Creating Award Winning Posters



Professional Excellence Committee

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Photos courtesy of NACAA, 2019 AM/PIC

NACAA Professional Excellence: Poster Contest

PURPOSE

To showcase NACAA members' work by giving them the opportunity to present posters at the Annual Meeting/Professional Improvement Conference. The AM/PIC poster session provides an opportunity for authors to discuss with fellow members how they identified an educational or research need in their community and how the need was addressed and the observed results.

This award program has two categories to recognize NACAA members:

- Applied Research gives individuals an opportunity to present a poster on applied research they conducted.
- Extension Education gives members an opportunity to present a poster on new or different educational methods or technologies they have used.

What a poster IS

- A visual and engaging summary of your work
- A networking tool
- Display of excellent Extension work
- A communication tool
- A great tool for feedback
- A way to motivate and encourage agents

What a poster IS NOT

- A manuscript
- A data dump of charts
- A novel



Photo courtesy of NACAA, 2019 AM/PIC

Judging Process

The Poster Awards program is managed by the NACAA Professional Excellence Committee.

- •At the AM/PIC, two teams of four judges (each region represented) will score the National Finalists posters. One team for Applied Research and one team for Extension Education.
- Judging will be done according to criteria developed by the Committee
- •Judges will select the top 3 National Finalist posters in each category for awards.
- •"Ribbons" will identify the top 3 and National Finalist posters.
- •The outstanding posters and authors will be recognized in the NACAA newsletter.

Posters will be posted on the NACAA website following the AM/PIC



Judging process cont.

State:

- State Chairs receive posters by March 15
- State chairs should have a panel of 3 judges to review their posters in each category, selecting one winner in Extension programing and one for research.
- State Chairs must approve all abstracts by April 1^{st.}
 Regional Chairs cannot approve posters until they have been approved on the state level.
- Regional Chair approves abstracts by April 1st
- State chairs must submit winners (by email) to the Regional Chair by May 1st, including pdf

Regional:

- Regional Chairs select a panel of judges (from 3 of the regions states) to review the state winning posters in each category
- Regional chair will work with the National chair to approve the National finalist posters.
- National finalists (3 in each category) must be submitted (by email) to the National chair by June 1st
- Finalists in each category will be notified in early June if they are approved for display at the AM/PIC. If selected, you are expected to present during the "meet the author" session

National:

- 24 finalists (3 from each region in 2 categories) are judged at the AM/PIC
- Each regional chair nominates two judges (one for each category) from each region to judge at the AM/PIC
- Teams of judges, one from each region for each category used the scorecard to select National winners in each category

Posters for Display Only

- Posters displayed at the National AM/PIC even if they were not selected as a National finalist, but are published in the proceedings.
- Posters can count as a publication but will not be judged.
- Applicants must select "I will display at the AM/PIC if not selected as a state winner".
- If you do not attend or display at the AM/PIC you will not be published in the proceedings.

Scorecard: Applied Research

	APPLIED RESEARCH	Points	Poster
T C	cientific/Educational Merit (60 points)	allowed	score
1. 3	cientific/Educational Merit (60 points)		
Α	Hypothesis	0-15	
	Does poster effectively describe/illustrate the hypotheses or needs		
	behind the investigation?		
В	Sound Research	0-20	
	Are the research methodology and statistics used in this project/study		
	sound and appropriate?		
C	Presentation	0-10	
	Is this presentation of research findings adequate for readers to gain a		
	good understanding?		
D	Results	0-15	
	Are the results of this research clearly stated? Does the poster present new		
	and innovative information that has merit to the scientific community?		
П. 1	Poster Presentation (35 points)		
A	Text and Graphics	0-10	
	Uses good combinations of text and graphics to explain the message.	0 20	
	(Presents one to three main points, etc.)		
В	Ease of Reading (Text and Graphics)	0-10	
	Is the print each too small (on graphics or text) to read easily?		
	Are the graphics easily understood or are they confusing and takes		
	some effort to interpret?		
	Are concise and easy to understand sentences used?		
С	Is the Information on the Poster Well Organized and Balanced	0-10	
	Is the poster not crowded and has a logical order?		
D	Color and Contrast	0-5	
	Is the poster visually attractive to readers?		
III.	Follows Presentation/Mounting Instructions: (5 points)		
A.	Title, author name(s), affiliations, and address appear on the poster.	0-5	
	Is the poster of correct size and format? Does it have a concise title?		
TO	TAL POINTS	0-100	

