



SHOWCASE OF EXCELLENCE  
(POSTER PRESENTATION COMPETITION)  
SUBMISSION REQUIREMENTS & GUIDELINES

2022 Association of Extension Administrators System Wide Conference  
July 31-August 4, 2022  
Renaissance Orlando at SeaWorld  
6677 Sea Harbor Dr, Orlando, FL 32821

**Conference Theme:**  
**Positioning Extension for the Next Generation**

In order to showcase the excellent programs (not activities) that are conducted by our 1890 institutions, the 2022 AEA Conference will feature posters that describe programs in one of five program areas:

- o AGRICULTURE AND NATURAL RESOURCES
- o FAMILY AND CONSUMER SCIENCES
- o 4-H AND YOUTH DEVELOPMENT
- o COMMUNITY RESOURCE DEVELOPMENT
- o INTEGRATED PROGRAMS (Extension and Teaching, Extension and Research, or Extension and both teaching and research)

The posters will be judged using the attached criteria and awards will be given to the first and second place winners in each of the program areas. However, winning posters must have received a minimum score of 80 points to qualify for an award.

An additional competition will be held for pre-professionals (students and interns) that will be judged using the same criteria. All program areas will be judged as one area, and only one first and second award will be given.

Only the abstract is required to be submitted in advance of the conference and these abstracts will be published electronically. The deadline for submitting abstracts is April 1, 2022 by midnight. Abstracts received after this deadline will not be accepted and will be returned to the sender. Additionally, all abstracts must be approved and e-mailed by the Extension Administrator or his/her designee to Dr. Raymon Shange at [rshange@tuskegee.edu](mailto:rshange@tuskegee.edu).

Abstract Formatting: Before submitting your abstract, be certain it conforms to the following Abstract Formatting guidelines on the following page.

**\* COVID Response and Virtual programming abstracts are strongly encouraged.**

For additional information: Questions about abstract submission should be directed to:

Dr. Raymon Shange  
Associate Extension Administrator, Tuskegee University  
By Email: [rshange@tuskegee.edu](mailto:rshange@tuskegee.edu)

ABSTRACT GUIDELINES

Title	Body
<ul style="list-style-type: none"><li>○ Capitalize all proper words.</li><li>○ Italicize genus and species</li><li>○ No footnotes</li><li>○ Bold all words in the title.</li></ul>	<ul style="list-style-type: none"><li>○ Limit 250 words.</li><li>○ Do not cite references, figures, tables, probability levels, nor detailed results.</li><li>○ Refer to results only in the general sense.</li><li>○ use Times Romans font size 11</li><li>○ single line spacing</li></ul>

Authors and Affiliations	Title, Authors and Affiliations Example
<ul style="list-style-type: none"><li>○ Last name last</li><li>○ No first names</li><li>○ Only Initials.</li><li>○ * denotes presenter.</li><li>○ Avoid footnoting.</li><li>○ If student/intern, type Pre-professional</li></ul>	<b>Enhancing Rural Communities Through Water Quality Monitoring, Modeling, and Education.</b> E. L. Green* and J.W. Brown. OUR University Cooperative Extension Program, OUR, AL 33333

Topic Areas...
<ul style="list-style-type: none"><li>○ Agriculture and Natural Resources</li><li>○ 4H and Youth Development</li><li>○ Community Development</li><li>○ Family, Home, and Consumer Science</li><li>○ <b>Integrated**</b> (This section is inclusive of Integrated projects that include 1 or more of the categories a-d; Integrated Extension &amp; Research; Integrated Extension &amp; Teaching; Multi-State; Multi-Institution)</li></ul>

\*See abstract examples at the end of the document.

Additional Information and Guidance for Posters

ABSTRACT REVIEW PROCESS

- All abstracts will be reviewed by the AEA System Wide Conference Abstract Committee. Abstracts will be rejected based on one or more of the following reasons:
- a. Duplicate Abstract - The abstract contents substantively overlap with contents of another submitted abstract by the same presenter or co-presenter.
  - b. Abstract Not Appropriate for the Conference
  - c. Does Not Adhere to Guidelines for submitted category. See format below and attached examples

ABSTRACT ACCEPTANCE NOTIFICATIONS

Authors will be sent an email by **April 22, 2022** indicating the decision on their abstract. It is very important that a valid and current e-mail address be on record for all presenting authors to help with the notification process. As soon as the program is finalized, authors will also be notified about days, times and locations for their poster presentation.

## **POSTER PRESENTATION DIMENSIONS REQUIREMENTS & SETUP PROCEDURES**

- a. Poster size may be no more than 4 feet by 4 feet (i.e., length is no more than 4 feet and the width is no more than 4 feet). Oversized posters will obscure an adjacent poster and thus be rejected.
- b. All posters must be set up in the time allotted before the session and must remain up until the session ends. Materials must then be removed promptly from the board and the area cleaned up.
- c. Presenters will be assigned a specific time slot for poster presentation.
- d. Presenters will forfeit the opportunity to present if they are LATE for their presentation.
- e. Presenters are to remain by their poster during their display session, to answer questions.
- f. You must provide your own push pins or any other material you may need to mount your posters. Conference staff will assist you in locating mounting board.

