Meeting Society’s Grand Challenges Through Community-Engaged Research, Teaching, and Learning

A University of Minnesota System-Wide Conference

Thursday, March 31, 2016

The Commons Hotel, Minneapolis
University of Minnesota, Twin Cities

engagement.umn.edu
Welcome to the University of Minnesota's conference on Meeting Society’s Grand Challenges Through Community-Engaged Research, Teaching, and Learning. This system-wide gathering offers us an opportunity to celebrate the University’s rich array of public engagement efforts and provides a platform to build a “call to action” for deepening and furthering the institutionalization of impactful community-engaged research, teaching, and learning across our colleges and campuses.

This conference offers more than 40 breakout sessions, in which over 200 faculty, staff, students, and community partners will share their expertise, experiences, and insights on how public engagement enhances their academic and scholarly work while addressing society’s grand challenges. Throughout the day, you will engage in critical conversations about the kinds of policies, infrastructure, and culture that are needed to strengthen our university-community partnership work.

In addition to providing a space to meet and network with others involved in community-engaged work, this conference gives us an opportunity to congratulate the recipients of this year’s Outstanding Community Service Awards and preview the nominees for the 2016 President’s Community-Engaged Scholar Award.

The discussions of the day culminate with a call to action, co-hosted by the Institute for Advanced Study and the Office for Public Engagement. This closing session—a special edition of the Institute for Advanced Study’s Thursdays at Four titled “Meeting Society’s Grand Challenges Through Community-Engaged Research, Teaching, and Learning: A Call to Action”—will organize the day’s discussions into a set of recommendations that will help shape the next phase of the University’s public engagement agenda.

Thank you for sharing your experiences and insights as we consider the role of community-engaged work in addressing society’s grand challenges and as we take the next steps in advancing the institutionalization of public engagement across the University.

May you find today’s presentations and discussions informative, productive, and inspiring. Enjoy the conference!

Framing Questions

What **policies** does the University of Minnesota need to create or revise to further advance the institutionalization of community engagement?

What University of Minnesota **infrastructure** issues need to be addressed in order to secure a fully engaged university that will be successful in meeting society’s grand challenges?

How can the University of Minnesota further promote an institutional **culture** that supports community engagement?

At the end of each concurrent session, participants will have the opportunity to offer their reflections on the above questions in light of the presentations in which they participated. Participant responses will be incorporated into the Thursdays at Four presentation.
CONFERENCE SCHEDULE

8:00 a.m.  Check-In and Continental Breakfast
8:30 a.m.  Welcome
8:45 a.m.  Making Sense of the “New Engagement”: Implications for Higher Education’s Role in Meeting Society’s Grand Challenges
   This panel conversation examines the emergence of the “new engagement” agenda and how this agenda is challenging the prevailing policies, culture, and infrastructure of higher education. Panelists: Rebecca Ropers-Huilman, vice provost for faculty and academic affairs, University of Minnesota; Lorilee Sandmann, professor emeritus, Department of Lifelong Education, Administration and Policy and former associate vice president for public service and outreach, University of Georgia; and Andrew Seligsohn, president, Campus Compact and former associate chancellor for civic engagement at Rutgers University-Camden.
9:50 a.m.  Break
10:00 a.m. Concurrent Sessions A
11:00 a.m. Break
11:10 a.m. Concurrent Sessions B
12:10 p.m. Lunch/Outstanding Community Service Awards Presentation
   The University of Minnesota Outstanding Community Service Awards recognize faculty, staff, students, and University-affiliated community members who have made significant, demonstrable contributions to the public good through research, teaching, and/or public service.
1:30 p.m.  Break
1:40 p.m.  Concurrent Sessions C
2:40 p.m.  Break
2:50 p.m.  Concurrent Sessions D
3:50 p.m.  Break
4:00 p.m.  Thursdays at Four: Call to Action
   Co-hosted by the Institute for Advanced Study
5:00 p.m.  Reception

REGISTRATION AND GENERAL INFORMATION

Registration and Information Desk: Office for Public Engagement staff will be at the registration desk at the top of the escalators for the entire conference to answer any questions.

