
AAE 06005**OCTOBER 2006****GROWING AND MAINTAINING VIABLE STUDENT CHAPTERS OF PROFESSIONAL ORGANIZATIONS: THE CASE OF THE NATIONAL AGRIMARKETING ASSOCIATION****CHERYL J. WACHENHEIM***

SUMMARY

There are 35 accredited student chapters of the National AgriMarketing Association (NAMA) from 24 states and 3 Canadian Provinces which include approximately 1,200 student members. Membership in student NAMA allows students to network with professionals, develop their marketing and communication skills, and develop leadership and team-building skills. Approximately 300 students from 30 student chapters attend the NAMA National Conference and Trade Show. Teams compete in the Student Marketing and Outstanding Student Chapter Competitions, and attend educational sessions and other professional activities. Participation in the student marketing competition requires student teams prepare a marketing plan for a product marketed by or to farmers, and submit a five-page executive summary of the plan to NAMA. Industry professionals judge the written executive summary and the student teams' presentations at the national conference.

In spite of its benefits, offering and participating in student NAMA can be challenging and require considerable resources. The objective of this paper is to explore student – professional chapter interaction, provide a benchmark for professional chapter support, and identify what facilitates and what constrains student chapter success. This was accomplished through a survey of student chapter advisors.

Among the 10 responding schools, 5-year average participation in student NAMA ranged from 8 to 35 students, although number of students attending the national conference and participating in the student competition is relatively consistent between schools, averaging 8 and 7, respectively. Student chapter fundraisers are the most prevalent funding source for student activities, although funding from the college, department, and or university hosting the student chapter is also important. Students at most schools earn academic credit.

Advisors indicated the opportunity and enjoyment of the national conference and professional and career development opportunities to be the most important reasons students participate in student NAMA. The opportunity to network with professionals, they noted to be the most important advantage of student participation, followed by experience in developing/presenting a formal marketing plan. A clear consensus among advisors was that the students themselves make student NAMA successful, in particular the leadership skills of students. They also indicated that students themselves can make student NAMA unsuccessful, particularly when they are not motivated. Other threads of concern include constraint on faculty time, lack of support from the university (financial, student credit hours), and a professional chapter.

To help grow and maintain viable student chapters, professional members and faculty/advisors can take steps to encourage student participation, alleviate constraints, and close the gap between the potential for student NAMA and the reality in their own chapters. Professional members can get to know the students and provide tangible incentives to encourage them to network. They can help faculty recruit students and

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encourage/entice them to be active in the student and the professional NAMA chapters, can provide financial assistance to the student organization, and can help faculty market student NAMA throughout the university. Academic advisors can get to know their professional members, work with them to recruit highly motivated students, and ensure the proper incentives are in place to help maintain student motivation.

INTRODUCTION

The National AgriMarketing Association (NAMA) consists of approximately 3,500 members globally, and includes 25 U.S. chapters and 4 Canadian chapters.¹ It traces its beginnings to the formation of the Chicago Area Agricultural Advertising Association in 1957. This organization began several of the key events that highlight NAMA today, including local meetings, a seminar including educational programs, and awards recognizing advertisements and individuals. New chapters were organized and, in 1968, the first national conference was held. In 1969, the first permanent full-time executive secretary was hired. The purpose Statement of NAMA is as follows: The National Agri-Marketing Association serves the food and fiber industry, focusing on our members' professional development by providing access to solutions and opportunities in agribusiness. Key membership benefits include connections (networking), ideas, recognition, events, professional development, industry news, contacts, leadership experience, mentorship opportunities, and influence.

In 1969, first student chapter of NAMA was formed at California Polytechnic and State University, San Luis Obispo. Today there are 35 accredited student chapters from 24 states and 3 Canadian Provinces which include approximately 1,200 student members. The University of Wisconsin system claims student chapters at three schools (Madison, Platteville, and River Falls). There are student chapters at two schools in California, Iowa, Kansas, Missouri, Pennsylvania, and Texas. Membership in a NAMA student chapter allows students to network with professionals, develop their marketing and communication skills, and develop leadership and team-building skills. Student chapters can participate in local or regional events with their professional chapters, and attend national events such as the Agri-Marketing Conference and Trade Show and the Agribusiness Forum.