Scorecard: Extension Education

	EXTENSION EDUCATION	Points	Poster
T ((allowed	score
1. 8	cientific/Educational Merit (60 points)		
Α	Need/Goal	0-15	
	Does the poster effectively describe/illustrate the need or goal of this		
	educational effort?		
В	Sound Educational Practices	0-20	
	Are the educational methods used in this project appropriate for the		
	audience and goal? Are there a variety of delivery approaches for different		
	learning styles?		
C	Presentation	0-10	
	Does this presentation adequately describe the process so readers can		
	gain a good understanding of the educational program?		
D	Summary/Results	0-15	
	Are the results of this educational program clearly stated? Do the		
	summary/conclusions accurately and concisely summarize the educational		
	goals accomplished?		
	Does the poster present new and innovative programming which has merit		
	to Extension's future?		
II.	Poster Presentation (35 points)		
Α	Text and Graphics	0-10	
	Uses good combinations of text and graphics to explain the message.		
	(Presents one to three main points, etc.)		
В	Ease of Reading Text and Graphics	0-10	
	Is the print (on graphics or text) easy to read?		
	Are the graphics easily understood or are they confusing and hard to		
	follow?		
	Are sentences concise and easy to understand?		
C	Is the Information on the Poster Organized and Balanced	0-10	
	Does the poster have white space and a logical order?		
D	Color and Contrast	0-5	
	Is the poster visually attractive to readers?		
III.	Follows Presentation/Mounting Instructions: (10 points)		
A.	Title, author name(s), affiliations, and address appear on the poster.	0-5	
	Is the poster of correct size and format? Does it have a concise title?		
то	TAL POINTS	0-100	

DINGY CUTWORM (Feltia jaculifera) PHEROMONE LURES ARE NOT HIGHLY EFFECTIVE IN ATTRACTING THE CLOSELY RELATED GRANULATE CUTWORM (Feltia subterranea)



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BACKGROUND

Granulate cutworms [Feltia subterroned] can be a very damaging pest of low desert alfalfa, especially on bedded alfalfa trying to regrow after a harvest.

The caterpillars feed at night and hide during day, making detection difficult. Presence in alfalfa fields is often unknown in recently harvested fields until feeding damage is observed. With severe cases, up to a two week delay in green-up (and yield loss for the year due to delay in harvest) can occur.



Fig. 1. Feeding damage by granulate cutworm is noted by lack of green-up of recently harvested alfalfa as caterpillars eat the new growth.

While many species of moth pest moths have commercial pheromones available for utilization in monitoring, there is no commercial pheromone available for granulate cutworm.

Monitoring of granulate cutworm moths currently relies on light traps, which requires a great deal of time to sort through all the collected moths.

QUESTION TO BE ANSWERED

The dingy cutworm (Feltia jacuifera, same genus as granulate cutworm) has four different pheromone lures available as different races of the dingy cutworm exist.

Are any of the four dingy cutworm race pheromones lures effective in attracting granulate cutworm moths, thus potentially providing a more efficient tool for monitoring granulate cutworm moths?

METHODS AND MATERIALS

Pheromone lures of four dingy cutworm races (designated Race A, B, C & D) were obtained from Scentry Biologicals, Billings, Montana, as were blank (not infused with pheromone). natural rubber dispensers.



Fig. 2 Natural rubber dispensers were used as control or infused with the pheromone from one of our four different races of dingy cutworms to lure male granulate cutworms to trace.