Name Badge: Your name badge is your entrance ticket to all keynote presentations, sessions, the award luncheon, and the conference reception.

Refreshment Breaks: Continental breakfast, lunch, and refreshment breaks will be available during the conference.

Internet Access: Access to the The Commons Hotel wireless network is available to conference attendees. To connect to this network, select “Commons Convention” network from the list of wireless networks. Open a new Web browser, which will take you to The Commons Hotel login page. Enter the password “engagement” and launch a new webpage.

Guidebook: Detailed conference information is available on the University of Minnesota mobile app for iOS and Android platforms powered by Guidebook. Attendees will be able to plan their day with a personalized schedule; browse keynote, concurrent, and poster presentations, presenter biographies, and maps; and participate via Twitter before and during the conference. Download and open the University of Minnesota Guidebook app on your phone via the Apple App Store or Google Play Store. In the Guidebook “Search” box, type in “Meeting Society’s Grand Challenges Through Community-Engaged Teaching, Research and Learning.”

Concurrent Session Information: In addition to utilizing Guidebook to browse concurrent sessions and create a personalized schedule, a PDF of the concurrent session guide is also available at engagement.umn.edu or in print form at the registration desk (limited quantity).

Poster Presentations: Posters will be available for viewing from 8:30 a.m. until 5:30 p.m. Presenters will be stationed at their poster during one of four concurrent sessions—please see the concurrent sessions information for poster presentation schedule.

Social Media: Share your experiences on Facebook and Twitter using #umnengaged.

Map: All conference activities will take place on the second floor of The Commons Hotel. See hotel floorplan on page 6.
## Program at a Glance

### Timeslot: 8:00 a.m.
- **Check-In and Continental Breakfast** (Meridian Foyer)

### Timeslot: 8:30 a.m.
- **Opening Welcome**
  - Andrew Furco, associate vice president for public engagement, University of Minnesota

### Timeslot: 9:00 a.m.
- **Making Sense of the "New Engagement": Implications for Higher Education's Role in Meeting Society’s Grand Challenges**
  - Deborah Roper-Husman, vice provost for faculty and academic affairs, University of Minnesota
  - Lorilee Sandmann, professor emeritus, Department of Lifelong Education, Administration, and Policy and former associate vice president for public service and outreach, University of Georgia
  - Andrew Seligson, president, Campus Compact and former associate chancellor for civic engagement, Rutgers University-Camden

### Timeslot: 9:30 a.m.
- **Break**

### Timeslot: 10:00 a.m.
- **Panel Session C**
  - **Inventor 1: Summit**
    - **Pinnacle Ballroom**
    - **Break**
  - **Inventor 3: Break**

### Timeslot: 11:00 a.m.
- **Conference Sponsor Reception** (Meridian Foyer)
- **Lunch/Outstanding Community Service Awards Presentation**
  - **Meridian Ballroom**

### Timeslot: 1:00 p.m.
- **Closing Comments**
  - Karen Hanson, senior vice president for faculty and academic affairs and provost, University of Minnesota

### Timeslot: 3:00 p.m.
- **Mock Panel Session**
  - **Inventor 2: Break**
  - **Inventor 3: Break**

### Timeslot: 4:00 p.m.
- **Panel Discussion**
  - **Meridian Ballroom**

### Timeslot: 5:00 p.m.
- **Reception** (Meridian Foyer)

### Program Key
- **Case Study**
- **Poster**
- **Critical Conversation**
- **Research Paper**
- **Panel Discussion**
- **Round Table Discussion**
- **Pecha Kucha**
- **Workshop**

### Conference Sponsorships
- **Meridian Foyer**

### Conference Logistics
- **Meridian Foyer**
- **Meridian Ballroom**
- **Pinnacle Ballroom**

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### Program Details

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<th>Timeslot</th>
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Rebecca Ropers-Huilman
As the University of Minnesota's vice provost for faculty and academic affairs, Ropers-Huilman is responsible for the University's promotion and tenure process, the Center for Educational Innovation, faculty and academic leadership development, new faculty orientation, faculty recognition and reviews, supporting and maximizing the potential of faculty, and promoting an environment in which diverse faculty are recruited and supported. A scholar of equity and change in higher education and a professor in the University's Department of Organizational Leadership, Policy, and Development, Ropers-Huilman has led the Women's and Gender Studies Program at Louisiana State University, the Department of Organizational Leadership, Policy, and Development at the University, and edited the international journal Feminist Formations.

