

AGEC 296

360° Agribusiness Industry View

Instructors:

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Office Hours:

By appointment

Course Description:

The course introduces freshman to food and agricultural businesses through conversations with professionals in food and agribusiness firms. The firms represent the full diversity of sectors and functions in the food value chain. Students will learn roles and responsibilities of professionals, leaders, consumers and producers in food and agricultural business.

The purpose of the class centers on the education of the value chain through agriculture, and a foreseen complement of the class is great networking, especially for these freshmen, but even for the companies. This introduction of the value chain will be done by engaging ~60 companies from all sectors of agriculture. This would give the students a solid foundation for the rest of their academic career as the students interact with personnel and view facilities of genetics and seedstock, input suppliers, services, producers, merchandisers, processors, wholesalers and retailers.

The structure of the class will be rotational: in the class one week and in the field the following week. The class will split up into four groups of no more than 7 students and each group will go to a different company for an educational field trip to view physical facilities. The week after a field trip, the Monday class period will consist of groups presenting information from each of the four different tours to learn about companies through peer students. The Wednesday class period will have presentations of representatives from three companies with a class debrief of all information from all seven companies presented that week.

Credit and Class Meeting Time:

Students receive 3 hours of credit and the course will meet on Monday afternoons 3:30-4:20 & Wednesday afternoons from 2:30-4:20. When class meets for student presentations, the class will be in BRNG 1230. When class meets for company presentations, the class will be in KRAN 758. When class meets for lecture with companies, the class will be in KRAN 661. Every other Wednesday will be in the field touring companies; we will meet in the KRAN lobby to board the vans in the back lot.

The travel time built on your schedule will be used for class only the weeks we tour company facilities. The other weeks it will be used for Learning Community meeting time to plan activities.

This course involves several field studies, which may extend beyond the scheduled class time. Students should not have additional class commitments after 5:20 as field studies may return later than 5:20. The goal and intention will always be to arrive back to campus by 5:20, but traffic, industry presentations or distance may prohibit this. Anyone with requirements on campus at 5:30 must notify [Ryan](#) before noon on Monday the week of the trip to be accommodated in case of late arrival. This communication prior to class might excuse students from the class, but work will be required to make it up. No communication or late notice will not excuse students from class.

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Prerequisite:

None.

Purpose:

This course offers an opportunity for freshmen students to learn about the wide range of firms in the agricultural industry. From industry tours to classroom presentations, students will interact with industry professionals each week during the fall semester. The course will provide students with the unique opportunity to experience how the concepts learned in their undergraduate program are effectively implemented in real world situations.

After completing this course, students will be able to:

- 1) Identify roles and responsibilities of employees in the agribusiness value chain and list attractive future internship and career prospects;
- 2) Describe the food and agribusiness value chain by naming key players in the industry and identifying linkages among the players;
- 3) Demonstrate operational leadership by industriously contributing to a team through presenting information of personal experience to educate peers;
- 4) Analyze and interpret the financial statements of a food and agribusiness firm using the DuPont Profitability Linkage Model;
- 5) Assess the performance of the food and agribusiness value chain using economic and business analysis of data;
- 6) Present a critical assessment of a food or agribusiness firm's operating and financial performance using tools such as SWOT and PEST.

Weekly objectives include:

- 7) List all major and local players in the sector, specifically competitors of the companies presented;
- 8) Prepare for conversations with industry representatives and University faculty to build a valuable, functioning network;
- 9) Implement current events to interactions with agribusiness personnel by diagnosing trends, similarities, differences, etc.
- 10) Classify information into SWOT / PEST categories to explain the state of the business' & sector's present and future;
- 11) Choose which company to invest in either time (job), money (stock), or consumer utility (products) based on ennobel, financial and operational performance;
- 12) Formulate high-level questions to demonstrate critical thinking by putting elements together to form accurate, coherent and functional conversations.

