Presenting at the Spring Celebration of Service & Leadership

Presented by:
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Big Ideas

The goal of the Spring Celebration is to provide a forum to showcase student service or leadership work conducted in partnership with the community.

Presentations are most effective – and have the longest lasting impact – when they focus on a main message or big idea.

Think deeply about the core message you want everyone to know about your leadership or service activity, and build your presentation around that.
Schedule

Wednesday, May 20, 2015 at the HUB
2:00-6:30pm

2:00 - 2:45  Spring Celebration set-up and check-in
            HUB 1st floor
2:00 – 3:00  Break-out Session 1 (Oral presentations 1)
2:45        All posters must be set-up and ready
3:00 - 4:00  Gallery 1 (Poster session 1)
3:15 - 4:15  Breakout Session 2 (Oral presentations 2)
4:00 - 5:00  Gallery 2 (Poster session 2)
4:30 – 5:30  Gallery of Student Projects, UW Leaders
4:30 - 5:30  Breakout Session 3 (Oral presentations 3)
5:30 - 6:30  Reception (great food!!!)
Day of the Presentation

Check-in between 2:00 and 2:45pm in the HUB.

Poster should be freestanding.

Spring Celebration will provide the easels and binder clips; you will provide poster and foam core or tri-fold board.

Two posters per easel; all posters should remain up during the entire Celebration.

Presenters are asked to remain at their posters during the gallery session times.

Please pick up your poster between 5:30 and 6:30pm.

Rain happens! – save the plastic bag from the printer, or consider a large garbage bag.
Audience

Many different people attend the Spring Celebration of Service and Leadership, including:

- Students
- Community Partners
- Faculty & Staff
- UW Interim President – Ana Mari Cauce
- UW Interim Provost – Jerry Baldasty
- UW Foundation Board members
- Scholarship Donors
- Feedback Teams
- Friends and Family!

Be prepared to represent yourself, your project, and your community well.

Remember that for many of you, this is the final project or report required by your program or scholarship.
Preparing Your Message

• What is the core issue your project addresses? What are the goals of your project?
• Who are your partners? Who collaborates and who benefits from the work?
• What methods are you employing to achieve your goals and address the issue? How are you doing the work? What does the work look and feel like?
• What impact has your work had? What do you expect/hope will continue to happen in the future? Why is this service or leadership project relevant and important?
• How have mentors influenced what you are doing? What lessons will you take away from this project? How has this work impacted your academic pursuits?

Spend time articulating and practicing your message.
Preventing Your Message

Know your “Elevator Speech”

• A one or two sentence summary of your work – the “hook.”
  – For example, “I’m involved in a tutoring program at a local elementary school, working with third and fourth graders on literacy. I use photos and poetry to help students articulate their understanding of the world.”

• A longer description (your “elevator speech”) of your work, including details of your project, the impact on your community, and what you have learned along the way.
  – “I was drawn to this work because of a poetry class I took here at UW. We had a guest speaker who talked about how poetry could be used with young people. I had already been asked by the elementary school teachers to prepare a session for kids on photography and I decided to combine that with poetry. I have learned a lot about developing a curriculum and being flexible with kids. And I couldn’t have done any of this work without the support of the teachers and parents.”

• In between your short and long descriptions, it might be helpful to prepare a description of your visual presentation.
  – “My poster depicts photographs and poetry that students have written, along with an outline of the curriculum I am using with the youth.”

Spend time articulating and practicing your message.
Tips for Presenting Well

Prepare a two minute summary (“elevator speech”) for visitors using your poster as a visual guide.

Stand by your poster during the whole session. You will have the opportunity to walk around during the other session.

Stay close by, but off to the side just a bit, so that everyone can clearly see your poster as they walk by.

Look at the person to whom you’re speaking – don’t turn your back on them and speak to your poster.

Dress professionally (business casual).
Poster Design: The Basics

Warning: The following poster examples are from the Undergraduate Research Symposium. The content, headings, etc., therefore reflect research projects – not leadership or service projects. However, the overall messages about design apply to posters of any type. Look for the ideas in these examples and think about how to apply them to your poster.
Purpose

Your poster is not giving a presentation. **You** are giving a presentation. The poster is merely a tool to help you convey your message.

Posters for the Spring Celebration of Service and Leadership are a summary of why you did something, how you did it, and what you learned.

Most posters for the Spring Celebration will be divided into the following suggested categories:

- Introduction
- People, Partners or Stakeholders
- Service or Leadership Project
- Impact
- Reflection and Connection
Poster Sections

These are suggested section headings. Adjust as appropriate for you and your project.

Introduction

• What is the core issue your project addresses?
• What are the goals of your project?
Poster Sections

These are *suggested* section headings. Adjust as appropriate for you and your project.

