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## LEAD Presentation: The Game

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BRYCE KELLEY

LEAD Presentation – THE GAME

Noon Friday, Nov. 2, 2007

John C. Owens, NU Vice President and Harlan Vice Chancellor, IANR

\*\*Good afternoon, everyone. The deans of the Institute of Agriculture and Natural Resources and I are pleased to be here with you today. We welcome you to \*\*IANR Shout It Out, the Institute of Agriculture and Natural Resources 'game' that allows you \*\*to test your IANR and Nebraska knowledge, learn exciting new facts, and \*\*win prizes!  
\*\*Good luck to you all!

Here's how the game works:

By your tables, you are divided into teams. On your tables are various numbers. The answers to the 15 questions I'm going to ask are distributed throughout the room – that is, you may or may not have all the correct answers on your table, but you have some of them. All the correct answers are in the room, it's just that they're distributed between the various tables.

So you know, each table has the same number of correct answers, albeit to different questions. So each table has the same chance to win, with the deciding edge being additional knowledge your table members bring to the table, and how fast you are at choosing a right answer from those in front of you for those questions no one knows for sure.

The first person to shout out the correct answer to the 15 questions I'll ask today wins a point for your table. At the end of our 15 questions, the table with the most points wins our fabulous prizes. Please appoint a scorekeeper at your table to mark down each time your table wins a point, and we'll compare scores at the end of the game.

Now, while the correct answer to all the questions may not be on your table, if you know the answer, you can shout it out first, scoring a point. That's where your knowledge of the Institute of Agriculture and Natural Resources, and Nebraska, comes in.

If you don't know the answer, look through the numbers on your table and take a guess. You might want to divide the answer cards between the members of your table team so between everyone at the table you and your tablemates have access to all the various numbers at a glance, helping you respond quickly.

There's no penalty for guessing – but be aware, there are red herring – numbers at your tables, as well as correct answers! It's the person who has the correct answer first who wins the point!

To give you a better idea of how the game is played, the deans and I are going to do a demonstration question. Here goes:

\*\*The university's Undergraduate Creative Activities and Research Experiences Program, known on campus as UCARE, funds research between undergraduates and faculty, giving students hands-on, real-world research experience. Since the program started in 2000, how many College of Agricultural Sciences and Natural Resources students have participated in the UCARE program?

GARY: 48?

JOHN: No.

ELBERT: 192.

JOHN: No.

STEVE: More than 300 CASNR students, John.

\*\*JOHN: That's right! More than 300 CASNR students have gained real-world research-experience this way. Students work with an adviser the first year, and conduct independent-research the second. Their research may range from surgically implanting transmitters into poisonous-snakes to track their whereabouts in an effort to determine how various land management practices affect snake survivability, to helping start-up food-companies develop new products by working on food safety, ingredient functionality, and processing requirements.

So. That's how the game is played. To recap: If you know the answer, Shout It Out! If you've found the answer among the numbers on your table – shout it out! Work together, have fun, and the quicker you are, the better your chance of winning.

Right now, to get us started, please choose a scorekeeper at your table. This is the person who will mark down each time your table is named as the table with the correct answer. (PAUSE)

Are you ready to begin? Let's do it! Here's question number one in IANR Shout It Out!

**\*\*Question 1:** 1. What percentage of Nebraska's total employment directly or indirectly derives from agribusiness?

(To first person to shout it out) That's right!

**\*\*Answer 1:** 1. In 2006 the Nebraska Policy Institute reported 1 in 3 Nebraska jobs – 31 percent of the state's total employment – derives from agribusiness.

In 1990 it was one in four.

That means that even as Nebraska's population, like that of much of the nation, is shifting to urban areas, agriculture is becoming *more*

*important* to Nebraska's economy, not less. The Nebraska Policy Institute's report, prepared by UNL emeritus Charles Lamphear, stated, and I quote, "Since production agriculture and its dependent agribusinesses directly and indirectly generate a very large share of Nebraska's overall economic activity, it is not an exaggeration to conclude production agriculture is the dominant primary source for economic-livelihood in Nebraska."

**\*\*Question 2:** What's the return Nebraskans receive on the tax dollars they invest in the Institute of Agriculture and Natural Resources, according to an independent study released this year?

(to first person to shout it out) Correct!