Course Policies:**Instructors' commitment:**

You can expect your instructors to be courteous, punctual, well-organized, and prepared for class and other activities; to answer questions clearly; to be available for office hour appointments; to provide a suitable guest instructor when they are traveling; and to grade uniformly and consistently according to the posted guidelines.

Consulting with instructors:

We strongly encourage students to ask academic or personal questions with either of the course instructors during office hour appointments arranged by email. Students are expected to read the

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syllabus/Blackboard, know the syllabus/Blackboard and refer to the syllabus/Blackboard before asking questions. When there are questions, email these people for the following questions:

[Keaton](#): assignments, GroupMe, difficulties with group members or checking what you want to ask company representatives.

[Ryan](#): time conflicts, Blackboard issues, preferences, optional experiences and general questions.

[Mike](#): reading assignments, quizzes, dress code, participation or holding instructors accountable.

All email communication should have the subject line starting with AGECE 296 - ... where the dots are what the summary topic of the text body below that you are sending. This subject is an example: "AGECE 296 – Company & Book Preferences." Emails without this subject line are not likely to be responded to as quickly because of Outlook folder filters. After the first month of class, emails not starting with AGECE 296 – will not receive a response.

Teamwork:

This course will involve the preparation of many short presentations in different teams each week. Students are expected to be productive team members by contributing to documentation of their experience, compilation of information, preparation for the class presentation and conducting the presentation. There is an expectation that students will work effectively in investigative teams and carry out meaningful performance assessments of individual team members. Peer reviews will keep students accountable to be neither a free-rider nor controlling. These peer reviews will be part of the figuring of participation grade. Though only three students will present each week, the entire group is expected to help prepare the presentations. Students that aren't presenting will receive the same grade for the week that the students presenting get – a uniform grade for the entire team.

Peer Reviews:

Students will give feedback to the instructors on the level of quality participation each teammate gave in the process of gathering, compiling and organizing the presentation information into a PowerPoint presentation. The Peer Reviews are collected the day of presentations.

Field Study Tours:

Before the third class, students will be able to give their preference of which companies they tour. This is not required, but if preferences are not given, students will be placed in tour groups by the instructors. Travel time will not be wasted. Laptops will be a necessity for this class, especially for travel time. Students will use travel time to the agribusiness as preparation to ask representatives questions and go over material as a group. Travel time on the way back to campus will be used to reflect on the experience at the agribusiness. This time can and should be used to start presentations.

Calculation of course grade:

Weights used to assign a grade for the class will be as follows:

Class Participation, Peer Review & LC Involvement	20%
Weekly Reflection, Homework & Quizzes	20%
Job Prospects Assessment	20%
Firm Assessment Presentations	20%
Final Project	20%

The course grades will be determined as follows:

≥97	93 - 96.9	91 - 92.9	86 - 90.9	81 - 85.9	77 - 80.9	73 - 76.9	69 - 72.9	67 - 68.9	<67
A+	A	A- or B+	B	B- or C+	C	C- or D+	D	D-	F

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If you fall into one of the “gray areas” (A- or B+, B- or C+, C- or D+), your grade will be determined by whether your performance has improved or remained constant (student receives the higher grade) or gotten worse, especially on the final paper (student receives lower grade).

Note: *We do not curve grades in this course.* It is possible for everyone in the class to get an A (or F). Your performance depends only on how you do, not on how everyone else in the class does. Therefore, it is in your best interest to help your classmates within the limits of the academic integrity policy. **Students wishing to pass this course** are required to fill out a Student Autobiography by the 2nd week so instructors can get to know the students.

Purdue Honor Pledge

Purdue’s Honor Pledge states: “As a Boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together - we are Purdue.” [Purdue’s Honor Pledge](#).

Class and Field Study Participation:

This course is highly dependent upon the student’s full engagement and participation. The quality of your experience will depend upon the extent to which you challenge yourself to prepare and to make the most of the opportunities to interact with our faculty, guest speakers, and field study hosts.