Approximately 300 students from 30 student chapters attend the National Conference and Trade Show. In addition to participating in special activities designed for student chapter members, students can attend educational sessions and the Best of NAMA awards ceremony and otherwise network with professional members and with one another. Student chapters also compete in the Student Marketing and Outstanding Student Chapter Competitions and are eligible to receive a number of generous scholarships.

Participating in the student competitions entails work throughout much of the academic year. Students prepare a marketing plan for a product marketed by or to farmers and submit a five-page executive summary of the plan to NAMA. Industry professionals judge the written executive summary, and the student teams' presentations at the national conference. Based on their performance in each, students progress through rounds of competition, with the final four teams competing for the Student Marketing Competition Championship. The Outstanding Student Chapter is selected based on student team activities throughout the year, as based on a portfolio the team submits prior to the national conference. Professional NAMA members also judge the portfolios. The top student chapters are announced at the student awards ceremony.

¹ Information about NAMA and its formation was taken from the official website of the National AgriMarketing Association at <http://www.nama.org>. The website was accessed on September 13, 2006.

North Dakota State University Student NAMA

The North Dakota Student NAMA chapter was initiated by Dr. Cole Gustafson. Students first participated during the 1989–90 academic year. The chapter was advised successively by two other faculty members through the 2001–02 academic year. Dr. Colin Clarke from AdFarm/Flint Communications co-taught the three-credit, two-semester course and advised the team during the 2002-03 academic year and served as sole advisor during the following year. During the 2004-05 academic year, the course was again co-taught by a faculty member and industry professionals (Erin Jarolimek, at the time at Seeds 2000, and Jody Wosick, with Progressive Ag). Although time consuming, industry participation was provided gratis by these professional NAMA members and their firms. It was solicited because faculty teaching appointments within the housing department (Agribusiness and Applied Economics) were being significantly exceeded and student enrollment in the NAMA courses was not large enough to warrant continued teaching assignment to the associated two three-credit courses. Essentially, it was a case of too many outstanding opportunities to teach and mentor students for faculty resources available.

A faculty member volunteered to teach the course and advise the team during the 2005–06 academic year, but student interest was extraordinarily low. Additional recruitment efforts did not generate sufficient student interest, so the course was not offered, and NDSU did not support a team in the national competitions. However, one highly motivated student member from the previous academic year (Mr. Chris Girodat) held a number of informational sessions about student NAMA during spring semester 2006 and recruited five students to attend the national conference in Kansas City. Student government monies requested and secured the previous year made it possible for these students to participate with minimal personal cost. I suspect in large part a result of Mr. Girodat's efforts, 17 students enrolled in the course associated with student NAMA for the fall of 2006 (the 2006–07 academic year).

With a renewed interest in student NAMA by the most important audience, the students, but without a clear plan for facilitating it through efforts of the university and our supporting professional membership, the board of the Northern Prairie NAMA Chapter sat down to make a plan. The objective was clear—maintain a strong student chapter at NDSU. Essentially, the professional members asked how they could contribute to help NDSU reach this objective. The wish list included providing the chapter advisor, continued professional chapter support, and financing for student participation in the national competition. However, we lacked a benchmark on which to judge the “appropriate” level of professional support and did not have a clear understanding of what works and what does not work for other student chapters.

There are 35 accredited student NAMA chapters, many of which appeared to have ties with their local and regional professional chapters. They seemed an obvious resource to provide both a benchmark and ideas. Obtaining these were our objectives. Specifically, we sought to better understand student–professional chapter interaction, provide a benchmark for professional chapter support, and identify what facilitates and what constrains student chapter success. We did this by surveying student chapter advisors.

METHODS

The survey message was sent out via the advisors' list serve for student chapters of the National AgriMarketing Association (NAMA). The email message directed advisors to a web-based survey. The original message was sent in early August and a follow-up reminder message was sent three weeks later.

Out of the current 35 accredited student chapters in the United States and Canada, 10 were represented among the responses. Assuming each accredited chapter has at least one active advisor on the list serve, the response rate was 29%. Our expectation, given what we believed to be an excellent marketing effort for a survey that was focused to a known audience and could be easily completed in 10 minutes, was 100%. Our first lesson from this experience was that the industries that NAMA represents have a lot to teach us about setting expectations. Thanks to the advisors who did respond and to those who meant to do so.

RESULTS

With one exception (Delaware Valley College in Doylestown, Pennsylvania), responding schools had total enrollments of at least 10,000 students (Table 1). The range was from 1,600 to 61,000 students. Most NAMA student chapters are housed in a Department of Agribusiness or Agricultural Economics. Two responding school chapters are housed in a department or departments including business.