Lorilee Sandmann
Sandmann is professor emeritus in the College of Education at the University of Georgia and editor of the Journal of Higher Education Outreach and Engagement. For more than 40 years, she held administrative, faculty, extension and outreach positions at the University of Minnesota, Michigan State University, Cleveland State University, and the University of Georgia. Sandmann’s research, teaching, writing, and consulting focus on leadership and organizational change in higher education, with special emphasis on the institutionalization of community engagement, as well as faculty roles and rewards related to community-engaged scholarship. A member of the Academy of Community Engagement Scholarship, she is a co-founder of the National Review Board for the Scholarship of Engagement and lead faculty member of the Engagement Academy for University Leaders.

Andrew Seligsohn
As president of Campus Compact, Seligsohn has focused on strengthening Campus Compact’s support for deep partnerships between campuses and communities, particularly those focused on student civic learning and success across the education continuum. Before joining Campus Compact, Seligsohn served as associate chancellor for civic engagement and strategic planning at Rutgers University-Camden, where he worked across the campus to develop the university's engagement infrastructure to maximize community impact and student learning; led the creation of such programs as Rutgers-Camden Civic Scholars, Civic Engagement Faculty Fellows, and the Rutgers North Camden Schools Partnership; and created a home in the Office of Civic Engagement for Rutgers-Camden’s place-based college access programs.
CONFERENCE PLANNING STEERING COMMITTEE MEMBERS

Amber Cameron, associate director for public engagement initiatives, Office for Public Engagement
Gina Baas, associate director for engagement and education, Center for Transportation Studies
Chris Bremer, faculty affairs analyst, Office of the Vice Provost for Faculty and Academic Affairs
Marilyn Bruin, professor, College of Design
Kathleen Call, professor, School of Public Health
Carla Carlson, director, Office of the Senior Vice President for Academic Affairs and Provost
Sharon Fischlowitz, program coordinator, Institute for Advanced Study
Brent Hales, associate dean, University of Minnesota Extension
Keitha Hamann, associate professor, College of Liberal Arts
Laurel Hirt, director, Center for Community-Engaged Learning
Tania Mitchell, assistant professor, College of Education and Human Development
Kristen Nelson, professor, College of Food, Agricultural and Natural Resource Sciences
Katie Peacock, service-learning coordinator, Center for Community-Engaged Learning
Doneka Scott, special assistant to the vice provost for undergraduate education, Office of the Senior Vice President for Academic Affairs and Provost
Rebecca Shlafer Nealy, assistant professor, Medical School
David Weerts, associate professor, College of Education and Human Development
Amelious Whyte, director of public engagement, College of Liberal Arts

CONFERENCE PARTNERS

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University of Minnesota Extension

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MEETING SOCIETY’S GRAND CHALLENGES THROUGH COMMUNITY-ENGAGED RESEARCH, TEACHING, AND LEARNING

SESSION A

10:00 a.m. -11:00 a.m.

A-1 Common Areas
Addressing Educational Inequalities:
A Poster Session

4-H Campus Immersion: Addressing Educational Inequities through Local Collaborations
Joanna Tzenis, youth development educator, University of Minnesota Extension and doctoral student, Department of Organizational Leadership and Policy Development, College of Education and Human Development

University of Minnesota Extension Center for Youth Development has collaborated with community organizations, University of Minnesota STEM departments, youth, and families to design and implement a 4-H summer residential campus program that addresses educational barriers.