**People, Partners or Stakeholders**

• Who are your partners? Tell about the community members, partner organizations, and those who participate in (or benefit from) your work.
Poster Sections

These are *suggested* section headings. Adjust as appropriate for you and your project.

**Service or Leadership Project**
• Describe your project.
• What methods are you employing to achieve your goals and address the issue?
• How are you doing the work?
• What does the work look like?
• What does it feel like?
Poster Sections

These are suggested section headings. Adjust as appropriate for you and your project.

Impact

• What impact has your work had?
• What do you expect/hope will continue to happen in the future?
• Why is this service or leadership project relevant and important?
Poster Sections

These are *suggested* section headings. Adjust as appropriate for you and your project.

Reflection and Connection

- What lessons will you take away from this project?
- How has this work impacted your academic pursuits?
- How have mentors influenced what you are doing?
Find the Balance

A poster should be visually simple, yet highly informative.

Space is limited. Choose words and images carefully.

Every element should help convey your message.
Characterizing the Dielectric Constant of *Listeria monocytogenes* Using Optical Interferometry

Mei Liu
Professor Lih Y. Lin
Dept. of Electrical Engineering, University of Washington

Background

Non-invasive manipulation/rotation of biological particles is attractive for various biomedical applications, including constructing biofilms and human tissue engineering. Currently, there are two approaches to non-invasive manipulation of micro- and nano-biological particles with rotational capability, but each method has its own disadvantages and limitations.

The first method is using dielectrophoresis which relies on micro-electrodes configured in fixed positions to manipulate biological particles (Fig. 1). The control is coarse since using this approach, since the fixed electrodes limit the resolution of rotation, and the area of bioconstruction and manipulation is also constrained.

The second method is using optical tweezers which utilizes radiation pressure from a focused optical beam to trap and move small particles. The disadvantage of this approach is that it requires high optical intensity to create enough force, which can cause photodamage to biological cells.

Opto-Plasmonic Tweezers

Our research group is proposing a new approach for optical manipulation and rotation of micro- and nano-biological particles by utilizing polarized light to excite resonant oscillating dipoles on a conductive surface such as gold.

The principle of this method is illustrated in Fig. 2. By changing the polarization of the incident light, the radiation pattern caused by the resonant oscillating dipoles will change, which results in fine orientation control of the biological particle.

Opto-Plasmonic Tweezers are used to manipulate *Listeria monocytogenes* and Au-coated nanoparticles.

Dielectric Constant

The main advantages of this proposal are: 1) non-invasive manipulation and rotation of biological cells and molecules by light; 2) fine orientation control of optical manipulation with high resolution; and 3) low optical intensity requirement (approximately two or three orders of magnitude lower than conventional optical tweezers).

The magnitude and direction of the light-induced dielectrophoresis force depend on the dielectric constant of the object that is being manipulated, which in our case is *Listeria monocytogenes*. The dielectric constant of a material also affects how electromagnetic signals, such as light, moves through it. For example, light travels slower in a medium with higher refractive index. Therefore, it is critical to be able to characterize the dielectric property of the object to be manipulated.

Dielectric constant $\varepsilon_r$ is defined as the ratio:

$$\varepsilon_r = \frac{\varepsilon - \varepsilon_0}{\varepsilon_0}$$

where $\varepsilon_0$ is the static permittivity of the material in question, and $\varepsilon$ is the vacuum permittivity.

Michelson Interferometer

A schematic drawing of a Michelson interferometer is shown in Fig. 3. It consists of an input laser light, a beam splitter, two reflecting mirrors, and a photodetector at the output to measure the light intensity as a result of two-beam interference. The position of one mirror can be adjusted.

The Michelson interferometer is built using a He-Ne laser as the light source. The measured output intensity versus mirror translation distance will generate a graph similar to Fig. 5.

Methodology

The next step is to insert the dielectric material (Fig. 6), and measure the intensity change. The different dielectric constant (thus the refractive index) of *Listeria monocytogenes* from the surrounding air results in effective optical path length difference, which causes the intensity to change.

The measurement is very sensitive and can detect small effective optical path length differences, which can be the result of either small refractive index change, or small quantity of samples. The effective thickness of *Listeria monocytogenes* cells, which is extracted from the measured signal, will be measured by a microscope first. Then this value will be combined with the measured intensity change and the dielectric constant can be computed for *Listeria monocytogenes*.

*Listeria monocytogenes*

The opto-plasmonic tweezers will be used in proof-of-concept studies to manipulate *Listeria monocytogenes* and Au-coated nanoparticles. The focus will be on biocell action, as an intracellular bacterial pathogen that rapidly invades host cells by hijacking the host cell actin polymerization machinery for motility.