Table 1. Responding Academic Units

	School	Enrollment	Supporting Academic Unit(s) [Departments unless specified]	Unit Enrollment
1	Arizona State University	61,000	Morrison School and Management and Agribusiness	300
2	Delaware Valley College	1,600	Agribusiness	40
3	Michigan State University	45,000	Agricultural Economics	316
4	Mississippi State University	17,000	Agricultural Economics	200
5	North Carolina A&T State University	10,000	Agribusiness and Applied Economics and Agriscience Education	100
6	North Carolina State University	28,500	Agriculture and Resource Economics	225
7	North Dakota State University	12,000	Agribusiness and Applied Economics	180
8	University of Saskatchewan	20,000	Colleges of Agriculture and Bioresources, and Commerce	1,600
9	University of Tennessee	25,000	Agricultural Economics	70
10	University of Wisconsin - Platteville	20,000	Agribusiness	125

* Unit and school enrollment numbers are estimates from advisor respondents.

Student Chapter Participation

Five-year average participation in student NAMA ranged from 8 to 35, although number of students attending the national conference and participating in the student competition is relatively consistent between schools (Table 2). Attending number of students ranged from 3 to 10.

Table 2. Participation in Student NAMA, number of students*

School	Spring 06	5-Year Average	Attend National Conference	Actively Participate in Competition
Arizona State University	10	10 - 20	5 - 6	5 - 6
Delaware Valley College	20	20	10	10
Michigan State University	35	25 - 35	10 - 15	5
Mississippi State University	20	15	10	8
North Carolina A&T State University	10	>10	3	0
North Carolina State University	35	35	6	6
North Dakota State University	0	8	8	6
University of Saskatchewan	30	30	8	12
University of Tennessee	9	15	10	10
University of Wisconsin - Platteville	20 – 25	20 – 25	8	8
Average	19	20	8	7
Median	20	17.5	8	7

* In two cases, when advisors indicated more than one response, e.g., those that pay dues and those that actively participate, the greater was used. Michigan State University indicated that only approximately 25 members paid dues in the spring semester of 2006, and that the number of students attending the national conference has decreased from the average during the last two years. The University of Wisconsin–Platteville indicated that only 8–10 members are active in student NAMA this semester, although 20–25 pay dues.

Funding

Student chapter fundraisers are the most prevalent funding sources for student activities (including the trip) with seven responding schools indicating this as one of the top three funding contributors (Table 3). The range was 10% to 75% of the total chapter funding raised by student club fundraising activities. Funding from the college, department, and/or university (including student government contributions) is also important for seven schools. Of the seven, the percentage range of funding from an academic unit or student government ranged from 40% to 90%. Four of the professional chapters' contributions are included in the top three funding resources for responding schools with a range in funding provided from 15% to 30%. One school relies on an external donor to cover one-quarter of student activity funds. One school relies on the NAMA NBEF raffle ticket sales for 10% of their funds, and two schools indicate student contributions are in the top three funding sources.

Of 10 responding schools, 3 do not charge students a fee. Students from one of these schools did pay \$200 in 2003 when the conference was in San Diego. Students pay a fee at 7 responding schools. Five schools have dues (\$10, \$25, \$40, \$100, and \$150 annually). One school has \$20 dues and students pay \$200-300 towards the trip. Another has students purchase their own plane tickets, which also acts to reduce chapter liability in the event of a student cancellation.

Table 3. Funding for Student NAMA Chapters

Average number of students participating in the competition	Funding Sources (percentage or included among top three funding sources)							
	Department/College	University and/or student government	Professional chapter	External donor	Firms	Fundraisers	NBEF ticket sales	Students
5.5	90					10		
6	40					40	10	10
10	55		20	25				
10		40	30			30		
8	15	40			30			
3								
8		1 st	3 rd			2 nd		
10			15		10	75		
8					< 5	35		45
12.5	5				30	35		

Course Structure

Of ten responding schools, NAMA is not part of a formal course for three. Students at seven schools earn between one and six semester credits annually. One school allows one credit per year, and students can accumulate up to three NAMA credits over their academic career. One school offers one credit in the fall and two in the spring. One school offers three credits in the spring and another offers three credits in the fall. The latter intends to propose another three credits as independent study in the spring. The final school offers a three-credit class in the fall and three credits of independent study in the spring.