Assessing Equity in a Concurrent Enrollment College Algebra Class
Douglas Robertson, professor, Department of Postsecondary Teaching and Learning, College of Education and Human Development; Susan Staats, associate professor, Department of Postsecondary Teaching and Learning, College of Education and Human Development; and Julie Williams, director, College in the Schools, College of Continuing Education

This poster reports on the first four years of assessing equity of opportunity in a concurrent enrollment college algebra class. The study has identified a tendency for schools to over-enroll Asian, Latino, and Native American students while under-enrolling African-American students.

Community Readiness to Adopt the Communities That Care Program within an Urban Setting
Sonya Brady, associate professor, Division of Epidemiology and Community Health, School of Public Health; Capetra Jolly, community program specialist and coalition coordinator, Division of Epidemiology and Community Health, School of Public Health; Tina Simpson, assistant professor, Department of Pediatrics, University of Alabama-Birmingham; and Willie Winston III, president-elect, Minnesota Association of Black Psychologists

A-2 Summit
Place, Water, Community: Challenging Conventions of “Public Space”

Greg Donofrio, associate professor, School of Architecture, College of Design; Stefanie Kowalczyk, graduate student, Department of Anthropology, College of Liberal Arts; Maria Lee, outreach assistant, 1 Mississippi; Patrick Nunnally, coordinator, River Life Program, Institute for Advanced Study; and Lark Weller, community planner, National Park Service

This panel defines the intersections of two Grand Challenge realms: issues relating to supply, management, and governance of water, and matters of equity, access, and inequality. These two concerns come together in public open spaces around our region’s water, management of which is key to our sustainable, inclusive future.
A-3  
**Think 1**

**Building Coalitions for Greater Impact**

Heidi Barajas, executive director, Robert J. Jones Urban Research and Outreach-Engagement Center and associate professor, Department of Organizational Leadership, Policy, and Development, College of Education and Human Development and James De Sota, director of administration and projects, Robert J. Jones Urban Research and Outreach-Engagement Center

The first half of this session focuses on complexity science as an alternative approach to managing and leading engagement projects and provides initial outcomes related to building the Northside Job Creation Team, a job creation initiative in North Minneapolis.

Michelle Christopherson, director, Center for Adult Learning, University of Minnesota, Crookston; Eric Morgan, online student support, Center for Adult Learning, University of Minnesota, Crookston; and Nan Thurston, online student support, Center for Adult Learning, University of Minnesota, Crookston

The second half of this session focuses on IMPACT 20/20’s College Collaborative, a collective effort of northwest Minnesota’s five post-secondary institutions (Bemidji State University, Northland Community and Technical College, Northwest Technical College, White Earth Tribal and Community College, and University of Minnesota, Crookston) to increase college and career readiness of the region’s high school students and to educate high school students on regional career opportunities.

A-4  
**Think 2**

**Engaging Senior Communities**

Milton Eder, assistant professor, Department of Family Medicine and Community Health, Medical School

The case study in this session details the deliberative democracy process used for a Tier 1 Pipeline to Proposal award focused on promoting health among seniors. The strategy was used to bring diverse viewpoints into focus so that differences could be examined, understandings shared, and expectations developed.

Marilyn Bruin, professor, Department of Design, Housing, and Apparel, College of Design; Sauman Chu, associate professor, Department of Design, Housing, and Apparel, College of Design; Deborah Mitchell, doctoral student, Department of Design, Housing, and Apparel, College of Design; Lin Nelson-Mayson, director, Goldstein Museum of Design, College of Design; and Juanjuan Wu, associate professor, Department of Design, Housing, and Apparel, College of Design

This case study examines a transdisciplinary project that surveyed baby boomers’ expectations for housing, retail, recreation, and other public spaces in order to create resilient, vital communities in a variety of contexts including small rural communities, small towns, and urban neighborhoods.