Acknowledgement

This work has been supported in part by the Maryland Space Grant.
**LERIX**
Who couldn’t use a little help at the synchrotron x-ray lightsource?

Carin Schlimmer, Computer Science  Mentor: Jerry Seidler, Physics

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**What is LERIX?**
- The Lower Energy Resolution Inelastic X-ray Scattering Spectrometer (LERIX) measures stuff you learned about in high school science – how much energy it takes to kick an electron out of its orbit (below).
- LERIX measures X-ray scattering off the sample at nineteen different scattering angles.
- LERIX studies materials ranging from atmospheric airpoll and simulated space dust to new Li-ion battery technology and next-generation nuclear fuel.

**LERIX measures electron energy states**

**What is LERIX Helper?**
- LERIX Helper is a computer application that completes all of the initial analysis on data from LERIX (column at far right).
- Users can run the x-rays through LERIX and get realtime results from LERIX Helper.
- LERIX Helper makes data analysis fast and simple back at the lab.

**LERIX Helper**
- To make LERIX Helper more accessible for research groups in other disciplines, we chose to write the program in the commonly used MATLAB and its open-source cousin SCILAB. In MATLAB, I designed a graphical user interface (left).
- Challenges, keeping track of which numbers were where when debugging, switching between the two languages’ different data structures, using quantum physics without having a quantum class!
- Field Test! Comments from my group members after using LERIX Helper for experiments this summer led to improvements in user interface and data storage.

**Building LERIX Helper**
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- Challenges, keeping track of which numbers were where when debugging, switching between the two languages’ different data structures, using quantum physics without having a quantum class!
- Field Test! Comments from my group members after using LERIX Helper for experiments this summer led to improvements in user interface and data storage.

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**LERIX Data Analysis**

1. We start the analysis with the data files from LERIX (right).
2. We subtract the E, we found above to calibrate our data in terms of x-ray energy loss. Data from three different runs graphed together (right).
3. We subtract the E, we found above to calibrate our data in terms of x-ray energy loss. Data from three different runs graphed together (right).
4. We subtract the E, we found above to calibrate our data in terms of x-ray energy loss. Data from three different runs graphed together (right).
5. We subtract the E, we found above to calibrate our data in terms of x-ray energy loss. Data from three different runs graphed together (right).

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**Summer Results**
- LERIX Helper 1.9 (SCILAB) and 2.2 (MATLAB) are ready for use at the synchrotron and in the lab.
- I got a chance to work on more advanced analysis for boron carbide samples, and I wrote more for loops than I ever have before!
- I presented my research for other students, wrote an abstract, and had a great time in SURP.

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**Thanks for all the good times...**
- Team members:
  - Tim Fisher, Yan Nagle, Lee Bradley, Abi Skilton
  - Michael Shaffer
  - Hang Ngo, Amber Arnold, Tara Sauer, and all the folks at SURF and NCSA Space Science!
- Arizona National Lab and the Advanced Photon Source
- University of Washington Department of Physics
- Peter Shaffer
Software Programs for Poster Design

- MS PowerPoint (most popular)
- Impress (Open Office version)
- Adobe Illustrator
- Adobe Photoshop
- Adobe InDesign
- Adobe FreeHand (formerly Macromedia)
- LaTeX (mostly for Linux users)
- Paper, scissors & glue stick
First Steps for PowerPoint

1) Open a New Presentation (ppt)
2) Change page size to poster size (40” wide x 32” tall for the Spring Celebration)
Adobe Options

Illustrator

InDesign

Photoshop
Poster Elements

Words
- Title
- Section headings
- Captions
- Body Text

Photos

Illustrations

Borders

Backgrounds

Images

Charts and Graphs

NCEP Reanalysis – 500 mb geopotential height

Member States’ Total Debt vs US Total Debt to the UN
Layout

Present information the way you would normally read: left to right, top to bottom.

Use columns and line breaks to divide the poster into smaller sections.

Use bullets instead of long paragraphs to summarize information.

Don’t crowd. White space around sections makes a poster easier to read.
Layout

Think about effective placement of different features:

– Text boxes
– Images (insert recommended over copy/paste)
– Graphs and tables (copy/paste, check font size, or create tables in poster)
– Background
“Strange Fruit”: A New Database for the Study of Southern Mob Violence

Nicholas Wong
Mentors: Professor Stewart Tolnay and Amy Bailey
University of Washington Department of Sociology and Center for Studies of Ecology and Demography

Funded by Mary Gates Research Scholarship, National Science Foundation (SES-0521339) and the Institute for Ethnic Studies in the United States

Methodology

Step 1
- Using names provided by previous databases (e.g., below), undergraduate research assistants (URA) searched historical documentation, (i.e. census records, newspapers, death records, etc) for victims in reported county and surrounding counties.