Student Motivation

Advisors were queried on their thoughts about why students participate in student NAMA. The most common responses related to the opportunity and enjoyment of the national conference (with 70% of advisors indicating such), followed closely by professional and career development opportunities (60% mentioned) (Table 4). Other responses were categorized as indicated. The question was open-ended and asked only for the advisor’s top two reasons.

Table 4. Why Students Participate

• Fun (of the trip); opportunity to travel; participating in the national conference	7 mentions
• Professional/career development; employment opportunities; resume builder	6 mentions
• Professional interaction; networking	2 mentions
• Experience presenting a formal marketing plan	2 mentions
• “Real world” experience	2 mentions
• Experience creating a marketing plan	1 mention
• Interaction with peers	1 mention

Benefits of Student NAMA

Advisors were asked to share the top two benefits of student NAMA for students. The opportunity to network with professionals was mentioned most frequently and by seven schools. Next, with three mentions, was experience in developing/presenting a formal marketing plan. Career opportunities and builds confidence each received two mentions. The following received one mention each:

- Learning the art and science of marketing experientially
- Opportunity to put many concepts together
- Public speaking; presentation skills
- Develop teamwork skills
- Resume booster
- Opportunity to experience an international event
- The package - like running a small business

Mission Statement for Student NAMA

Advisors were asked to write a brief mission statement for student NAMA. Three advisors did so.

- An organization devoted to the education of students interested in agribusiness, particularly including the fields of management, economics, finance, marketing/selling, law, and policy.
- Provide opportunities for students interested in the agrimarketing profession to develop skills and contacts with NAMA professionals.
- Develop skills, experience, and a network to help students excel in their professional careers.

Profession Student Chapter Interaction

Nine advisors described the activities of their professional chapter and the interaction between the student and professional chapters. One student chapter did not have a local professional chapter. Table 5 presents advisors’ statements (paraphrased in some cases) regarding professional chapter activities and the relationship between the student and professional NAMA chapters. They are approximately listed from most to least interaction. Advisors of responding student chapters value the interaction between the students and professionals and the financial and other contributions of professional chapters. The school without a local chapter indicated this to be a constraint.

Table 5. Relationship between Student and Professional Chapters

Professional Chapter Activities	Relationship Between Student and Professional Chapters
Quarterly meetings	Professional members have co-taught the class the past three years. They visit to judge in-class presentations, provide financial support, and provide opportunities for fundraising.
Monthly meetings	Three to nine students attend professional meetings at a steeply discounted rate of \$10. Relationship is key for student chapter viability because of student-professional interaction.
Monthly meetings	Professional chapter contributes \$500 to student chapter, invites students to professional meetings, and holds a practice session for the student team
Monthly meetings; students present marketing plan at one	Local NAMA professionals attend campus-based NAMA student activities and provide insight into agrimarketing professions. They sponsor a meeting where students practice presentation.
Quarterly meetings	Professional chapter is small, but very supportive. They actively aid student chapter including listening and attending meetings.
Monthly meetings	Accessible for assistance in any project activity. Student club president is on the board of the professional chapter.
Bi-annual meetings and a conference call annually	Minimal interaction, but professional chapter provides 30% of club funding for conference.
Bi-annual meetings	Student chapter usually does not attend because of distance. Professional chapter allocates money to be divided between three university chapters.

Success of Student Chapter NAMA

Advisors were asked what makes student NAMA successful and unsuccessful. Their responses are indicated in bullet form below. As is true throughout the survey, the responses elicited were top of mind answers.² The clear consensus is that the students themselves make student NAMA successful, in particular the leadership skills of students and student-leaders. One advisor indicated the time contribution of advisors to be important, one noted networking opportunities and implied that students need to better take advantage of them, and one noted excitement for the national conference.

² As most questions were open-ended, the responses are naturally “top of mind.” I personally completed the survey on behalf of North Dakota State University. If I had taken the opportunity to preview the responses before I took the survey, I assuredly would have indicated some different responses! (i.e., I agreed with many of the responses but simply had not thought of them). It was my brother, who is in the profession of market research, who once explained the difference between a top-of-mind response and one that would be elicited if the respondent had more information (e.g., from an aided question). I never forgot the lesson so I will share it with you. When asked about the most important input into a car’s operation folks will provide responses such as regular maintenance and engine size. Few if any will mention fuel, which will usually be the top response if you include this choice in an aided-survey instrument.