**\*\*Answer 2:** Fifteen to one. Conservatively. Sure wish I could get that return on my investments!

The Institute is a primary engine for economic and social sustainability and growth in Nebraska. We integrate research, teaching, and extension-education to provide workable programs Nebraskans can put to use on their farms and ranches, in their businesses, and in their communities, homes, and lives.

**\*\*Question 3:** The independent At Work for Nebraska report, noting that Nebraska is a powerhouse agricultural state, reported a direct 1 percent increase in agricultural production in the Nebraska economy would equate to what dollar amount annually?

(to first person to have correct answer) Yes! Just think about that! \$117.3ms!

**\*\*Answer 3:** The report said, and I quote: "... while it is highly likely that IANR's programmatic activities and research endeavors would generate considerably more than a 1 percent gain in agricultural output in the state on an annual basis, a conservative 1 percent estimate serves as a baseline for considering the significant effects of agricultural productivity on the Nebraska economy. ... **A direct 1 percent increase** in agricultural production in the Nebraska economy would equate to **\$117.3 million** annually. **Total (direct and indirect) economic output** would increase by **\$215.1 million** annually. ... **1,544 jobs** would be created in the state annually."

**\*\*Question 4:** During the state budget cuts from FY2002 to FY 2005, the Institute had to reduce its General Fund budget by how many dollars?

\$6.6 million

(points to person with correct answer.) Yes. Sadly, that's right.

**\*\*Answer 4:** \$6.6 million. That's money gone from our budget forever. With those dollars went programs valuable to our state. We in the Institute did all we could to save as much seed as possible to grow Nebraska's future. There were no easy cuts, no fat so many people blithely assume exists in a budget. The terrible choices facing us were to make what we considered the least bad-choice from a list of bad choices, knowing each had serious ramifications. The effects of those cuts still are felt around our state and throughout the Institute.

**\*\*Question 5:** Water is vital to Nebraska. This state has over 90,500 registered, active irrigation wells supplying water to 7.6 million acres of harvested cropland and pasture. If Nebraska's aquifers were poured over the surface of the state, the water would be at what depth?

(points to person with first right answer) You're correct!

37.9 feet,

**\*\*Answer 5:** 37.9 feet.

Just as water is vital to Nebraska, so is water research and education.

The largest portion of the Ogallala Aquifer lies under Nebraska. This is both a tremendous asset and a very real responsibility for Nebraskans. How do we use this resource wisely? How do we sustain and preserve it?

Hydrologist Jim Goeke talks about that here:



**\*\*Jim Goeke video**

The Institute is involved in a great deal of water research and education, knowing how important both are to Nebraska. Water education occurs both in our classrooms and laboratories, and throughout the state through extension education.

**\*\*Question 6:** What percentage is College of Agricultural Sciences and Natural Resources enrollment for fall 2007 up over fall 2006 enrollment? 11.7%

Would a beaming Dean Waller like to talk about this answer?

**Answer 6:** John, I'm delighted to do so! This fall our undergraduate student enrollment is up **\*\*11.7 percent**. This year's undergraduate enrollment in the College of Agricultural Sciences and Natural Resources, which we call CASNR, is 1,455, up from 1,303 CASNR students last year, an increase of 152 students. CASNR leads UNL in student increases this year.

We attribute much of the increase to the work of Nebraskans for Nebraska, a consortium of CASNR stakeholder groups coordinated from the

CASNR office. Nebraskans for Nebraska promote the college in their areas. The group has about 100 members, including extension personnel, and members of Ag Builders of Nebraska, Nebraska Cattlemen, and the CASNR Alumni Association. All provide names of potential CASNR students to the college, and college personnel then contact those students.

**\*\*Question 7:** In 2003, the College of Human Resources and Family Sciences and Teachers College combined to become the College of Education and Human Sciences here at the University of Nebraska-Lincoln. Research and extension education associated with the former College of Human Resources and Family Sciences is part of the Institute. Marjorie Kostelnik, dean of the College of Education and Human Sciences, is a valued member of the IANR administrative team. This question is: In how many Nebraska counties are College of Education and Human Sciences projects offered through University of Nebraska-Lincoln Extension?

(points to first correct answer person) You're right!

93 counties

**\*\*Answer 7:** 93 counties. Extension has 83 county offices located throughout the state. These offices serve all 93 Nebraska counties. The College of Education and Human Sciences is one-of-a-kind in Nebraska, with seven departments crossing a wide range of content areas to focus on

improving people's lives. These departments are dedicated to enhancing lives of individuals, families, schools, and communities, and to strengthening relationships among them.

