

## Agricultural Cyberbiosecurity

# Bioeconomy

### Introduction

How much money are all the apples in the United States worth? Have you ever had a thought like this? When you eat an apple, you might know how much it cost. But how much money do all the apples grown in the United States cost? Let's think about it.

There are fresh apples, there are dried apples, apples used for juice, and apples used for jams, pie filling, and preserves. All these forms of apples equal almost 1 billion dollars! That's a lot of money, but do we stop there? What about new farming jobs because of apples? What about apple research? When we consider the economic impact of farming, biotechnology, computer science, and engineering, we're talking about the **bioeconomy**.

### Key terms

- **Biotechnology:** The application of biology to an industrial process
- **Stakeholder:** A stakeholder is a group of people or entities that affects the success or failure of a business
- **Intellectual property:** A unique idea that someone could apply for protected rights.

Figure 1. Apples products



"Apple Products- Atkins Farms, Amherst" by Massachusetts Office of Travel & Tourism is licensed under CC BY-ND 2.0.

**The bioeconomy** isn't just about apples, it includes all the hard work that scientists, farmers, and computer engineers put into their work that helps plants, animals, and microbes grow.

There are three main areas within **the bioeconomy: agriculture, bioindustry, and biomedicine.**

People from all different careers can contribute to this. For example, the people who created the COVID-19 vaccine. Many different people, including people from the government, schools, and companies, worked together to create the vaccine. Since COVID-19 is a virus, all of this can be considered part of **bioeconomy**.

## What's so important about the bioeconomy?

Scientists use a lot of data to make the things we use every day. In the **bioeconomy**, a lot of this data is from living people, plants, and animals. Computers need to be protected to keep this data safe. This is why more computer scientists and cybersecurity experts are getting more jobs in **agriculture**, **biomedicine**, and the **bioindustry**.

### Agriculture

Farming is a very important part of the bioeconomy. Making new plant types, understanding data, and growing and harvesting food are all important parts of farming's role in this. This helps farmers to grow more food and take better care of their animals.

### Medicine

Medicine is its own part of the **bioeconomy** called **biomedicine**. **Biomedicine** is made with germs and natural processes. The COVID-19 vaccine is an example. The vaccine is made through a natural process found in cells. Scientists used computers to figure out how the cells work. Then they made medicine that works with the cells. Medicine inspired by the way cells work is part of the **bioeconomy**.

### Chemistry

Medicine is its own part of the **bioeconomy** called **biomedicine**. **Biomedicine** is made with germs and natural processes. The COVID-19 vaccine is an example. The vaccine is made through a natural process found in cells. Scientists used computers to figure out how the cells work. Then they made medicine that works with the cells. Medicine inspired by the way cells work is part of the **bioeconomy**.

### Technology

Technology is playing a bigger role in farming. One way this is happening is with new tractors. Tractors use **sensors** to collect data. Data on soil, the number of plants, and on time driving around. This helps farmers make better decisions on their farms.



## Career connections

Computer Science  
Agriculture  
Biotechnology  
Engineering  
Medicine

Did you know? The College of Agriculture and Life Sciences at Virginia Tech has nearly 70 program options! Find your career connections at [cals.vt.edu](https://cals.vt.edu) or email [applytoCALS@vt.edu](mailto:applytoCALS@vt.edu)



Additional Resource:  
<https://research.cnr.ncsu.edu/sustainablebioproducts/resources/bioeconomy-careers/>

## CAIA

# Scientist Spotlight

**Dr. Tiffany Drape** is an Assistant Professor in Agricultural, Leadership, and Community Education at Virginia Tech. She uses social science research methods to investigate issues of equity and access in agriculture and the life sciences. Her research revolves around formal and informal education, cyberbiosecurity in agriculture and the life sciences, and inclusive pedagogy. Tiffany is a CAIA Affiliate Faculty.