Students are expected to be prepared, ask questions, and interact in this class. When on field studies, it is critical that you represent yourself and Purdue University in a positive, polite and professional manner, follow directions, and learn from the experience. For these reasons 20 percent of your final grade will be participation. By preparing, attending, and participating in class it is easy to ensure that you receive a high score for these points. Bereavement or military leave are excused absences.

Each day you have opportunities to **participate well**. Some examples include: asking insightful questions, abiding by dress code, being attentive, taking notes, paying attention to others questions to build off of them, and talking to reps during break or after class.

Each day you also have opportunities to **participate poorly**. Some examples include: not in business casual, wearing headphones, not taking notes, not paying attention to speakers – distracted or distracting others, asking basic questions that don’t tie in information shared or gathered before class, asking completely unrelatable questions or not asking questions at all.

At the end of each day, you will be given a plus (+) for good participation, minus (-) for poor participation or zero (0) for no good or poor participation or absent from class. Yes, a zero is better than a minus but not near as good as a plus. At the end of the semester, we will add up your pluses, minuses and zeroes to determine your participation as a whole for the semester.

This means ask meaningful questions that you REALLY want to know, then let your classmates ask their questions that they REALLY want to know. There are 28 students and typically 7 presentations in class each week (4 from students and 3 from representatives) meaning there will be an average of 4 questions per speaker. The company reps will be presenting for ~30 minutes with ~15 minutes for questions. This leaves plenty of time to ask quality, in-depth questions for the company reps to elaborate.

Students are expected to attend class in business casual attire or better (unless tours dictate otherwise). All tours are expected to be closed-toe and long pants in addition to business casual. For female students, business casual may include dresses and skirts in the classroom. Your attire shouldn’t be too low on the top or too high on the bottom. If you question whether you are past the limit, it probably will not be appropriate. Be conservative in your dress; these are potential

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employers; treat them that way! No student is allowed to participate in field study/class wearing pajamas, shorts, flip-flops, shorts, running gear, hats or inappropriately revealing clothing. Companies that we tour have strict dress codes: **NO** open toe shoes, shorts nor capris, jewelry, candy/gum.

A key part of class participation will be leading a discussion of current events at the beginning of each class period. Active participation in the discussion will be impossible without following the news. Active participation will be heavily rewarded for current event discussions.

Introducing Speakers:

Every class period has a student introduce each guest speaker AND concludes the presentation by thanking the speaker for their time and insight presenting them with a mug. Introductions are brief – lasting no more than one minute. The student doing the introduction should give biographical information. There are 28 companies visiting the classroom and 28 students in the class; please sign up during the first class for the speaker you would like to introduce. Dress for introductory speakers is **business professional** and are responsible for sending a thank you card on behalf of the class.

Learning Community Activities:

Students are required to attend 5 of the 10 Learning Community activities throughout the fall semester. Potential activities include: Exploration Acres, Career Fair preparation, Purdue volleyball game, Service Learning projects, Periodic lunches department personnel, Game Night, Pizza night, Integrating Your Strengths, Feast of the Hunters' Moon, and Boiler Challenge ropes course.

Given Materials:

The Company Questionnaire is a guide for notetaking to aid in organizing notes. It is NOT an assignment. Questionnaires can be downloaded from Blackboard. It is recommended that students use one per company to separate information between the companies. This is not required to used, but designed and given to be helpful, especially when looking up the company in the news for prep-work before class, and used in class as well. This will help keep track of info for PEST/SWOT.

Similar to above, the PEST/SWOT sheet is a guide to help you organize your analysis of PEST/SWOT. This resource is given to help you organize questions to ask company representatives. It is NOT an assignment. There are good links to help learn PEST, SWOT and DuPont in the **Schedule spreadsheet**; check them out! Do not ask questions straight from questionnaire or PEST/SWOT.

The Schedule spreadsheet is the most important resource. It has to speaker order & dates, along with the links to Job Prospects & annual reports to report the company's (or related company if private) DuPont. Examples of Job Prospects are posted. The Company Analysis document is quick notes on PEST, SWOT, DuPont and Porter's 5 Forces. The document is not comprehensive, but a tool to help use the analyses comprised into one small resource. This document will be referenced frequently.