**\*\*Question 8:** Nebraska is a national leader in 4-H participation.

How many of Nebraska's youth participate in 4-H programs in our state in a year?

113,000  
answer  
113,000

(Points to first person to get it right.) **\*\*Yes! Isn't that something?**

As this video explains:

***\*\*Answer 8: nugget from At Work video with Kathleen Lodl***

4-H helps youth develop skills they can use for a lifetime – critical thinking, responsibility, confidence. Their learning occurs in a format that's both fun and educational.

**\*\*Question 9:** Where do IANR scientists rank among U.S. universities whose agricultural researchers are cited by other scientists worldwide?

THE key

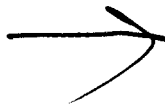
(points to first to get it right) Yes!

9th

Dean Cunningham, would you like to speak to this question?

**Answer 9:** You bet, John! I'm delighted to tell you our scientists are some of the most-cited agricultural researchers in the world over the past decade, according to a report that keeps tabs on research that captures the interest of scientists. \*\*Our ag scientists rank 8<sup>th</sup> among U.S. universities, 10<sup>th</sup> among universities worldwide, and 16<sup>th</sup> in the world.


The ISI Essential Science Indicators Report for 1994-2004 indexes nearly 9,000 journals, tracking how often articles are cited by other authors. The report reviewed agricultural science articles published by 298 institutions worldwide. On the world stage, USDA tops the list. The top U.S. university cited is the University of California-Davis. We're in some very prominent company here!

 JOHN: Yes we are. Thank you, Gary. And now on to question 10, which is:

\*\***(Question 10: )** The flat iron steak was developed as a result of "muscle profiling" research conducted by our IANR meat scientists and colleagues at the University of Florida. How much "estimated value" are new products from this research adding to beef carcass "value" per head?

And – a bonus question in this round – at a minimum, what is the total value-added dollar figure this research adds to Nebraska beef this year? *\$50-70/head*

(Points to first person with correct answer.) \*\*That's right for the first question. And for the bonus – (points to first person who got that) – \*\* you're right. *\$135 million*

 Meat Scientist Chris Calkins tells us:

**\*\* Answer 10: *video of Chris Calkins***

Yes, research IANR scientists did with University of Florida colleagues led to new beef products that added **\$50-\$70 in value per head** over the past seven years.

And as for the bonus question -- Jan. 1, 2007, Nebraska had 2.7 million cattle on feed. At \$50 added value per head – we use the conservative figure – that's **\$135 million value added to Nebraska beef in 2007 alone**. And I'm sure you noticed Chris used a \$1.5 billion figure, which is amazing. Nationwide, these new value-added cuts add \$1.3 to \$1.6 billion-dollars to the national economy annually. And in Nebraska alone, where beef is big, big business, since these cuts were developed, in the past decade we've seen a **cumulative \$1.5 billion benefit to Nebraska producers**.

**\*\*Question 11:** The College of Agricultural Sciences and Natural Resources offers how many programs of study? 27

(points to first to get it) That's right!

**\*\*Answer 11:** The College of Agricultural Sciences and Natural Resources offers 27 programs of study and two pre-professional programs, all of which can lead students to fulfilling, rewarding careers. These programs range from our extremely strong programs in traditional offerings such as animal science, agricultural economics, and agronomy and horticulture, to new programs, such as our new food technology for companion animals program and our new forensic science program, our new plant biology program, offered through either CASNR or the College of Arts and Sciences, and the hospitality, restaurant, and tourism management program offered with the College of Education and Human Sciences.

**\*\*Question 12:** IANR is a leader in addressing complex, important water management issues for Nebraska and the region. An extension demonstration project in the Republican River Basin focuses on teaching producers to achieve nearly-full-yields with less water. The project showed

a water miser strategy used what percent less water while reducing corn yields only 3 percent? 31%

**\*\*Yes, 31 percent!** Dean Dickey, would you like to talk a little bit further about this valuable project?

**Answer 12:** I'd be glad to, John. As you said, the project showed a water miser strategy used 31 percent less water while reducing corn yields only 3 percent. Pumping costs-savings usually more than offset yield loss. Overall estimated knowledge gained in 2006 was \$2.4 million, according to 1,300 producer participants, who also said they saved at least two inches of water per acre.