Step 2
- URA as considered all facts found in database and previous research to narrow down the searching criteria.
- URA begins searching in reported county and contiguous counties for victim. If nothing is found, URA moves further to state and nationwide searches.
- Up to 8 matches can be found for a single person and forwarded to the ‘Case Selection’ process. If no matches are found or the number surpasses 8, the search is classified as an ‘unresolved case’.
- In “Case Selection”, the URA attempts to find potential matches in the following census (e.g. victim lynched in 1902 found in the 1900 census, is also found in the 1910 census) to eliminate “false positives”.
- Considering all possible factors such as geographic distance, age, name, etc., the URA makes preliminary rating.
- Finally, the URA meets with the principal investigator and project manager and collectively agrees on a final rating in one of the following categories:
  - No Match
  - Single Match (with high or medium probability assigned)
  - Multiple Matches (with probabilities divided subjectively)

Step 3
- URA enter information for entire household in database program Espanto. Data is then used to determine common socio-economic trends amongst victims.

Example Case

From the inventory of lynching victims, we know that Garfield Burley and Curtis Brown were two black men, accused of murder and lynched together in Dyer County, Tennessee, on 8 October 1902. From Without Sanctuary**, their lynching is depicted.

Using our methodology, we find Burley and Brown in the 1900 census. Curtis Brown is found in the county of reported lynching and Garfield Burley is found in a statewide search in the county below. Below are the census files and contained information.

**Garfield Burley**

From the census, we learn that in 1900, Garfield Burley lived in a mixed-race farming house in Civil District 1, Dyer County, Tennessee. He was literate, unmarried, and lived with more than 30 men he worked on with a railroad construction crew. Burley’s age and the states of his or his parents’ birth were not recorded.

**Curtis Brown**

In 1900, Curtis Brown was a 20-year-old newlyweds living in Dyer County, Tennessee. He and his wife Pearl, also age 20, were farmers with no children yet. Curtis and Pearl were both born in Tennessee, as were all of their parents, and both of them were literate. The census enumerator did not record whether they owned their farm or were tenants or sharecroppers.

Introduction

Between 1882 and 1930, nearly 3,000 blacks in the American South were brutally mutilated, killed, and hung for public display**. These murders were known as “lynchings” and used as a means of social control against the black population. Until now, all previous data are based on conditions outside of the victim i.e. geographic location, purported reason, etc. This study hopes to personalize these tragedies by revealing the socio-economic characteristics of the individual and determine if any trends existed amongst the large group of victims during the era of lynching.

Spatial Distribution of Lynch Victims

States include: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, and Tennessee
EXCESSIVE ANTIBIOTIC USE IN LIVESTOCK CONTAMINATES NEARBY SOIL AND WATER DUE TO RUNOFF.

BACTERIA LIVING IN THESE ENVIRONMENTS ARE THEN EXPOSED TO LOW LEVELS OF THE DRUG.

IT WAS PREVIOUSLY THOUGHT THAT SUCH LOW CONCENTRATIONS OF AN ANTIBIOTIC COULD NOT CREATE SELECTIVE PRESSURE TOWARDS RESISTANCE.

HOWEVER, EVIDENCE SUGGESTS THAT LEVELS WELL BELOW THE MINIMUM INHIBITORY CONCENTRATION (MIC) CAN STILL INFLUENCE AND DIRECT EVOLUTION.

ANTIBIOTIC RESISTANCE CAN OCCUR WHEN MUTATIONS ACQUIRED UNDER A LOW CONCENTRATION "PRIME" BACTERIA TO BE ABLE TO SURVIVE FUTURE EXPOSURE TO VERY HIGH CONCENTRATIONS OF THE DRUG.

AFTER 48 HOURS WE COUNTED THE NUMBER OF SURVIVORS IN BOTH THE ANCESTOR AND MUTANT POPULATIONS. WE EXPECTED ONE OF TWO POSSIBLE OUTCOMES:

RESULTS

WE OBSERVED MUCH HIGHER SURVIVAL RATES IN POPULATIONS WITH THE MUTANT 2 BACKGROUND.

WE SEQUENCED ALL OF THE SURVIVORS AT THE GENE rpoB KNOWN TO BE INVOLVED WITH RIFAMPICIN RESISTANCE.

MUTATIONAL DIVERSITY IN rpoB

THE RESULTS SHOWED AN INCREASED MUTATIONAL DIVERSITY IN POPULATIONS WITH THE MUTANT 2 GENETIC BACKGROUND AS COMPARED TO THE ANCESTOR. THIS IS CONSISTENT WITH POTENTIATION, SUGGESTING THAT THE PRESENCE OF THE FIRST MUTATION ALLOWED MORE MUTATIONAL PATHS TOWARDS RESISTANCE AND ULTIMATELY HIGHER SURVIVAL.