Each lure was placed in its own individual budiet containing an insecticide treated strips to kill attracted moths, thus preserving scales on wings for proper identification.



Fig. 3. A set of 5 bucket traps was placed along an alfalfa field edge in 6 locations throughout the Palo Verde Valley.

Each set of 3 traps (Races A-D, + blank) was located in a line along an alfalfa field edge. Traps were approximately 150 feet apart to reduce pheromone scent overlap.

Six [6] field sites, with 5-10 miles separation between locations, were used. Each site served as a replication, with a randomized sequence of the 5 lures at each site.

Moths were collected from each trap twice/week during July-August, 2019, returned to laboratory, separated to species, counted and recorded.

Treatment means were separated and analyzed using Tukey's Honestly Significant Different (HSD) test (JMP Pro 13.0.0).

RESULTS AND DISCUSSION

Very few granulate cutworms were captured in bucket traps during 2019, even though moths were prevalent and many fields needed treatment for granulate cutworm caterpillars.

Highest numbers of granulate cutworms were collected from traps baited with lures of Race "C", however no significant differences were noted for any lure. Number of moths collected from traps with no phenomone exceeded those of two race lures [A & D].

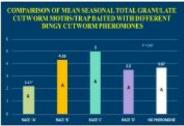


Fig. 4. Mean total granulate cutworm moths collected from bucket traps beited with lures of dingy cutworm races.

CONCLUSION

Pheromone lures of dingy cutworm from Race A, B, C or D are not highly effective in attracting moths of the closely related granulate cutworm.





ALLIUM LEAFMINER: PEELING BACK THE LAYERS OF INFORMATION NEEDED TO MANAGE THIS INVASIVE INSECT IN PENNSYLVANIA

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Introduction

Allian herboline (ALM) Alphonyus geninotomis, an invasive insert from Europe, and discovered in Lianutation County, Persongherals is Describer 1003 (Barringer, et al. 2018) and has since quested to at least the additional states (Figure 1a), Lurane fixed in leases, stems, and butho of all vegatable allians (Figure 1a-1) causing plant, change, secondary infections and/or native rejection. Secondary in information conduct on ALM in the UL. Intella population first studies begin in fall 2018 to understand the Effective and second begins in 621 2017 to evaluate the efficiency of vertous inserticides for this perior.









Basearch Objective

- Develop management recommendations for ALM by:
- Determining ALM flight periods and create a degree day model
 to know when control measures serve needed.
 It flights the efficient of blooded transitions for ALM control.

Recearch Hypothesia

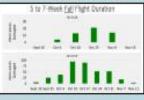
- ALM flight periods will be similar to those in in Europe.
- Insecticides labeled for matter leafnithers (Lithouseus ap.) on repetable afficies will control Phytosypic generations.

Materials and Methods

- ALM flight periods were determined by field accuring and the use of colored sticky traps on farms and monitoring sentinel plots.
- Online transplants (yet Carely) were planted April 23 and harvested only 19 in 2010; transplants were planted April 8 and harvested only 15 2019. Plants were grown on black plantic using standard production methods.
- Leek transplants (vor. Yellorna) were transplanted on July 5 and harvested on December 4 in 2011; transplants were planted on July 20 and harvested Rosember 11 in 2015. Plants were grown on bare soil using standard production practices.
- Eight insectición options were evaluated in 2018 (it organic, 5 conventional) and six options (it organic, it conventional) were evaluated in 2019 (fables 1 & 2), Each treatment was applied to
- four repoins a RCM design using a CD, backgack sprayer.

 At harvest a subsample of plants from all plots was evaluated for celposition marks and were dissected for ALM larves and popular counts.

Figure 2. Adult ALM flight duration for fall 2018 and 2018 and spring 2018.



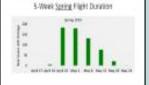


Table 1. Insecticide evaluation in leeks, 2018. Application dates were based on adult flight activity and lakel allowances.