Rubrics for Job Prospects, Presentations and the Final Project are provided to show how these assignments are graded to the rubric. More information is given on how to introduce speakers and what is required of that assignment. The first class period's PowerPoint will be posted to Blackboard. Presentations for Character, Communication, and Indispensable Qualities of a Leader are given to supplement the laminated handouts. Terminology is given for terms that companies indicated would be important to know prior to their discussions with class – read & review often.

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Weekly Reflection:

Reflections are meant to be to the point, but are to be used to help cement lessons that are learned during the lectures and field studies. They are also designed to help identify areas where students aim to learn more in the future. These **reflections will be submitted on Blackboard**, expected to be professionally written, and due by midnight Saturday after the classes you are reflecting on. Each week students will answer the question, “What does the new knowledge acquired this week mean for your professional development?” The other questions will be randomized.

Homework and Quizzes:

If the instructors feel that students have not prepared for the class discussion on the companies, they may at any time ask for the preparation work to be turned in as credit for homework, which is not limited to only prepared questions. There is a syllabus quiz on the second day of class. There will be four DuPont quizzes throughout the semester. Every day there will be current event discussions; it is the students’ responsibility to search the news for current event topics; topics discussed get credit.

Job Prospects Assessment:

Every Monday at the beginning of class, students will turn in this assignment as they will have evaluated a job prospect for each company on the schedule that week. The assignments will ask students to identify a role in each firm and discuss responsibilities of employees in that role. For private companies that do not have careers posted online, research/brainstorm positions that the firm would have in their company and look up the positions on [AgCareers](#), [AgExplorer](#), [GlassDoor](#) or [Hoovers](#). Download and print the Job Prospect document on Blackboard. **Handwrite in pen/pencil** on a different sheet for each company (stapled) to turn in at the beginning of each class. The assessments due at the beginning of each class period for **all** of the companies presenting that day. Students will investigate classes and organizations that would help them prepare for each role. For all Job Prospects, students should try their best to report on roles they have interest in, if possible.

Firm Assessment:

Students will present thrice during the semester a full analysis of one of the firms considered. Students will present in groups of three. Email presentations to [Ryan](#) by noon Monday. A 5 point deduction is given if the presentation is received late. Send presentations (and ALL other documents shared electronically) as an attachment via email as a .pptx file (.docx/.xlsx) – not GoogleDoc.

Students should recount what they did/saw/heard on the visit – TELL THE STORY, do not read the list of what we are looking for; cover it naturally through your story! Incorporate into presentations: company name, name of representatives and their positions, the company’s function(s), the sector of agriculture the company is in, company demographics, personnel demographics, DuPont Profitability Linkage, customers & competitors of the company, challenges & opportunities of managing an agribusiness, a visual tour of the business, PEST, SWOT and Porter analyses, and what fascinated you on the tour. As presenters, you will be graded on your ability to answer questions and professionalism in your attire, language, tone, volume, flow, PowerPoints, handouts, gifts, videos, and pictures. ALL students in the group will receive the same score whether they present or not because each student is responsible for the material and preparation of the presentation.

Final Project:

The Monday before Thanksgiving, students will submit the company they will contact for an informational interview. The company must be an agribusiness not listed on the last page as a company that we plan to meet with this semester, nor can the company be the same as another

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student: first come; first serve. The instructors must approve the company. Each student will be responsible for contacting a company representative to fill out the Company Questionnaire, PEST, SWOT and DuPont will be gathered. Each student's goal is to gather all the information company representatives give in their dialogs, whether they are hosting the class or visiting the classroom.

Networking Event:

Company representatives contacted for the final project will be invited to campus for a networking event. The students are required to attend. There will be a buffet provided for the banquet. Students will be selected to present how they have been impacted by taking this course. The attire for this event is business professional. Previous years' class members will be invited to join and some will give presentations on how the course influenced them through their college experience.