ACKNOWLEDGEMENTS

"THE AUTHOR(S)" DO NOT CLAIM THE COPYRIGHT FOR THIS WORK AS"//"THE WORK IS ENCLOSED BY THE TERMS OF THE CC BY-NC 4.0 LICENCE"/"WE WILL USE COMMON SENSE AND GOOD ETHICS"/"POSTER FORMAT"
Fonts

Someone standing 3-4 feet away should be able to read everything on your poster.

Minimum sizes:

- Title: 72-point
- Headings/Section Titles: 40-point
- Body Text: 28-point
- Captions: 24-point
Fonts

Limit yourself to 1 or 2 types of fonts in order to create consistency and unity.

Sans-serif for titles, headings, graphics (e.g., Arial, Futura, Verdana); usually in bold and/or a different color to draw attention.

Serif for text (e.g., Times New Roman, Garamond, Footlight MT Light); sans serif fonts are more acceptable than they once were.
Union Democracy Project

Union Democracy Re-Examined

Adam Goodvin, Devin Kelly, Nowell Bamberger, Natalie Quist

Early Political History

The Scrap Iron Dispute:
The scrap iron dispute, with its most significant events occurring in December 1938, was a demonstration by the ILWU that, to an extent, dictated American foreign policy. The dispute was regarding work rules the union won in the 1934 strikes. Along with ensuring the safety of longshoremen, these rules have promoted full employment by spreading work around the docks. Through a legal action the ILWU controlled the pace of productivity, and thus established a foothold from which to bargain with the employer.

Union and Employer Goals:
Since its inception in 1934, the ILWU sought to obtain economic and social justice on the docks of the West Coast. Their main weapon in achieving these goals has been the negotiation of work rules and agreements won in the 1934 strikes. Along with ensuring the safety of longshoremen, these rules have promoted full employment by spreading work around the docks. Through a legal action the ILWU controlled the pace of productivity, and thus established a foothold from which to bargain with the employer.

The M&M Agreements:

Agreement commemorating the 72 Strike

Negotiation and Agreement:
The International Officers of the ILWU, foreseeing a situation similar to the number of longshoremen utilized in West Coast operations and an ensuing labor crisis, entered into unofficial talks with the PMA in the late 1950s regarding the subject of mechanization. The main objectives of longshoremen in these negotiations were to preserve the number of registered longshoremen on the West Coast (U.S.-Canada). To accomplish this, ILWU and the local labor unions represented by the ILWU in the negotiations of restrictive work rules with the registered longshoremen of the West Coast. Several years of negotiations culminated in the Mechanization and Modernization agreements of 1960 and 1966. These agreements stated that the ILWU would remove restrictive rules that forced the transfer of loading and cargo handling from their Coastwise Contract with the ILWU. In return, the ILWU would develop "mechanization fund" for the ILWU membership that would guarantee full pay when full employment was not available.

Reactions:
The M&M agreements were considered by many in the labor and academic communities to be revolutionary for various reasons, the leviathan the complete voluntary nature of the M&M population. These agreements reached without the use of strike or lockout in the bargaining process. Although revolutionary in scope, the agreement were met with heavy resistance on both sides of the industry, and the agreements were terminated after a coastwise strike in 1971. Even though they were terminated, the spirit of these agreements live today in contracts and understanding between the ILWU and the PMA.

Preliminary Findings:
The Union Democracy Project has found that the ILWU has historically taken great strides to ensure its democratic tradition by taking progressive business and political stances. The willingness of the ILWU to affiliate with unions domestically and internationally demonstrates a commitment to worldwide labor solidarity. Union rank-and-file efforts have entrenched the same ethic in the character of the ILWU.

About the Project:
The Independent Longshore and Warehouse Union (ILWU) has represented western longshore and warehouse workers since 1934. Given the union's diverse makeup, it is not surprising that it is characterized as one of the most militant and the most active labor unions in the country. ILWU's commitment to democratic governance, particularly as expressed by Harry Bridges, former Union President. This project has examined controversies in the history of the ILWU for evidence of democratic governance by studying union documents and third-party records.

The Congress of Industrial Organizations:
After splitting with the east coast International Longshoremen's Association (ILA) in 1937, the ILWU became a member of the more sympathetic and radical CIO. This tenacious relationship became strained in the 1950s when the CIO, under the crushing pressure of the McCarthy-era red scare, expelled the ILWU from its ranks, and threatened to begin raids of its membership. The claim was that the ILWU was Communist-dominated, the truth was that it was, as a powerful socialist-union, present a threat to the challenge of the domestic and international policy of the CIO. Despite efforts to destroy it, the ILWU was an anomaly in that it survived, and thrived, under CIO expulsion.