Destroest:	(R. co(X)	Spray Dates	AM/place**	K Darraged Harty
Pyganic	22	26-Sept, 2-Oct, 28-Oct, 10-Oct, 4-Nov	2.73 a	81.5 a
Control	-		1.50 b	55.0 a
Werkmark Drip	33	26 Sept, 6-Oct, 26-Oct	mas bed	40,0 a
Apera	48	26-Sept, 2-Oct, 26-Oct, 85-Oct, 4-Nov	0.00 bc	42.5 a
Aug-Olives	48	26-Sept, 2-Oct, 25-Oct, 55-Oct, 4-Nov	6.39 bod	50.0 e
Scorpion Drip	30	26-Sept, 6-Oct, 26-Oct	sat bod	35.0 ab
Scorpton Foliar	7	36-Sept, 3-Oct, 26-Oct, 85-Oct, 6-Nov	0.35 of	10.0 hc
tichel	20	26-Sept, 2-Oct, 25-Oct, 25-Oct, 6-Nov	0.35 4	10,0 €
Radiant	20	26-Sept, 2-Oct, 25-Oct, 25-Oct, 4-Nov	8.50 6	10.0 bc

The brightness of the state of the Court of the State of

Table 2. Inserticide evaluation is leaks, 2019. Application dates were based on adult flight activity and label absence. The "Off label forces" involved futnest applied more than the seasonal absentible amount according to the label.

Testres	(R. su/A)	Spray Dates	AM/place**	N Darrages
Control	1920	-	16.60 a	100 a
Estruit	6.0	25-Sept, 11-Oct	8.40 b	25 a
Redent	10.0	25-Sept, 4-Oct, 11-Oct	5.13 bc	10 a
Edwi	20.0	25-Sept, 4-Oct, 11-Oct	Ket be	50 b
Ara-Direct	60.0	25-Sept, 4-Oct, 11-Oct, 21-Oct, 28-Oct	5.10 bc	70 ab
Scorpion	5.25	25-Sept, 11-Oct	9.88 c	86.4
Off Label Everyor	6.0	25-Sept, 4-Oct, 11-Oct, 21-Oct	1.23 c	50 %

Results and Discussion

- Abit have two flight periods per year jupring and full generally lasting 5-7 weeks (Figure 2) and sarvive as paper at the coll surface between. Colored sticky may counts were not as accounts as follow durings in assembling Abit activity (fults not presented).
- The degree day model suggests that spring emergence starts at 200 degree days at a threshold temperature of 3.7° (0.37°) using this and field data; a record model (2.0° 7.2.4°) of 400 degree days was equivalent or slightly more accurate. We plan to total these models in the spring of 2000 to settly and refine their accuracy. Wintt continues on a full emergence model.

Onlone

- in both 2012 and 2029 we had good lowert pressure as measured by onjunction marks but at harvest 199% of the bulbs had no Attle present, even in the control jobs (data not presented). Therefore we could not resolute the insecticide efficacy last based on these observations we consided that the risk of infestation in bulbs of spring planted erest actions is four.
- Lower
- There was high ALM pressure in both years with 2019 being the greatest as evidenced by the N clamaged plants (Table 2).
 Hollar applications performed better than soil applications of the
- Hobs: applications performed better than soil applications of the same product (Table 1) which was consistent with results of 2017 (data not presented). Therefore we dropped drip treatments in 2009.
- In 2018 the most effective options were Surgion (foliar), Extre and Rediest (Table 1).
- In 18th off-label listinus (it quesys) performed the best followed by hospito (it grape), faulties and field (it sprays), Ast-Oriest also performed well with a total of it sprays) beneatily (Table 1), All options, however, did not result in a marketable copy of leek, the had a very high ALM population since we repeatedly planted in the same field and did not destroy roop resides an economical following proposed procedures including copy notation should reduce the ALM pressure and result in acceptable levels of control with the best options tended.