## **POSTER DESIGN SUGGESTIONS & TIPS**

- a. Allow ample time to prepare your poster. Use a crisp, clean design and the same title used for abstract. Do not tell the entire research history. Present only enough data to support your conclusions. The best posters display a succinct statement of major conclusions at the beginning, followed by supporting text in later segments and a brief summary at the end.
- b. All posters should feature a title, your name, the name of the institution where the research was performed, and should credit others, as appropriate. The title lettering should be about 2" to 3" (5cm to 7.5cm) with subheadings 1/2" to 1" high (1.25 to 2.5 cm). All lettering should be legible from about 5 feet away.
- c. All posters should contain the following headings:
  1. Title with authors and Institution (s) (See examples)
  2. Abstract – 250 words or less
  3. Introduction to include program goal, objectives, target audience, justification, emphasis
  4. Program description to include delivery methods, program design/format, resources included, evaluation tools and visibility/marketing of the programs
  5. Accomplishments
  6. Impacts
  7. Future implications/plans
- d. Text material should be approximately 24 pt.
- e. Convert tabular material to graphic display, if possible.
- f. Use color to add emphasis and clarity.
- g. Make illustrations simple and bold. Enlarge photos to show pertinent details clearly.

## **ELIGIBILITY FOR POSTER COMPETITION**

All abstracts that are accepted will be entered into the poster competition.

- a. The PI must be from an 1890 University
- b. The presenter must be registered as a conference participant
- c. The presenter must have played a critical role in the project and be listed as the first author.
- d. The poster must be the result of an abstract proposal that has been approved for presentation at the conference given adherence to the proper guidelines.

EVALUATOR FORM FOR JUDGING POSTER PRESENTATIONS

This poster fits under which Extension Program Area:

- 1. \_\_\_\_\_ Agriculture and Natural Resources
- 2. \_\_\_\_\_ Family and Consumer Sciences
- 3. \_\_\_\_\_ 4H and Youth Development
- 4. \_\_\_\_\_ Community Resource Development
- 5. \_\_\_\_\_ Integrated Programs (Extension and Teaching, Extension and Research, or Extension and both Teaching and Research)

Presenter’s Name \_\_\_\_\_

Poster Title \_\_\_\_\_

Evaluation Score

I. Content (80%)

\_\_\_\_\_ (25) Abstract (Is the abstract a comprehensive summary that effectively reflects the content of the poster?)

\_\_\_\_\_ (20) Introduction (Does the introduction give sufficient background to educate the reader and does it justify the need for the work? Are goal(s) and objectives clearly defined?)

\_\_\_\_\_ (25) Program Description (Was the program description clear and were evaluation tools used to allow for improvements, were resources reasonable, was the program marketed well and made visible/accessible to citizens/stakeholders, etc.? Was the methodology appropriate, reliable and through?)

\_\_\_\_\_ (30) Accomplishments (Were impressive accomplishments made?)

\_\_\_\_\_ (40) Were impressive impacts realized? (Were these impacts clear and meet the description of impacts.)

\_\_\_\_\_ (20) Future implication (Are conclusions aligned with and effectively explain the accomplishments? Does the implication lead the reader to recognize the need for the continuation of the work?)

Content Subtotal (160)

II. Presentation (20%)

\_\_\_\_\_ (10) Use of headings and strong visual focus areas that attract readers

\_\_\_\_\_ (10) Quality and relevance of photos, figures/tables

\_\_\_\_\_ (10) Overall appearance

\_\_\_\_\_ (10) Confidence, knowledge and sound articulation about the program

Presentation Subtotal \_\_\_\_\_(40)

Competitive Poster Grand Total \_\_\_\_\_(200)

Examples of abstracts to be submitted  
**Deadline (April 1, 2022)**

**Childhood Overweight Prevention: Promoting Healthy Lifestyles and Environments for Children and Youth**

*L.Bowman\* and D.Lee.Lucky University, Lucky, VA 54321*

Agents of Lucky Co. developed and taught a ten-hour in- service training course for school food service employees, physical education teachers and 4-H leaders. Impact data from the 121 participants indicated that eighty-three percent of participants had gained knowledge of topics taught. Twenty- one participants had planned a nutrition event for their cafeteria.

*Program Area: Family and Consumer Sciences*

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**Get Real! Teaching Youth Financial Literacy Through Reality Store**

*B. Samuel, L.Estrella\*, D. Foster, and L. Blischak, Unlucky University, Unlucky, ME 12345. Pre-professional*

Financial illiteracy is a major issue facing youth. Surveys indicate that high school seniors lack basic knowledge of finances and consumer education. Reality Store, a financial simulation, enabled 2,058 students to increase knowledge of making financial choices, goal-setting, decision-making, and the correlation of higher education and better career choices.

Program Area: 4H and Youth Development