Affiliations:
The CIO, the British Trade Union Congress and the Soviet Central Council of Trade Unions organized the WFTU in 1945 as delegates to the newly formed United Nations. International solidarity was the goal, but was in vain Cold War hostility. When the CIO and TUC left the WFTU in 1949 to form the International Confederation of Free Trade Unions (ICFTU), the ILWU remained as one of the few members from a non-socialist country. It continued to play a role in the international trade union movement until, under extreme anti-Communist pressure, it was forced to withdraw in 1950.

The World Federation of Trade Unions:
The IFT, formed in 1986 by European dockworkers and seafarers, was similarly pulled apart by the Cold War. Aligning itself with the CFTU against the perceived Communist domination of the WFTU, the CFTU and the ILWU suffered a tenacious relationship. For decades the ILWU was an affiliate of the IFT, and the ILWU was an affiliate of the CFTU. In the late 1980s, the ILWU and the CFTU came together to bring the ILWU into the International dockers community. This is yet another example of the ILWU's efforts to bridge the divide left within the labor community by the Cold War.

ILWU members debated International Officer terms limits from the union's creation until 1977, when then-76-year-old Harry Bridges retired after 40 years as International President. Supporters of term limits wanted to see "new blood" elected, and to politicize younger generations of ILWU leaders. Some were also dissatisfied with Bridges' style of leadership and negotiating, which they saw as careerist and both sectarian and conformist. However, Bridges' influence actively supported a failed term limit resolution throughout the 1960s and 70s, and voted himself out of office when the resolution finally passed in 1975. It appears that his longevity was not dependent on careerism or sectarianism. Rather, it depended on the desires of the rank-and-file members, who overwhelmingly supported him during elections, and on union officials, who went against his wishes when voting down term limit resolutions on more than one occasion.

Pensioner Voting:
ILWU pensioners had voting rights in ILWU International Officer elections from 1952 until 1981. During that period, some ILWU national officers believed pensioners voting had a different role than members voting in future elections. The proposal created a heated debate within the union; one that divided members based on their age, location and politics. The pensioners and their allies (who often are among the ILWU's most politically active and local members) protested the decision bitterly, claiming it was a direct infringement on their rights as union members. Others were more supportive of the resolution, which ultimately passed. Unfortunately, pensioners can no longer vote, but they still have speaking rights at conventions and executive board meetings.

Special thanks to Professor Margaret Levi, Professor David Olson, ILWU Archivist Gene Vrana, and the Harry Bridges Center for Labor Studies
Images

Poster content should be approximately 50% images, 50% text.

A picture is worth a 1,000 words. Use meaningful graphs, charts, tables and photos to summarize and present information.

High resolution images (300 dpi or higher) are a must when printing large posters.

Think about contrast.

Light on dark  |  Dark on light  |  Light on dark  |  Dark on light
Assessment of Short-Term Medical Missions

Research Question

What are the impacts of overseas short-term medical missions (STMMs)?

Introduction

STMMs are one to two week programs that send a group of volunteers to a third world community to provide medical services. Participation of college students across Western nations has significantly increased. Due to the fast growing rate of programs, it is important to understand the impacts they have. Currently, there is no standard rating system to assess STMM organizations. My research attempts to assess different STMM organizations through a matrix.

Methodology

- Data was collected through internet evaluation
- I used five topics that I found most important to a STMM as categories: Sustainability, Volunteer Training, Holistic Approach, Duration, and Partnership
- Information was used to create a matrix:
  - A total of 20 questions were asked
  - Ranked as -1, 0, 1. Questions were designed so as to earn a -1. A category rated 0 was not used in the total assessment index
  - Category indexes were created by adding up all the ratings per category. The median score was the total sum of the category indexes divided by the number of

Findings

- Global Medical Brigades had the lowest mean score, while the other three organizations rated relatively close to each other, with Operation Smile receiving the highest score.
- It was surprising how closely the three top organizations rated compared to each other, and how low GMB rated on sustainability and partnership.
- All four of the organizations did not have any language competency training for the volunteers and also did not consult with a local healer/spiritual leader.

