

2021 SRM Rangeland Cup Information

Itinerary for Rangeland Cup Competition @ 2021 Virtual Society for Range Management Annual Meeting:

Date	Item
November 20, 2020	Guidelines and Rangeland cup topic posted on rangelands.org
January 15, 2020	Teams registered via Google Forms link
February 1, 2021	Teams email poster in PDF format to Alex Orozco-Lopez (aorozco-lopez2@unl.edu) and Kevin Kunkel (kkunkel@blm.gov), Committee Chairs. Chairs will schedule Zoom session with individual team.
February 8-12, 2021 (week before SRM)	Judging via Zoom (30 minutes per team for presentation & questions). Specific times/days will be announced at a later date.
February 20, 2021	Results reported to SRM for publication

The Rangeland Cup team problem solving competition is an activity to promote critical thinking and cooperative, collaborative work on current topics and/or topics of historical importance to rangeland ecology and management. As we progress in our careers, much of our work is performed as part of a group. This competition is intended to build skills in interpersonal communication and group-problem solving, both of which are highly desired qualities in the workplace. All colleges and universities are invited to submit teams for this year's competition.

Eligibility:

Each college or university may enter up to two teams into the event. Teams shall be made up of no more than four students and one professional mentor (i.e. ag producer, agency personnel, faculty, etc.). Teams are limited to one graduate student (with three undergraduate students), but can be made up entirely of undergraduate students if desired.

Topic:

Each year's competition will be centered on an issue or problem of interest to rangeland management. New topics will be assigned each year. The competition may address real case studies submitted by agencies or individuals searching for alternative management possibilities. Teams will design an approach (accounting for ecological, economic, social, and political aspects) to solve or manage the issue. Issues and topics may include, but are not limited to: rangeland ecology, hydrology, rangeland wildlife, socio-political, endangered species, grazing management, inventory and analysis, human dimensions of

range management, and rangeland hydrology. Creative and innovative approaches are highly encouraged, but approaches must be realistic and achievable.

The topic will be distributed to each participating team by November 20th, giving all teams equal time to work on the project. The topic will be posted in SRM member resource news and will be distributed electronically among SRM sections and the student conclave.

Format:

Each team will present their approach/solution in poster format during a zoom session at or before the SRM meeting. The poster session will be open to meeting attendees and judges will be circulating during the session. Posters will be limited to 36 by 48 inches, preferably landscape orientation.

Rules and Regulations:

1. At least one student must be present at the Zoom session to present their project and address questions; all team members are encouraged to be present if space permits. The mentor is encouraged to be present at the poster session as well, but the team will not be penalized if the mentor is unable to attend the poster session.
2. Each institution may enter two teams.
3. There will be 5 judges with different affiliations (i.e. government agencies, private industry, university faculty, agricultural producers) to reduce bias in the judging.
4. Scores will be based on the Judging and Scoring criteria as agreed upon by competition officials. Criteria will be distributed to the teams prior to the competition.
5. Final scores will be calculated by eliminating the highest and lowest scores for each team and adding the remaining three scores. In the event of a tie, rankings of tied teams will be decided by judges' consensus.

Prize:

There will be a traveling trophy that will be housed at the winning institution until the following year's competition. Each year, the date and name of winning institution will be inscribed onto the trophy.

Rangeland Cup Topic:

2021 Rangeland Cup – Virtual

The Great Basin is one of the most ecologically diverse rangeland ecosystems in the west. However, it continues to be challenged by wildfire, invasive species, Wild Horse & Burro management, threatened and endangered species, and dynamic changes in climate and plant communities. The Tuledad Allotment (map attached below), managed by the Bureau of Land Management, Applegate Field Office, has specifically been affected by the Cold Springs Fire and will be undergoing rehabilitation in the spring of 2021.

Devise a rehabilitation plan to help the Tuledad Allotment achieve reference conditions, while managing for wildlife, grazing, wild horse populations and invasive annual grasses.

- **You can find pertinent information about the Tuledad Allotment through the BLM reporting [tool](#).**
- **You can find pertinent management objectives for the Tuledad Allotment through the [Surprise Resource Management Plan](#) and [Record of Decision](#) plan:**
- **You can find pertinent management objectives for the Coppersmith and Buckhorn Herd Management Areas [here](#).**
- **You can find vegetation monitoring data from [here](#).**

For general questions about the Tuledad Allotment, please contact Kevin Kunkel, Rangeland Management Specialist at kkunkel@blm.gov.

Rangeland Cup Judging Sheet

Poster # _____ Institution (University) _____
Judge _____

Student posters displaying their problem solving approach will be judged on content, organization, and presentation. Points will be assigned based on the criteria listed below. Judges scores and comments will remain anonymous and will be provided as typed summaries for each team.

(60 pts) Content refers to the employment of a creative, logic-based approach to the problem. The approach should be bolstered by scientific evidence, in a similar manner to a grant proposal. The poster should display a clear rationale behind the approach, but should attempt to expand on existing knowledge pertaining to the topic.

A. *Abstract*: should provide a concise summary of the proposed solutions

<u>Circle Points</u> _____ <u>Points (5 max)</u>
Thorough (5-4-3-2-1-0) Incomplete A: _____

B. *Introduction*: should introduce the importance of the topic and provide pertinent background information about the theory behind the team's approach

<u>Circle Points</u> _____ <u>Points (10 max)</u>
Relevant and complete (10-8-6-4-2-0) Incomplete B: _____

C. *Narrative*: should clearly describe the team's approach for addressing the topic. This is where the team will "sell" their ideas. Should demonstrate the team's knowledge of the subject matter and their logical approach to the task. Each part of the topic should be addressed. Suggested research methods, long-term management plans, expected results, potential pitfalls, budgetary concerns, conclusions, etc. are all acceptable information for the narrative.

<u>Circle Points</u> _____ <u>Points (45 max)</u>
Completely addresses topic with logical progression (45-35-25-15-10-5-0) Incomplete C: _____

Content subtotal: _____ (60 max)

D. (20 pts) Organization describes the design and flow of the poster. The poster should be easy to read and understand without interpretation by the author. Tables, figures, and photographs should be well designed, clear, and with informative legends. All visual aids should be referenced in the poster.

<u>Circle Points</u> _____ <u>Points (20 max)</u>
Well-organized (20-15-10-15-10-5-0) poorly organized D: _____

Organization subtotal: _____ (20 max)
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(40 pts) Presentation deals with the students' ability to discuss their approach and field questions concerning the background and potential outcomes of that approach. Additionally, the students' professionalism, in manner and personal presentation, will be evaluated during the competition.

E. *Professional manner*: Do the students exhibit confidence and enthusiasm? Do the students effectively communicate their ideas verbally?

<u>Circle Points</u> _____ <u>Points (15 max)</u>
Very professional (15-12.5-10-5-2.5-0) Inappropriate E: _____

F. *Knowledge*: The students' ability to address questions and provide comments on their approach should clearly demonstrate *their individual involvement* in the creative process of problem solving. Do the students' display insight into how their ideas fit into the larger context of range management?

<u>Circle Points</u> _____ <u>Points (25 max)</u>
In-depth knowledge (25-20-15-10-5-0) Lacking F: _____

Presentation subtotal: _____ (40 max)
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Total _____ (120 max)

PLEASE provide comments on the reverse side of this sheet