Optional Experiences / Extra Credit Opportunities:

The first opportunity is a field study visit to Farm Oaks Farms the last day of Fall Break. [Fair Oaks](#) is a dynamite add to our class; truly a visit like you won't get anywhere else! This would not have added if it was not going to be anything less than an exceptional experience, though it is on your own time and wallet. \$20 is a great value and worth the students' money for the transportation, tours and lunch. The second optional experience is watching the either [Enron](#) or [The Informant](#) at Dr. Gunderson's house the Monday night before Thanksgiving. Extra credit can also be earned by attending events such as Book Harmon Series, Snyder Lecture, Distinguished Ag Alumni Reception, Rising Professionals' Campus Wide Panel, Old Masters' Evening with an Old Master and additional Learning Community activities. Ask Ryan for details on how what to do for the extra credit.

Computer Use:

Computers are allowed for taking notes only. If/when they become a distraction for one student, no computers will be allowed for taking notes in the class. Don't ruin it for your classmates! I personally recommend not using them for taking notes in class. NO COMPUTERS, PHONES or TABLETS for taking notes on tours!

Communication:

Please note that the instructors' primary out-of-class method of communication will be via email to Purdue e-mail address. Instructors will not generally attempt to contact students at e-mail addresses other than Purdue e-mail address. It is the student's responsibility to check for mail on a regular basis. We recommend students check their Purdue e-mail account at least once every 24 hours.

Late Homework:

Completed assignments should be turned in at the beginning of the class period. Late assignments will receive a 50% grade deduction. Late assignments will be accepted up until 8:30am one week after the due date, turned in to Ryan's office, KRAN 684. *However, once a student hands in three late assignments, they will no longer be accepted.*

Special Needs:

If you have a disability that requires academic adjustments, please make an appointment to meet with me during the first week of classes to discuss your needs. Please note that university policy requires all students with disabilities to be registered with [Adaptive Programs](#) in the [Office of the Dean of Students](#) before classroom accommodations can be provided. The Disability Resource Center (DRC) is a resource for students and instructors. Students may present a "Letter of Accommodation" to you at any point in the semester. Should you have questions about accommodations, please contact the DRC at: 494-1247 or email drc@purdue.edu.

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Counseling and Psychological Services (CAPS):

Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, such individuals should contact Counseling and Psychological Services (CAPS) at (765) 494-6995 and <http://www.purdue.edu/caps/> during and after hours, on weekends and holidays, or through its counselors physically located in the PUSH during business hours.

Equal Opportunity:

Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. Purdue's nondiscrimination policy can be found at: http://www.purdue.edu/purdue/ea_eou_statement.html.

Academic Integrity:

University policy on academic dishonesty is clear: academic dishonesty in any form is strictly prohibited. Anyone found to be cheating or helping someone else cheat will be referred directly to the Dean of Students for disciplinary action. Penalties are severe and may include dismissal from the University. The risks associated with cheating far outweigh the perceived benefits. Academic dishonesty includes citing someone else's work as your own, using "cheat sheets" or sharing your answers with someone else. If you are unsure whether your planned action constitutes academic dishonesty, seek clarification from your instructor. Other information regarding your rights and responsibilities as a student is contained in the Purdue University [Code of Conduct](#). Writing assignments for this course will be checked for originality using the iThenticate software. Not adhering to this policy will result in loss of all credit for assignments that students involved were dishonest with. Second offense results in failure of course and reported to the Dean of Students.

Campus Emergencies:

In the unusual event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. To get information about changes in this course visit the course home page, contact me by e-mail at mgunders@purdue.edu, or call me at my office (49-62010).

To report an emergency, call 911. To obtain updates regarding an ongoing emergency, sign up for Purdue Alert text messages, view www.purdue.edu/ea. There are approximately 300 Emergency Telephones outdoors across campus and in parking garages that connect directly to the PUPD. If you feel threatened or need help, push the button and you will be connected immediately.