Discussion

Benefits:
- Prevention of further sickness or death caused by treatable illnesses

Concerns
- Untrained volunteers, lack of training for local health care workers, little follow-up care, and inadequate partnership with host country’s healthcare professionals

Cost Benefit
- Current set-up is more harmful than good.
- Creating a program that works with local health care professionals, establishes sustainable practices, and abides by medical ethic standards when untrained volunteers are involved
- Unite for Sight offers free online educational classes, which covers topics such as Health Education and Community Development, that can help prepare volunteers for their mission

Future Research

- Develop a more in-depth and comprehensive survey
- Interview participants, volunteers, and staff using tailored questionnaires
- Compile in-depth case studies
- Create a “STMM checker” online database similar to Charity Navigator

Photocredit for above photos to Global Brigades Website and Dena Seabrooks picture of Nepal as seen below.
Acknowledgements and References

List names of mentors and/or collaborators who are not authors.

List funders and/or sponsors.

Include citations and references to outside sources if appropriate
  – In-text citation
  – Separate “references” section
  – Web addresses
Filipinos of UW in the Early 20th Century: Reconstructing Transnational Legacies & Rediscovering a “Forgotten” Past

Joseph Guanlao & Carmel Laurino
Professor Vicente L. Rafael
Dept. of History, University of Washington

Background

The concept of invisibility is commonly studied in the discourse of Filipino American history. This notion of invisibility that Filipinos in America have experienced a political disadvantage by their being “forgotten” from the American mainstream. But who exactly is doing the forgetting? The usual answer to this question points to institutional and political forces as the reason for repression, but it also seems implicitly provocative of another question concerning the remedial course of action: Who is going to do the remembering? This project aims to do just that, to remember.

Under U.S. colonial rule, education was deployed in the Philippines as an apparatus for the privatization of the colonial subjects. While Philippine society underwent a pedagogical acculturation to the English language and Western standards and practices, a select number of Filipino students were given the opportunity to study in the continental U.S.; these students were given the title of pensionados. After obtaining college degrees and certification, pensionados would return to the Philippines and go on to occupy influential roles in civil society. This research examines the historical presence of Filipino students at the University of Washington (UW) concentrating on these specific government-sponsored students.

Methodology

In order to track the emergence of Filipino students at the UW we utilized various resources and methods which included:

- Archival materials at UW Special Collections
- Interlibrary loan system
- Oral histories and Filipino Student Bulletins from the Filipino American National Historical Society (FANHS)
- Documenting the names, the years they graduated, their majors, and their hometowns in the Philippines.

Preliminary Findings

As the archival research is still ongoing we continue to document and use the methods outlined in the methodology section. Below are highlights of notable Filipinos that graduated from UW:

- Manuel Simon Rustia graduated with his Masters in Business Administration in 1925. Rustia was the first Philippine Government commercial attaché in the U.S., he was also a lecturer on international banking at UW.
- Maria Ylagon Orosa graduated with a pharmaceutical degree in 1921 returning to the Philippines and worked for the Bureau of Science in 1923 and organized the food preparation division and promoted a nationwide nutrition program. From our findings we have only come across few pensionados that attended UW. There were students partially funded and still bore the name, but none were part of the first wave of pensionados that came between the years of 1903-1913.

Acknowledgments

This work has been supported by the Mary Gates Endowment for Students and the Educational Opportunity Program. We would also like to thank Fred & Dorothy Cordova at the Filipino American National Historical Society (FANHS), UW’s Special Collections, and our research assistants Angeline Caido, David Cerindoza, Christopher Fresno, Diana Jorda, Alex Kuestner, and Orlando Morales.

Future Research

We plan to continue tracing the Filipino presence at the UW by conducting research beyond the presence of pensionados by looking at:

- Wave of self-supporting pre-World War II immigrants who paid their way through school by working in agriculture and the Alaska canneries
- The earliest presences of Filipinos at UW as part of an exhibit at the 1909 Alaska Pacific Yukon Exposition.

Resources

Poster Review

In your groups, review the sample posters and look for the following:

Key strengths
Areas of improvement

Which are your favorites, and why?
<table>
<thead>
<tr>
<th>TITLE (minimum 72 pt. font)</th>
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<td>AUTHORS – Include affiliations, and small photos of each author if possible (minimum 40 pt. font)</td>
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<th>INTRODUCTION (min. 40 pt. for headers)</th>
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<td>What is the core issue your project addresses?</td>
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<td>What are the goals of your project?</td>
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<th>PEOPLE, PARTNERS, STAKEHOLDERS (choose the term you prefer)</th>
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<td>Who are your partners? Tell about the community members, partner organizations, and those who participate in (or benefit from) your work.</td>
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<th>SERVICE OR LEADERSHIP PROJECT (choose the term you prefer)</th>
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<td>Describe your project.</td>
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<td>What methods are you employing to achieve your goals and address the issue?</td>
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<td>How are you doing the work?</td>
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<td>What does the work look like?</td>
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<td>What does it feel like?</td>
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<th>IMPACT</th>
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<td>What impact has your work had?</td>
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<td>What do you expect/hope will continue to happen in the future?</td>
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<tr>
<td>Why is this service or leadership project relevant and important?</td>
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<th>REFLECTION AND CONNECTION</th>
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<td>What lessons will you take away from this project?</td>
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<td>How has this work impacted your academic pursuits?</td>
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<td>How have mentors influenced what you are doing?</td>
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<th>ACKNOWLEDGMENTS</th>
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<td>Thank everyone who helped you, including mentors and funders.</td>
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<td>Give credit where credit is due.</td>
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</tbody>
</table>

Insert names of funders, organization logos, web addresses, and/or other important information here.