A-5  
**Think 3**

**Leveraging Systems and Policy Change**

Myron Orfield, professor, Law School and director, Institute on Metropolitan Opportunity

The first presentation will focus on the growing racial segregation in the Twin Cities and its consequences for individuals, neighborhoods, and the region. Research on the fair housing act and affordable housing policy will be discussed.

Rebecca Shlafer, assistant professor, Department of Pediatrics, Medical School

Through examples from partnerships to improve the health of incarcerated parents and their children, this presentation will address how to frame language for diverse audiences, create buy-in from various stakeholders, and identify shared investment and collaborative understanding of complex social issues.
Community as Leader and Expert

In this session, three presentations focus on how community leadership, in partnership with the University of Minnesota, addressed community-identified needs.

Richard Graves, director and associate professor, Center for Sustainable Building Research, College of Design and Virajita Singh, assistant vice provost, Office for Equity and Diversity and senior research fellow/adjunct assistant professor, Center for Sustainable Building Research, College of Design

The Center for Sustainable Building Research’s Design for Community Resilience program shares examples/lessons of work with communities to co-create community-driven resilience.

Steve Gardner, managed print specialist, Bennett Office Technologies; Christy Kallevig, leadership coordinator, Vision 20/40; Audrey Nelson, Ward 4, Willmar City Council; and Tobias Spanier, leadership and civic engagement coordinator, University of Minnesota Extension

Community members from the Willmar Lakes Area engaged with the University of Minnesota Extension’s Center for Community Vitality to create an impactful community leadership program focused on preparing the next generation of community leaders.

Amy LaRue, public health educator, Carlton County Public Health and Laura Palombi, assistant professor, Department of Pharmacy Practice and Pharmaceutical Sciences, College of Pharmacy, University of Minnesota, Duluth

Learn how a community forum in Carlton County, a largely rural area, helped address the opioid and heroin abuse crisis by engaging the community to find solutions to this public health epidemic.

Importance of Knowledge and Narrative to Advance Solutions

George Weiblen, interim science director, Bell Museum of Natural History, College of Food, Agricultural and Natural Resource Sciences and professor, Department of Plant Biology, College of Biological Sciences

An unintended consequence of globalization is losing cultural diversity and indigenous knowledge at rates outpacing biological extinction. Preliterate cultures lacking records of multi-generational knowledge have throughout history offered solutions to Grand Challenges, but are threatened at present. This presentation examines obstacles and means to engaging indigenous perspectives with examples of biocultural preservation from Melanesia.

Kelly Asche, program coordinator, Center for Small Towns, University of Minnesota, Morris; Kerri Barnstuble, program coordinator, Center for Small Towns, University of Minnesota, Morris; Troy Goodnough, sustainability director, Office of Sustainability, University of Minnesota, Morris; and Argie Manolis, coordinator of community engagement, Office of Community Engagement, University of Minnesota, Morris

The second half of this session will focus on the University of Minnesota, Morris’ work on rewriting narratives through community engagement. Outreach units work with students and community partners to create opportunities for important conversations with the understanding that how we frame and talk about issues impacts relationships and potential action.
In this Pecha Kucha session, three presentations highlight work focusing on the challenge of sustainably feeding the world.

Tim Jenkins, food access coordinator, Minnesota Department of Health and Kelly Kunkel, health and nutrition educator, University of Minnesota Extension

Learn how University of Minnesota Extension partnered with food shelves using a multilayer effort to train, provide technical assistance, and offer community nutrition education to address food availability.

Jamie Harris, community nutrition educator, University of Minnesota Extension; Roberto Martinez, community nutrition educator, University of Minnesota Extension; Fay McLain, health and nutrition program coordinator, University of Minnesota Extension; Christine Navarro, health and nutrition coordinator (EFNEP), University of Minnesota Extension; and Michael Stratten, community nutrition educator, University of Minnesota Extension

This pecha kucha explores strategies used by community nutrition educators to implement the Expanded Food and Nutrition Education Program by leveraging peer educators’ experiences to bring nutrition education and resources to limited income audiences.