Advisors also indicated that students themselves can make student NAMA unsuccessful, particularly when they are not motivated. Other threads of concern are the constraint of faculty time, lack of support from the university (financial, student credit hours), and a professional chapter. This suggests a great opportunity for professional members to mentor, not only students, but academics and administrators in the role of student NAMA in developing students.

What makes student NAMA successful?

- Amount of time advisors are able to spend; unfortunately it seems to be getting less each year.
- Quality of the students; Quality of competition leaders; Help from company whose product we are presenting.
- Good officer team is number one. Don't waste student's time with meetings that are not productive.
- The student leaders.
- Motivated students.
- Twice a month meetings with a program or speaker every time (program and speakers selected by chapter officers and program Vice President). Each spring, principles of marketing class offers extra credit to any class members that attend an Agribusiness/NAMA Club meeting.
- Networking opportunities for students are enormous. Unfortunately, not all students appreciate the value of this.
- Excitement generated by participating in the national marketing plan competition.

What makes student NAMA unsuccessful?

- Demands on student's time.
- Unmotivated students; lack of attention to timelines.
- Unmotivated students; we need to work to get them to understand the benefits of NAMA.
- Advisors that don't participate can break some chapters if the officer team is not strong either.
- Tons of faculty time.
- Three things:
 - Not part of course, no credit for the amount of effort.
 - Advisors/coaches that were never trained and have little to no experience in branded marketing.
 - Lack of access to professionals given our geographic location in the state.
- Lack of financial support from the University for travel. We used to get from \$1,000 to \$3,000 per year and now we get none because they don't recognize it as enough of a competition!
- Student competition is always held when final exams are scheduled at our school making it difficult for students to participate.
- Lack of professional chapter in the state.
- The national marketing plan competition judges are faced with huge challenges trying to evaluate very diverse products developed by the student NAMA team. Suggest that NAMA simply identify a product or product line that would provide a more narrow focus and allow judges to assess the merits of the marketing plan and not of the product.

CONCLUSIONS

It deserves repeating that the National Agri-Marketing Association serves the food and fiber industry, focusing on our members' professional development by providing access to solutions and opportunities in agribusiness. As the name implies, the organization is focused on marketing. Perhaps nothing should be easier to market than active participation of students in student NAMA. It is of great value to most:

students, their supporting academic units, local and regional NAMA chapters, national NAMA, and individual professional members and firms as employers of these students. If this inherent value is real, but the students and resources are not well-dedicated to student NAMA, we should turn to marketing, the focus of our organization, to help grow and maintain viable student chapters.

There are lots of opportunities as a result of membership in student NAMA. On the constraint side, advisors indicated that students themselves can make student NAMA unsuccessful, particularly when they are not motivated. Other threads of concern are the amount of required faculty time, lack of support from the university (financial, student credit hours), and a professional chapter; Essentially, that there are not adequate resources allocated to student NAMA and students may not be appropriately prioritizing their participation in student NAMA. This suggests there exists a great opportunity for professional members to educate, not only students, but academics and administrators about the value of student NAMA.

What did we specifically learn from the chapter advisors that will help (motivate) us to market student NAMA?

- Our target audience is broad. The value of student NAMA needs to be marketed to students, faculty-advisors, academic administrators, and professionals.
- Academic advisors value student NAMA and consider professional chapter interaction and support to be vital.
- Faculty-advisors believe networking to be a key component of student NAMA, but that students do not take full advantage of the opportunities for interaction with professionals and other students.
- Student leadership and motivation are vital to the success of the student chapter.
- Financing student chapter activities is a consuming task, and there is considerable variety in the means by which chapters raise funds. The playing field is by no means level. Benchmarking makes that clear. However, students that spend a considerable amount of time and effort in raising funds may be gaining many other benefits (e.g., networking opportunities; opportunity to develop, implement, and see the success of creative efforts; more opportunities to market themselves and their organization).
- Resources are scarce and therefore their employment must be motivated and rewarded. Faculty, students, administrators, and professional members need to be sold on the value of student NAMA in a context that is important to them. NAMA is all about marketing. Identifying “the how” of selling the value of student NAMA to a finite set of well-identified market segments seems a reasonable task for NAMA members to undertake.

Professional members and faculty/advisors can take steps to encourage student participation, alleviate constraints, and close the gap between the potential for student NAMA and the reality in their own chapters. We offer some ideas resulting from the experience of our responding academic advisors.

Professional Members – What you can do!