UNIVERSITY of WASHINGTON
Title (at least 72 point)
Your name and affiliation (at least 40 point)

Introduction (at least 40 point for headers)

• What is the core issue your project addresses?
• What are the goals of your project?

Service or Leadership Project (choose the term you prefer)

• Describe your project.
• What methods are you employing to achieve your goals and address the issue?
• How are you doing the work?
• What does the work look like?
• What does it feel like?

People, Partners or Stakeholders (choose the term you prefer)

• Who are your partners? Tell about the community members, partner organizations, and those who participate in (or benefit from) your work.

Impact

• What impact has your work had?
• What do you expect/hope will continue to happen in the future?
• Why is this service or leadership project relevant and important?

Reflection and Connection

• What lessons will you take away from this project?
  How has this work impacted your academic pursuits?
• How have mentors influenced what you are doing?

Acknowledgements

• Thank everyone who helped you, including mentors and funders.
• Give credit where credit is due.

Adjust the size of sections as appropriate. Insert images, etc., throughout.

Add a caption for your graphs/pictures. Make sure they are properly labeled (at least 24 point)

Insert funding information, organization logos, web addresses, etc., here.
Printing Your Poster

PRINT EARLY!!! Do not wait for the last minute!
Submit at least one week in advance – more than 800 posters printed that week!

Creative Communications - B-042
http://f2.washington.edu/fm/c2/posters
- Paid by UW Budget: ~$27
- Paid Personally: ~$34

UW Posters - Health Sciences Building T-271
uwposters.com
- Paid by UW Budget: Semi-gloss - $39 + $7 for proof
- Paid Personally: Semi-gloss - ~$50 + $7 for proof

Ave Copy Center
- $5/sq ft (about $55 + tax)

FedEx Office
- $7.25/sq ft ($70-$108+ tax)
  - Same day if not busy

Prices indicated are estimates for 40” by 32”.

TIP….Request a contract proof, because $7 can save you a big headache. Contract proofs are guaranteed!

Ask your printer about format requirements. Some may print directly from PPT (UW) but others may want a PDF (off campus).
Design Help Desk @ Research Commons

Bring any visual work related to your research—including figures, diagrams, data plots, presentations and posters—and receive help from a designer on staff. (Not for software help.)

Design consultants are Design Division graduate students.

No appointment necessary, drop-in only

Wednesdays, 5:30-7:30pm
Research Commons, Allen Library

http://depts.washington.edu/deshelp
Additional Resources

Design Help from UW Posters
http://depts.washington.edu/uwposter/design_help.html

Undergraduate Research Program
http://www.washington.edu/research/urp/symp/participants.html

Washington NASA Space Grant Consortium
http://www.waspacegrant.org/for_students/student_internships/wsgc_internships/posterdesign.html
Even More Resources

Microsoft PowerPoint (Open Office Impress)
http://faculty.washington.edu/robinet/poster.html

LaTeX
http://nxg.me.uk/docs/posters/

OmniGraffle
http://www.omnigroup.com/applications/omnigraffle/

UNC The Graduate School Poster Presentation Resources
http://guides.lib.unc.edu/posters

Northeastern University Web Guru
http://www.webguru.neu.edu/communicating-science/communicating/preparing-poster-presentation
Thanks

Many thanks to the Undergraduate Research Program and WA NASA Space Grant for providing examples and guidance, especially Jake Deppen, Jennifer Harris and Irene Svete.

Thanks also to the Center on Materials and Devices for Information Technology Research and the “Hooked on Photonics” Summer Research Experience for Undergraduates (REU) program for providing a poster template.
We need your help!

Have an example? We’re looking for new poster examples from this year’s Spring Celebration. Email your poster to sprcele@uw.edu.

Dubs wants to see your posters here next year!
Questions

Contact the Spring Celebration of Service and Leadership planning committee at sprcele@uw.edu.

April has drop-in advising hours on Mondays, 2:30-4:00 pm. amwilk@uw.edu

Sarah’s contact info: sarahh4@uw.edu

Sione’s contact info: sionel@uw.edu
Final Thoughts on Design

You’ve done great work!

Use your presentation and poster to share that with everyone!