Jonathan Alpern, infectious disease fellow, Department of Medicine, Medical School; William Stauffer, professor, Department of Medicine, Medical School; Dominic Travis, associate professor, College of Veterinary Medicine; and Emily Walz, post-doctoral associate, College of Veterinary Medicine

Explore experiences initiating a partnership to better understand the risks of bush meat consumption in a major metropolitan area. Learn how an academic–community partnership can benefit academia, non-profit partner organizations, and the community at-large.

Kathie Doty, director, Hennepin-University Partnership; Ed Goetz, director, Center for Urban and Regional Affairs and professor, Humphrey School of Public Affairs; Dora Jones, executive director, Mentoring Young Adults; Monique Linder, graduate student, Carlson School of Management; Neeraj Mehta, director, Community-Based Research, Center for Urban and Regional Affairs; Vic Rosenthal, executive director, Jewish Community Action; and Lisa Thornquist, Heading Home Hennepin researcher and evaluation director, Hennepin County Human Services and Public Health Department

In this panel discussion, the Center for Urban and Regional Affairs (CURA) draws on its nearly 50 years of experience with community-engaged and community-based research to share how CURA makes their work a two-way exchange between community and university. Multiple perspectives will be explored, including academic, nonprofit, and governmental.
A-10       Inventor 2
Student Learning through Service-Learning

Beatriz Alcazar, graduate student, School of Social Work; Laurel Hirt, director, Center for Community-Engaged Learning; Eric Lowe, graduate student, School of Social Work; Monica McKay, service-learning coordinator, Center for Community-Engaged Learning; and One Yang, graduate student, School of Social Work

The first half of this session explores the pros and cons of required versus optional community-engaged learning experiences, utilizing the results of two surveys of University of Minnesota, Twin Cities undergraduate students. Findings indicate that students may react negatively to “required volunteering,” but when community-engaged learning is optional, a variety of real and perceived barriers may prevent students from taking advantage of these valuable learning opportunities.

Molly Wickam, associate professor, Bethel University

The second half of this session reports on a study that examines the alignment between the skills employers need and the skills graduate business students gain through service-learning in business capstones. Findings include alignment in the collaborative learning skills needed by employers and skills enhanced through service-learning.

A-11       Inventor 3
Making Health Education Accessible: Reaching Diverse Populations in Minnesota

Gloria Contreras, community health worker, Centro Campesino; Mikow Hang, administrative director, Deborah E. Powell Center for Women's Health; and Nancy Raymond, director, Deborah E. Powell Center for Women’s Health and professor, Department of Psychiatry and Department of Family Medicine and Community Health, Medical School

In the first half of this session, learn how the Minnesota Center for Cancer Collaborations Community Engagement Core was developed and implemented as a culturally-adapted friend-to-friend curriculum that addresses the barriers to cancer screenings experienced by rural Latino women.

Abdulahi Dohe, health and nutrition educator (SNAP-Ed), University of Minnesota Extension and Anne Dybsetter, health and nutrition educator, University of Minnesota Extension

The second half of this session explores strategies and challenges of community engagement within a process of culturally adapting the evidence-based National Diabetes Prevention Program for Somali audiences.

A-12       Pinnacle Ballroom
Mapping Violence and Anti-Violence in a Gender, Women, and Sexuality Studies Classroom

Lena Palacios, assistant professor, Department of Gender, Women, and Sexuality Studies, College of Liberal Arts; Roosevelt High School Social Justice Club participants; and undergraduate and graduate students from GWSS 4002/5190 “Politics of Engagement and Social Justice”

University faculty, undergraduate, and graduate students, along with student activist-scholars from Roosevelt High School in South Minneapolis will demonstrate how to practice critical youth-led participatory action research using digital story mapping in a University-based women, gender, and sexuality studies classroom.
The Color of Health Equity: Whiteness, Interventions, and Alternatives of Public Health Advocacy  
Billy Moua, graduate student, School of Public Health

The distribution of disease in the U.S. is not random. Communities of color and American Indians face the worst health outcomes, yet are often blamed for them. This poster focuses on amplifying marginalized voices and highlighting the wisdom and solutions communities of color and American Indians already possess in advancing health equity work.