Conclusions

- ALAs flight periods were aligned longer than reported for forope.
 Management reconsecutations for ALAS botake any prototion to avoid popular, residue described and field according during emergence periods to determine when control measures are necessary (insectfolde applications or excitations).
- Conventional Insecticides that were most effective for ALM control
 on best included disordefaum (isospicio), quarterilipode (block),
 and aphitumen (hadbert) and organic options bedieded aphineae
 (isotrant) and aradinabilis (Nan-Direct). These materials are equally
 effective for managing uniter bediences.

Seteranças

Barriages, L.S., S.J. Fielacher, D. Roberts, S.J. Spiddiger and T. Elisee. 2013. The First North American Record of the Alikan Leafwines. J. Integ. Fest Mgs. Vol. 4 (1). https://doi.org/10.1006/jpos/possible.







Southern Women in Ag: Advanced Cattle Workshop



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INTRODUCTION

The USDA accounts \$536 million worth of economic impact in Georgie to women farmers. Of the 17,779 women that identified as farming operators in Georgia in the U.S. Cersus for Agriculture, 53% were the spouse of the principle operator. Only 36% of those women identified as the principle farming operator. It is not from lack of skill that women are not more prevalent in the industry - but perhaps lack of confidence. Increasing the confidence of women in agricultural settings by encouraging them to experience basic agricultural techniques/skills in a stressfree, all female environment, will result in their increased involvement in agriculture. According to studies, women tend to learn more effectively with hands on activities. Therefore, catering to women's unique learning styles will enhance their experience. These women, like all farmers, need technical edvice to help their farming operations be successful. Therefore, the Southern Women in Agriculture: (SWAG) Advanced Cattle Workshop was developed to provide women involved in or interested in cattle production, a comfortable learning environment to gain hends-on experience and network with other women involved in the industry.





ACKNOWLEDGMENTS

The Southern Women in Ag Advanced Cattle Workshop would not have been possible without the support of the Georgia Beef Commodity Commission and UGA Tifton.

OBJECTIVES

(1) to provide an opportunity for women involved in or interested in agriculture to receive (2) advanced training through a two-day hands-on experiential learning workshop while also providing (3) extension agent training and (4) certification in Beef Quality Assurance.

PROGRAMMATIC METHODS

A two-day hends-on training was held April 29-30, 2019 on the UGA-Tifton Campus, Tifton, GA. Each day consisted of three two-hour breakout sessions which allowed all attendees ample time to engage and participate in each of the hands-on activities provided. Six female Agliculture and Netural Resources Agents and one Specialist with UGA. Extension organized and laught each station of the workshoot.

Sessions includes

- Cattle Handling / BQA Chute Side principles of cattle behavior and low-stress handling, sorting and moving eminals through a working facility and head chute
- Truck and Trailer Driving how to drive a truck with stock trailer, both bumper-pull and gooseneck, practiced hooking up, becking, loading and unloading animals.
- Tractor and Equipment tractor safety, operation, basic maintenance, and implements; sprayer calibration, practiced moving hay with spear and placing hay in rings to simulate common hey feeding practices.
- Media Training how to develop and share their ag story with others, especially those unfamiliar with ag
- Bovine Reproduction besics of bovine reproduction system including standard A.I. techniques utilizing harvested repro-tracts, hands-on celving dystocial scenarios using celving simulator
- Forages and Fencing basics of soil sampling, hay sampling and interpreting soil and forage analysis reports, "pasture wells" decuseing pasture management, plant and weed identification, fencing materials and use

RESULTS

- Each perticipent earned Beef Quality Assurance Certification
- Each participant received a one-year membership to the Georgia Cattlewomen Association
- Likert-type pre and post assessments were given to determine periodipants self-evaluation of knowledge and comfort in each topic area.