**\*\*Question 13:** Economical wet byproducts from Nebraska's expanding ethanol and grain processing industry have become a major cattle feed, thanks to largely pioneering IANR research that is paying dividends for Nebraska. It's estimated feeding byproducts wet instead of dry has resulted in a Nebraska benefit of what amount between 1992 through 2006?

(points to person first to get it) Yes! Think of that number!

*HALF A BILLION \$*

**Answer 13:** It's estimated that from 1992 through 2006 the cumulative benefit to Nebraska from feeding byproducts from Nebraska's expanding ethanol and grain processing industry wet instead of dry was

**\*\*approaching half a billion dollars.** IANR animal scientists proved the feasibility, benefits, and economic advantages of feeding byproducts wet instead of drying and shipping them to dried feed markets. These findings were instrumental in encouraging the nearly 10-fold increase in Nebraska ethanol production capacity since the early 1990s.

When you add the \$1.5 billion cumulative benefit to the state from the value-added beef cuts and this half a billion dollars cumulative benefit of feeding wet byproducts, it magnifies two billion times the importance of the Institute as an economic engine, at work for Nebraska.

**\*\*Question 14:** Nebraska's small businesses gain an EDGE – which stands for Enhancing, Developing, and Growing Entrepreneurs – through a UNL Extension program that gives rural entrepreneurs skills needed to create or expand their businesses, or decide if business ideas are feasible. Since 1993 the EDGE program has helped around 2,400 Nebraskans transform their ideas into viable business opportunities. Approximately what percentage of those participants increased their business volume?

70%



And a bonus question for an extra point – what percentage of those participants “added” employees?

(points to first to get it) Yes! And the bonus point, anyone? 70%

(points to first person to get bonus) You're right! 33%

**\*\*Answer 14:** More than 70 percent of participants increased their business volume since participating in EDGE.

**Bonus point:** 33 percent added employees.

Entrepreneurship is important to our state, and to the growth and sustainability of our communities, especially our small towns, where each job makes a difference.

**\*\*Question 15:** What percentage of College of Agricultural Sciences and Natural Resources graduates “historically” take their first job out of college in Nebraska?

(points to first to get it) You're right!

70%

**\*\*Answer 15:** As Entomology Associate Professor Tiffany Heng-Moss tells us:

**\*\* Video of Tiffany Heng-Moss**

The independent At Work study cited the importance of education, and citizens with well-developed knowledge and skills, in advancing a bright future for Nebraska. The report said, and I quote, "... as knowledge, intellectual capacity, and technology become the foremost drivers of modern economies, IANR's teaching activities within the College of Agricultural Sciences and Natural Resources (CASNR) likely will continue to grow in their importance to Nebraska's economic progress. Strengthening the lives and communities of Nebraska through research, teaching and extension-activities is key to the long-term competitive-sustainability of Nebraska's high-standard of living."

\*\*Well, folks, that concludes today's game of IANR Shout It Out! Thank you for playing. Please tally up your scores so we can proclaim today's winners, \*\*who each will receive one of our lovely IANR mugs, featuring a drawing of the Ag Communications Building here on campus, which was the original experiment-station-building and is over 100 years old. You'll also receive one of our Institute luggage tags, for when you go traveling, and one of our beautiful bookmarks.

For our runners-up we also have luggage tags and bookmarks.

*(Check with tables for points won, and proclaim a winner.)*

Thank you again for your participation in IANR Shout it Out. We think the story of a 15-to-1 return on Nebraskans' tax dollar investment with us, and of the many, many benefits the Institute provides our state as an economic engine and knowledge provider to help strengthen our youth, families, and communities, is indeed a story worth shouting out. We hope you'll help us tell that story by sharing such information each time the opportunity arises.

In fact, we have a new video that tells our story, and shows just a few of the many ways we in the Institute of Agriculture and Natural Resources are at work for Nebraska. We'd like to share that with you at this time.

Please come back and see us often – you always are welcome on our campus, which you know is statewide through our network of county extension offices, our research and extension centers, and our other research and extension facilities.

We look forward to working with you as Nebraska leaders and as our constituents down through the years. Thank you. And now we'll see you get your prizes!

*(Someone passes out prizes, starting with winning table, which gets, mug, luggage tag and bookmark for person, then distributing luggage tags and bookmarks to other tables. Al will see the prizes are there and can distribute.)*

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