Community Dental Varnish Initiative  
Megan Lillian Arnold, clinical assistant professor, Primary Dental Care, Division of Dental Hygiene, School of Dentistry

The Community Dental Varnish Initiative is a unique and innovative approach to co-locate dental preventive services to where children attending Minnesota Immunization Networking Initiative clinics receive their free flu vaccinations.
B-2 Summit
Community-Based Participatory Research in Action

Ghaffar (Ali) Hurtado, family development research associate, University of Minnesota Extension; Michele Allen, assistant professor, Department of Family Medicine and Community Health, Medical School; Silvia Alvarez de Davila, family resiliency educator, University of Minnesota Extension; Roxana Linares, executive director, Centro Tyrone Guzman; Ursula Reynoso, program coordinator, Aqui Para Ti, Hennepin County Medical Center; and Veronica Svetaz, medical director, Aqui Para Ti, Hennepin County Medical Center and assistant professor, Department of Family Medicine and Community Health, Medical School

Padres Informados is a community-based participatory research (CBPR) intervention. Funded by the National Institute of Health, the longitudinal prevention study involves three University departments and six Latino community-serving agencies in an effort to create relevant, credible, and useful tools for parents and their youth. Findings suggest the quality of collaboration in CBPR projects contributes to successful research implementation, and can also lead to increased capacity for collaboration among community partners.

Renee Sieving, professor, School of Nursing and Department of Pediatrics, Medical School and Veronica Svetaz, medical director, Aqui Para Ti, Hennepin County Medical Center and assistant professor, Department of Family Medicine and Community Health, Medical School

Encuentro is a health promotion program for Latino teens and their parents developed and implemented using a CBPR approach. Encuentro partners include University researchers, Latino youth-serving professionals, parents, and youth from the Twin Cities area. This presentation describes CBPR processes, development, and pilot testing of the Encuentro program.

B-3 Think 1
Gaining a Place at the Table through Collaborative Networks

Jamie Bain, health and nutrition educator, University of Minnesota Extension; Noelle Harden, health and nutrition educator, University of Minnesota Extension; and Stephanie Heim, associate program director for community food systems, University of Minnesota Extension

Learn about best practices for achieving collective action in collaborative networks through examples and strategies from developing food networks — community-based, cross-sector groups of individuals and organizations that work comprehensively to solve challenges in the food system.

B-4 Think 2
Moving Learners to Action

Lisa Hinz, leadership and civic engagement educator, University of Minnesota Extension; Alexis Troschinetz, behavior change and metrics coordinator, Clean Energy Resource Teams, University of Minnesota Extension Regional Sustainable Development Partnerships; and Brigid Tuck, community economic impact analyst, University of Minnesota Extension

This session will share approaches, tips, and lessons learned by rethinking educational efforts to move individuals and communities to action through three specific examples — a leadership education program, a community economics program, and an energy efficiency campaign.
MEETING SOCIETY’S GRAND CHALLENGES THROUGH COMMUNITY-ENGAGED RESEARCH, TEACHING, AND LEARNING

B-5 Think 3
Engaging Community Stakeholders

Barbara Frey, director, Human Rights Program, Institute for Global Studies, College of Liberal Arts and Nancy Pearson, trainer, New Tactics for Human Rights, Center for Victims of Torture

In the first half of this session, human rights faculty and professional staff from the Center for Victims of Torture will facilitate a strategic mapping on a current human rights issue. Participants will learn how to use this analytical process to visualize the people, groups, institutions, and the nature of the relationships involved in any particular issue.