IMPACT

- 100% of respondents said the workshop met their expectations and they would recommend to others
- 80% would be interested in future trainings geared towards women involved in eq.
- Notable quotes: "I had a great time very informative and hands-on! Freedom to ask questions and explore." "I live the hands-on experience, it helps me to understand and get over the fears! here?"

Program Participation Impact		
Persmeter	Program Impact	
Number of Program Participents	21 (15 strendees, 3 county agents)	
Acres of Pasture Impacted	5,882 acres	
Number of Cattle Impacted	1,222 head	





Teen Green:

Connecting Underserved Youth to Careers in Natural Resources



Stump, K.E., University of Florida Institute of Food and Agricultural Science, Osceola County, FL 34744

Need

- Osceola County, Florida is a diverse and rapidly developing county.
- Youth from urbanized areas of the county are unfamiliar with the area's natural resources or possible environmental career paths.
- Without information or resources, many underserved high school students do not think they can attend college or pursue such careers.





Objectives

The measureable objectives were to increase knowledge in the following topics:



50%

Soil, water, and plant science principles, sample collection, and analysis.



50%

Environmental career paths and alternative paths to higher education.







Figure 1. a) liven Green participants in 2018. b) Soil testing kit. c) incide a greenhouse at Mid-Rorida Research and Education Center. d) Water testing kit used for water quality lab.

Goal

The purpose of Teen Green is to introduce underserved high school youth to careers in natural resources. It is a fun and interactive 3-day workshop covering topics in water, soil, and plant sciences.

Methods

The 3-day workshop consisted of labs, lectures, games, tours, and activities. Each topic was explored with a variety of educational methods.



Water Science:

- Water sample collection and quality analysis (pH, chlorine, ammonia, phosphate, and nitrate)
- Florida's water resources presentation

Soil Science:

- Soils 101 lecture
- Soil sample collection
- Analysis for soil texture and pH

Plant science:

- Plant cutting demo and DIY project
- Butterfly pea tea demonstration
- Tour of greenhouses and plant science labs

Career Education:

- Water resources careers game
- Guest speakers from researchers and students at the University of Florida Mid-Florida Research and Education Center (MBFC)
- Connection with the UF MREC Undergraduate Success Coordinator
- Testimonies from non-traditional students

Results

- 12 teens aged 15-18 attended the 3-day workshop in 2019.
- Based on average pre-/post-test scores, they increased their knowledge by:





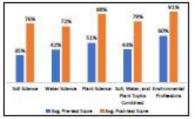
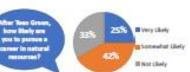
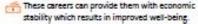


Figure 1. Average pre- and post-test scores by topic (nvt 2)



Impacts

Youth participants are more likely to pursue stable career paths.



As future environmental professionals, the attendees will contribute to positive environmental impacts

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An Equal Opportunity institution. UF, IFAS Extension, University of Florida, Institute of Food and Agricultural Sciences. Nich T, Piace, dean for UF, IFAS Extension. Single copies of UF, IFAS Extension publications (excluding 4-14 and youth publications) are available free to Florida residents from county UF, IFAS Extension.



Where to begin

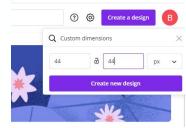
- Review past poster winners on the NACAA website
- Plan your Extension program with the idea of completing a poster in mind
 - Plan strong impacts and evaluations within your program
 - How can you demonstrate the change your program or research made in your community?
- Write your abstract
- Create a concept sketch of your poster as a first draft
- Remember your audience: AGENTS! Your poster is not for the public, its not for your County Commissioners, it is for your peers.
 - How can a fellow agent build upon your work within their community?
 - How did you assess the need for your work?

Abstracts: the key (but please don't put it on your poster!)

- The abstract text shall be between 150 350 words.
- Scientific names (i.e., botanical names) must be italicized.
- Do not use all capital letters. Do not underline text unless hyperlink
- Extension Education abstracts must show program impact. Applied Research abstracts must include research data.
- State the main objective and rationale for your research project or educational program.
- Outline the methods you used to accomplish your objectives.
- List your research project or educational program results or products.
- Include raw conclusions about the implications of your research project or educational program.
- No poster or abstract presented at any previous NACAA AM/PIC is allowed.

