr>
<td>Florida</td>
<td>Yes</td>
<td>10 to 15</td>
<td>1</td>
</tr>
<tr>
<td>Georgia</td>
<td>No</td>
<td>20</td>
<td>4</td>
</tr>
<tr>
<td>Illinois</td>
<td>?</td>
<td>10 to 30</td>
<td>Min. of 2, normally 3</td>
</tr>
<tr>
<td>Kansas State</td>
<td>No</td>
<td>20</td>
<td>1 to 2</td>
</tr>
<tr>
<td>Michigan State</td>
<td>Yes</td>
<td>10 to 20</td>
<td>1 to 2</td>
</tr>
<tr>
<td>Missouri</td>
<td>Yes</td>
<td>60</td>
<td>3 to 4</td>
</tr>
<tr>
<td>Nebraska</td>
<td>No</td>
<td>10</td>
<td>4 to 5</td>
</tr>
<tr>
<td>Ohio State</td>
<td>Yes</td>
<td>10</td>
<td>4 to 6</td>
</tr>
<tr>
<td>Purdue</td>
<td>No</td>
<td>33</td>
<td>3</td>
</tr>
<tr>
<td>Texas A&amp;M</td>
<td>Yes</td>
<td>40 to 50</td>
<td>3</td>
</tr>
<tr>
<td>Area of Focus</td>
<td>Approximate # of Positions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td>----------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agribusiness Management and Finance</td>
<td>19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environmental/Resource Economics</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trade and Agricultural (commodity) marketing</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Production/Farm Management</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Policy</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Data

• Informal Surveys
• Graduate Coordinators
  – By telephone and e-mail
• Graduate students and recent grads
  – By a web survey
  – Contacted via e-mail
Survey

- Are you currently a graduate student
- Where were Ph.D. studies
- Areas of specialization
- # of courses in College of Business (excluding Economics)
- Topics/Subjects learned in:
  - AgEcon Courses
  - Other Courses
  - Research
  - Seminars
Results

- 53 Respondents
- 20 Schools
- 11 schools with 1 response
Methods Learned

![Bar chart showing the percentage of students who learned different methods of research and design. The methods include Case Research, Focus Group Research, and Survey Design. The chart compares AgBus and Other categories.]
Methods Learned

![Bar chart showing the percentage of students who learned different methods. The methods include Cluster Analysis, Conjoint Analysis, Factor Analysis, and Multi-dimensional Scaling. The bars are color-coded: AgBus in green and Other in blue.]
Methods Learned

- Corporate Finance
- Financial Theory
- Portfolio Theory
- Other

% of Students

THINK CHANGE
Methods Learned

% of Students

E-Commerce
HRM
International Business

AgBus
Other

THINK CHANGE
Methods Learned

- Org Behavior
- Org Theory
- Strategic Mgt
- System Science

% of Students

- AgBus
- Other

THINK CHANGE
Methods Learned

THINK CHANGE
Figure 8. Percent of 20 Agribusiness Topics Covered, by School
“Conclusions”

- Informal Survey
  - Low numbers for some schools
- Variance among schools
- Management and finance topics covered more than marketing
- Human Resources covered mostly in research
- Case “Research”