## References

- Cargill Bioindustrial (2020). Bioindustrial Solutions Sustainability Report 2020. Cargill Incorporated.
- Committee on Safeguarding the Bioeconomy. (2020). *Safeguarding the Bioeconomy* (p. 25525). National Academies Press. <https://doi.org/10.17226/25525>
- Murch, R. S., So, W. K., Buchholz, W. G., Raman, S., & Peccoud, J. (2018). Cyberbiosecurity: An Emerging New Discipline to Help Safeguard the Bioeconomy. *Frontiers in Bioengineering and Biotechnology*, 39. <https://doi.org/10.3389/fbioe.2018.00039>
- NCC Group & Harper Adams University. (n.d.). Cyber Security in UK Agriculture [White Paper]. 41.
- Singh, R. S. (2014). Industrial Biotechnology: An Overview. *Advances in Industrial Biotechnology*. IK. International Publishing House Pvt. Ltd., India, 1–35.
- USDA Economic Research Service. (2023, January 26). *Ag and Food Sectors and the Economy*. <https://www.ers.usda.gov/data-products/ag-and-food-statistics-charting-the-essentials/ag-and-food-sectors-and-the-economy/>

# Acknowledgements

## This resource was developed by faculty and students at Virginia Tech:

David Smilnak, *Ph.D. Student, Department of Agricultural, Leadership, and Community Education*

Tiffany Drape, *Associate Professor, Department of Agricultural, Leadership, and Community Education*

Jaylan Day, *Undergraduate Student, Department of Chemistry*

Madison Powell, *Undergraduate Student, Department of Agricultural, Leadership, and Community Education*

Emily Mullins, *Undergraduate Student, Department of Agricultural, Leadership, and Community Education*

Hannah Scherer, *Associate Professor and Extension Specialist Teaching and Learning, Department of Agricultural, Leadership, and Community Education*

This factsheet was partially created through the use of ChatGPT, a large language model artificial Intelligence. ChatGPT was given reference material found in a ~12<sup>th</sup> grade reading level version, and prompted with, "convert to a 6th grade reading level" before additional edits from the authors.

## This resource is presented on a template developed by Kindred Grey. How to cite this template:

Adapted by Kindred Grey from "Agricultural Cyberbiosecurity" by David Smilnak, Anne Brown, Joseph Simpson, Jaylan Day, and Hannah Scherer from <https://doi.org/10.21061/cyberbiosecurity>. CC BY-NC-SA 4.0. Includes [Beaker](#) by IYIKON, [Computer](#) by uzeir syarief, [Factory](#) by kareemov1000, [Microscope](#) by Ariyanto Deni, [Poison](#) by Muhammad Atiq, [Science](#) by Soremba, [Scientist](#) by Amethyst Studio, [Test tubes](#) by Blaise Sewell, and [Tractor](#) by Olivier Guin, all from the Noun Project (CC BY 4.0).

*This project is an outreach effort of the Virginia Tech Center for Advanced Innovation in Agriculture. This work is supported, in part, through the CCI Southwest Virginia Node Cyberbiosecurity Seed Grant program and the USDA National Institute of Food and Agriculture, Women and Minorities in Science, Technology, Engineering, and Mathematics Fields (WAMS) Grants Program, award #2020-38503-31950.*



COLLEGE OF AGRICULTURE AND LIFE SCIENCES  
CENTER FOR ADVANCED  
INNOVATION IN AGRICULTURE  
VIRGINIA TECH

# What is an Open Educational Resource?

## What is an open educational resource?

The idea behind Open Educational Resources (OER) is simple but powerful—educational materials made freely and legally available on the Internet for anyone to reuse, revise, remix and redistribute. These digital materials have the potential to give people everywhere equal access to our collective knowledge and provide many more people around the world with access to quality education by making lectures, books, and curricula widely available on the Internet for little or no cost.

This definition of OER is provided by [The William and Flora Hewlett Foundation](#).

## How to access these templates

The main landing page for these resources is <https://doi.org/10.21061/cyberbiosecurity>.

This page includes a downloadable and editable Word document for the:

- Student fact sheet
- Student activity sheet
- Facilitator's guide

## Did you know that you can customize and share your version of this resource?

This resource is licensed with a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 license. This means you are free to copy, share, adapt, remix, transform, and build on the material for any primarily noncommercial purpose as long as you follow the terms of the license: <https://creativecommons.org/licenses/by-nc-sa/4.0>.

\*Best practice is to list the title, author, source, and license.

Example: Adapted by [your name] from "Agricultural Cyberbiosecurity: Big Data" by David Smilnak, Anne Brown, Joseph Simpson, Jaylan Day, and Hannah Scherer from <https://doi.org/10.21061/cyberbiosecurity>. CC BY-NC-SA 4.0.

## How to cite this version

Smilnak, David, Tiffany Drape, Jaylan Day, Madison Powell, Emily Mullins, and Hannah Scherer (2023). *Agricultural Cyberbiosecurity: Bioeconomy*. <https://doi.org/10.21061/cyberbiosecurity>. Licensed with CC BY-NC-SA 4.0 <https://creativecommons.org/licenses/by-nc-sa/4.0>.