You are the marketing professionals and those most familiar with the value of NAMA and student NAMA. Most of these suggestions mirror techniques you use to gain, maintain, and thrill your clients.

- Get to know the students; make it easy for them to approach you. Provide tangible incentives to entice students to network. Students are not naturally good at it, and professional networking opportunities at the annual conference often put them far outside their comfort zone.
- Help faculty recruit students and encourage/entice them to be active in the student and the professional NAMA chapters. The value of the experience is not going to be enough for most students—it is sometimes difficult for them to actualize what they are hearing about the “value of student NAMA.” Show them through your participation and mentorship. Let them know you care they are participating and that you and your firm value their efforts and experiences.
- Help the students finance their activities, particularly their expenses to the annual conference. Although they receive a steep discount on the cost of the conference and have been known to sleep five or more to a room, it can be an insurmountable expense for many students. You can help them by marketing the organization, and particularly the value of the student chapter to (other) professionals and to academic administrators. A simple letter to the Dean(s) of the supporting college(s) and the Chairman of the supporting department can do wonders. Write the president of the university explaining how important student NAMA is to you, your firm, the community, the profession, the students and the university. Make sure they know it is important to you as a local, state, or regional businessman and business that they help financially support this organization.
- Reward the students for participation with tangibles (financially, with recognition or awards, or otherwise). Also consider lobbying academic administrators to ensure students get the credit they need. Helping faculty advisors recruit students by helping arm them with tangible offerings will help grow and maintain student membership. The value of student NAMA is considerable, but the cost to students in time is also large. Help shift the balance.
- Make certain your firms know the benefits of your participation with student NAMA so you get credit for your efforts. Take care of yourself in this venture so you can help the students and the faculty succeed.

Academic Advisors – What you can do!

- Know your professional members. They can and will help you, even if they are not in close proximity. Make sure their bosses know the value of their employees’ participation for the students and the university and especially for their firm.
- Recruit students. The best salesmen for student NAMA are likely current and previous student NAMA members (these are the students’ peers). Advisors believe the fun and experience of the professional annual conference to be an important draw. Consider bringing a non-participating student with considerable leadership potential and in his or her freshmen or sophomore year to the annual conference.

- Recruit **good** students. Like any group, you will have a mixture of personalities, motivation levels, skills, and so on. Most faculty agreed that students and their leadership and motivation are what make student NAMA successful and unsuccessful.
- Reward the students for participation with tangibles (including academic credit; visible recognition or awards). Academic credit for what can be a very time-consuming curricular (or co-curricular if no credit is offered) activity ranges from none to six credits per academic year. Work to ensure credit is available if it is likely to be an important draw for student members.
- Gain a strong reputation by meeting and exceeding student expectations. The best way to help ensure NAMA meets student expectations is make sure they know what those expectations are up front.
- Have a mission statement. Of our ten respondents, only three provided mission statements. Most of you, particularly those of you providing academic credit, have written objectives. Make sure students and everyone else know exactly what you hope to achieve with their participation. Student chapter goals are due in December of each year. Take this exercise as a serious activity by which you can define your mission.
- Encourage (better yet, require) students to network with professional members. Have your students sit no more than two chapter members to any one table at events; create “graded activities” for them that require professional-member interaction.
- Make sure your academic chain of command knows the value of student NAMA and the commitment that you do and must put forward to help achieve this value. You need to get credit for serving as an advisor. Be certain your administrator recognizes the value of your success to the academic unit. A success by you is a feather in his cap. Help him define “success.” You do not need to advise a student team that placed in the outstanding chapter or marketing plan competitions. Having a team that actively participates and meets many of their objectives and gains exposure among local, regional, and national firms and professionals is success. Suggest to a couple professional members that it would be nice that your boss hears that it was nice to have student representatives from your school.

These suggestions are the result of the ten responses from NAMA student team advisors. Although one can retroactively hope for more responses, we are blessed with a wealth of information provided as advisors, academic units, and professional chapters strive to improve student NAMA or simply “make it work.” Thanks for participating, regardless of how you do so! You folks are great. I was happy to have the opportunity to serve with you!

EPILOGUE

Dr. Cheryl DeVuyst, a tenured-associate professor volunteered to add NAMA to her teaching schedule as some of her other teaching responsibilities were reallocated. We anticipate great results from the NDSU student chapter team in Dallas in 2007 — watch for us there!

CONTACT INFORMATION

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