Poster Specifics

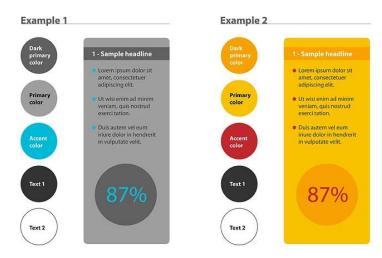
- Poster size must be no smaller than 36" x 36" and no larger than 44" x 44".
- Start by setting your specific dimensions
 - PowerPoint
 - Microsoft Publisher
 - Canva
 - Adobe



- Check with your University branding department for color themes and templates
- Don't forget your contact information at the top of your poster! The main goal of posters is to motivate agents, so make sure they can find you. (it doesn't hurt to add a bio picture too)

Design tips

- Limit colors to 3-5 complimentary, visually appealing colors (avoid neon bright colors unless used in moderation)
- Add eye catching (sharp!) visuals using high resolution photos
- Limit graphs to 2-3
 - Its OK to leave negative space. Do not feel the need to cover every inch of your poster with graphics or results
- Keep the background and margins clean
- Stick to 2-3 fonts
 - Use bold on titles and headlines
 - Stick with the classic fonts and avoid cursive or curling letters
 - Title fonts should be between 70-90
 - Headlines 50-60
 - Should be able to read 6 feet away
 - Text font-36
- Add directional context to your panels (lead the reader to understand HOW to read your poster—left to right; top to bottom, etc.)

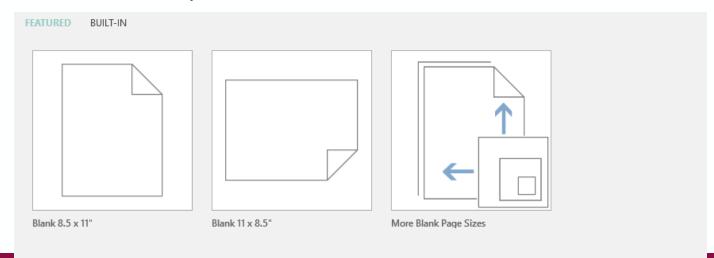


https://www.animateyour.science/post/how-to-design-an-awardwinning-conference-poster



How to create a poster template: Publisher

- Open publisher
- Select More Blank Page Size option
 - Select "create new page size" and change page width and length to desired size (no smaller than 36"x36" no larger than 44"x44")



How to create a poster template: PowerPoint

• Create "new presentation" and go to design and select "slide size" and "custom size". Set to your desired dimensions.

Orientation

Notes, Handouts & Outline

Other options:

Search for PowerPoint templates for conference posters

Printing your poster

Types of print:

Traditional rolled print

Pro:

- √ Sharp images
- ✓ Less expensive
- ✓ Can be printed anywhere (check with County GIS department)
- ✓ Matte, Glossy or Vinyl options



Pro:

- ✓ Wont lose in airport
- ✓ Unique designs
- ✓ Easy to store



Photo courtesy of NACAA, 2019 AM/PIC

Printing services: As your fellow agents where the best location may be in your community!

Upload your poster to FedEx or UPS and they can deliver directly to the city where the conference is held. Always check with the printer to see if they can ship directly to the conference center.

https://www.posterpresentations.com/

Spoonflower: Fabric poster https://www.spoonflower.com/

Staples: https://www.staples.com/services/printing/posters/

Scientific Poster Printing:

https://scientificposterprinting.com/



Tips and Tricks

- Know your state chair: contact early and as necessary
 - Double check with them that your application and PDF were received
 - Send read receipt or confirmation of delivery
- Start applications early: Submission windows open
- Make sure your pdf file is not too large to send. The NACAA website can only upload files 10MB and lower.
 - Alternatives: drop box; google docs
 - Reduce the size of your file
- Always find someone to proofread your abstract and poster for errors