If we hear a fire alarm during class we will immediately suspend class, evacuate the building, and proceed outdoors. Do not use the elevator. If we are notified during class of a Shelter in Place requirement for a tornado warning, we will suspend class and shelter in the basement. If we are notified during class of a Shelter in Place requirement for a hazardous materials release, or a civil disturbance, including a shooting or other use of weapons, we will suspend class and shelter in the classroom, shutting the door and turning off the lights.

Please review the Emergency Preparedness website for additional information.
www.purdue.edu/ehps/emergency_preparedness/index.html

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Weekly Outline for AGECE 296

Date	Day	Class	Location	Topic
8/21	M	1	1230	<i>DuPont, PEST, SWOT</i>
8/23	W	2	758	Education & Food: <i>Distinguished Ag Alumni</i> Mr. Dale Griffin & Frito Lay
8/28	M	3	661	Agricultural Producers: Popcorn, Biotechnology, Precision & Advocate
8/30	W	4*	lobby	Agricultural Producers: Traditional Row-Crop, Swine, Energy, Dairy, BIG farm
9/4	M	5	OFF	LABOR DAY
9/6	W	6	661	Specialty Producers: Apples, Pumpkins, Tourism, Tomatoes, Ducks
9/11	M	7	1230	<i>Presentations of last week's Producers</i>
9/13	W	8*	lobby	Merchandisers/Processors: ADM, Cargill, Kokomo Grain, Tate & Lyle
9/18	M	9	1230	<i>Presentations of last week's Merchandisers & Processors</i>
9/20	W	10	758	Animal Producers: Elanco, JBS United, Rose Acres
9/25	M	11	661	Purdue Food and Agribusiness Executive Summit
9/27	W	12*	lobby	Machinery Retailers: Bane-Welker, Glascock, MacAllister, Reynolds
10/2	M	13	1230	<i>Presentations of last week's Retailers</i>
10/4	W	14	758	Banking/Investing Services: CoBank, First Farmer's, Teays River Investments
10/10	T	15**	lobby	Production & Tourism: Fair Oaks Farms, Bellstra Milling
10/11	W	16*	lobby	Food Wholesalers: Christmas Trees, Tourism, Pumpkins, Honey, Produce, Fruit
10/16	M	17	1230	<i>Presentations of last week's Wholesalers</i>
10/18	W	18	758	Consulting Services: Ernst & Young, FLM+, Halderman
10/23	M	19	661	Technology: GeoSilos, Granular
10/25	W	20*	lobby	Chemical Input Suppliers: CERES, Co-Alliance, Dow AgroSciences, Helena
10/30	M	21	1230	<i>Presentations of last week's Input Suppliers</i>
11/1	W	22	758	Government/Activist Services: Farm Bureau, FSA, ISDA
11/6	M	23	661	Commodity Services: Bower Trading
11/8	W	24*	lobby	Food Wholesalers: Maplehurst Bakery, Old 55 Distillery, US Foods, Wildcat Creek
11/13	M	25	1230	<i>Presentations of last week's Wholesalers</i>
11/15	W	26	758	Genetics & Seedstock: Becks, Stine, Whiteshire Hamroc
11/20	M	27	661	Technology: LoadOut
11/20	M	28**		Movie Night; <i>The Informant</i> or <i>Enron</i>
11/25	W	29	OFF	THANKSGIVING BREAK
11/27	M	30	661	Legal Services: Barnes & Thornburg
11/29	W	31	lobby	Food Wholesalers: Butterfield Foods, Indiana Packers, Perdue, Tyson
12/4	M	32	1230	<i>Presentations of last week's Wholesalers</i>
12/6	W	34	758	Insurance Services & Food Input Supplies: Barry Callebaut, Farm Credit
12/7	R	35	310	Banquet
12/8	F			Final Project

Note: An asterisk (*) is used above to denote field trips. Double asterisk (**) means optional

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CURRENT COMPANIES:

1. *Mr. Dale Griffin*
2. Frito Lay
3. *Scott Farms*
4. **Benton Dairy**
5. **BioTown Ag**
6. **Stillwater Farms**
7. **Walker Ag Group**
8. County Line Orchard
9. *Howell Farms*
10. Maple Leaf Farms
11. **Archer Daniels Midland**
12. **Cargill**
13. **Valero Energy**
14. **Kokomo Grain**
15. **Tate & Lyle**
16. Elanco
17. JBS
18. Rose Acres
19. Purdue Food and Agribusiness Executive Summit
20. **Bane-Welker Equipment**
21. **Glascock Equipment**
22. **MacAllisters Machinery**
23. **Reynolds Farm Equipment**
24. CoBank
25. First Farmer's Bank & Trust
26. Teays River Investment
27. **Bellstra Milling**
28. **Fair Oaks Farms**
29. **Dull's Tree Farm**
30. **RJ Honey**

31. **Silverthorn Farm**
32. **Whyte Horse Winery**
33. Ernst & Young
34. FLM+
35. Halderman Farm Management
36. GeoSilos
37. Granular
38. **CERES Solutions**
39. **Co-Alliance**
40. **Dow AgroSciences**
41. **Helena Chemical Company**
42. Farm Service Agency
43. Indiana Farm Bureau
44. Indiana State Department of Agriculture
45. Bower Trading
46. **Maplehurst Bakeries**
47. **Old 55 Distillery**
48. **US Foods**
49. **Wildcat Creek Winery**
50. Beck's Hybrids
51. Stine Seed
52. Whiteshire Hamroc
53. LoadOut
54. Barnes & Thornburg
55. **Butterfield Foods**
56. **Indiana Packers Corporation**
57. **Perdue Farms**
58. **Tyson Foods**
59. Barry Callebaut
60. Farm Credit Mid-America

*All companies in
BOLD are tour visits.

POSSIBLE REPLACEMENTS:

Bunge	Newtown Farm Supply	Spectrum Seed	Ball Horticulture
Consolidated Grain & Barge	Wilson Fertilizer	Hageman Group	SiteOne
Gavilon	GrowMark	Agri-Green Farm MGMT	Little Engine Ventures
The Andersons	Crop Production Services	Goat Milk Stuff	Aldi
Weaver Popcorn	Indiana Agricultural Leadership Program	Exploration Acres	Marsh
Dean Foods	Agribusiness Council of Indiana	Romine Tree Farm	Beck AG
North Star Frozen Treats	Indiana Soybean Alliance	Dykhuis Farms	Purdue Butcher Block
Nestle	Indiana Corn Marketing Council	Tyner Pond Farms	Select Sires
Kellogg Company	Indiana Corn Growers Association	Tom Farms	American Simmental
General Mills	Indiana Grain Buyers	Daily Fresh Market	NorthStar Genetics
PepsiCo	Indiana Pork	Tip Top Farms	Clear Creek Fisheries
Red Gold	Indiana Beef Council	Melon Acres	Ozark Fishery
SYSCO	Indiana Hardwood Lumberman's Association	Purdy Sod Farm	Clabber Girl
Kroger	Dairy Farmers of America	Cottrell's Tree Farm	Ameriquial
ConAgra	American Dairy Association of Indiana	Romine Tree Farm	Farbest foods
Vinsense	USDA	Cassens Tree Farm	Mead Johnson
BASF	Thorne Insurance	Cooley Family Farm	Ingredion
Monsanto	Fleece Insurance	Rubicon Agriculture	Creighton Brothers
Bayer Crop Science	Pioneer	Dykhuis Farms	Biodyne Midwest
Syngenta	AgriGold	Farmer's Business Network	CTB (Chore Time Brock)
DuPont	AgReliant Genetics	Spensa	AgriNovus Indiana
Land O'Lakes	Remington Seeds	Vinsense	Bio-Response Solutions
Round Grove Farm Center	ProHarvest Seeds	Carter Lumber	Midwest Wheat