Photos courtesy of NACAA, 2019 AM/PIC

Preparing for Conference Presentation

- Don't forget your pushpins (~10)
- Handout materials are allowed on the floor (bring a stand)
 - Attach an envelope below your poster with a note for agents to drop their business cards in for follow up
 - The number of business cards received may be used as a quality indicator on your promotion and tenure document. It is a great way to get feedback on your program for reporting efforts.
- Check in with the Regional chairs to be assigned your number and display area
- Posters must be hung by 5pm on Sunday before the AM/PIC-schedule accordingly
- Posters are to be taken down by 3:30pm on the final day of the trade show







Awards: good reminders

- National Winners receive up to \$500 per award and plaque (if available)
- Three National Finalists receive up to \$250 per award and plaque (if available)
- Regional and state winners receive certificate and recognition
- Looks GREAT on Promotion and Tenure Portfolios and Resumes.
- Only NACAA members will receive certificates
- When in doubt about website: Contact Scott



Photo courtesy of NACAA, 2019 AM/PIC

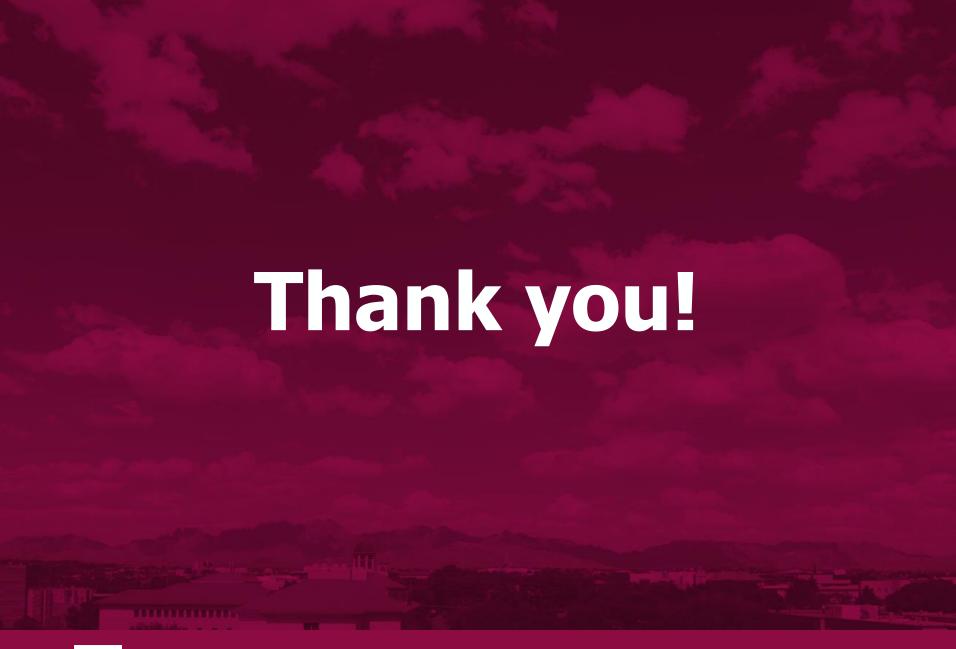
Resources

- Try using a design palette website to try out your color schemes: https://www.materialpalette.com/
- Better Posters: http://betterposters.blogspot.com/
- Academic Posters: https://www.academicposter.org/
- Creating Effective Academic Posters: https://urc.ucdavis.edu/creating-effective-academic-posters
- General Poster Design Principles: <u>https://urc.ucdavis.edu/sites/g/files/dgvnsk3561/files/inline-files/General%20Poster%20Design%20Principles%20-</u> %20Handout.pdf

Deadlines

Completed applications must be posted to the NACAA website by March 15 along with a completed poster pdf







BE BOLD. Shape the Future.