Wokie Freeman, assistant executive director, Robert J. Jones Urban Research and Outreach-Engagement Center; Yvonne Mudoh, community health coordinator VISTA, Robert J. Jones Urban Research and Outreach-Engagement Center; and Makeda Zulu-Gillespie, director of community outreach, Robert J. Jones Urban Research and Outreach-Engagement Center

The second half of this session will feature the Robert J. Jones Urban Research and Outreach-Engagement Center’s Trauma Recovery Project, a multi-year, Minneapolis Northside-based, community-driven project aimed at creating a roadmap for recovery from trauma through a comprehensive strategy for positive change in the lives of families and community as a whole.

B-6 Think 4
Resilient Communities Project: Facilitating Local Sustainability and Experiential Learning through Community-University Partnerships

Zobeida Bonilla, assistant professor, Division of Epidemiology and Community Health, School of Public Health; Marilyn Bruin, professor, Department of Design, Housing, and Apparel, College of Design; Mike Greco, director, Resilient Communities Project, Center for Urban and Regional Affairs; John Gulliver, professor, Department of Civil, Environmental, and Geo-Engineering, College of Science and Engineering; and Nate Kabat, planner, Department of Land and Water Management, Carver County

The Resilient Communities Project (RCP) is a cross-disciplinary program that facilitates year-long university-community partnerships to advance local sustainability and resilience through course-based projects. Panelists will describe the program; discuss strategies, barriers, and best practices for incorporating RCP projects in the classroom; and explore the community impacts of RCP partnerships.

B-7 Think 5
Stories of Impact from the Youth and Education Network

Gail Buhl, education program manager, The Raptor Center, College of Veterinary Medicine; Deborah Jane, outreach coordinator, Institute for Global Studies, College of Liberal Arts; Tim Hoogland, director of education outreach programs, Minnesota Historical Society and affiliated instructor, Department of History, College of Liberal Arts; Julie Sweitzer, executive director, College Readiness Consortium, Department of Educational Psychology, College of Education and Human Development; Muriel Thompson, director, Minnesota Writing Project, Center for Writing, College of Liberal Arts; and Sarah Weaver, education program associate, Department of Fisheries, Wildlife and Conservation Biology, College of Food, Agricultural and Natural Resource Sciences

Representatives from the Youth and Education Network will share how their programs have “fostered human potential in a diverse and changing world” while making a positive difference to K-12 students and educators and University faculty and staff.
MEETING SOCIETY’S GRAND CHALLENGES THROUGH
COMMUNITY-ENGAGED RESEARCH, TEACHING, AND LEARNING

B-8 Pathways

Grand Challenges Pecha Kuchas: Just and Equitable Communities

In this Pecha Kucha session, three presentations highlight work focusing on the Grand Challenge of fostering just and equitable communities.

Elizabeth Bye, professor, Department of Design, Housing and Apparel, College of Design; Chelsey Thul, lecturer, School of Kinesiology, College of Education and Human Development; and Fatimah Hussein, founder, Girls Initiative in Recreation and Leisurely Sports

Representatives from a partnership between the Tucker Center, School of Kinesiology, College of Design, the Girls Initiative in Recreation and Leisurely Sports (G.I.R.L.S.) program, and the Cedar-Riverside community will share how they co-designed activewear and sport uniforms that support East African girls’ cultural, physical, and aesthetic needs.

Sarah Kesler, assistant professor, Department of Medicine, Medical School

The University of Minnesota International Humanitarian Crisis Simulation fulfills its mission of improving the quality of aid during international humanitarian emergencies. The simulation has benefited volunteers and students both inside and outside of the University.

Stacey Stark, director, Geospatial Analysis Center, Swenson College of Science and Engineering, University of Minnesota, Duluth

The Geospatial Analysis Center Community Grants Program solicits non-profit organization requests for geographical information system expertise that may be used to address communication, analyze impacts, conduct spatial research, and create maps. Supervised undergraduate students conduct this work with partners to gain valuable community and hands-on experience.

B-9 Inventor 1

Ripple Effect Mapping: A Participatory Evaluation Approach for Engaged Community Work

Scott Chazdon, community evaluation and research specialist, University of Minnesota Extension and Melvin Giles, community liaison and diversity advisor to the University of Minnesota Extension Master Gardener volunteer program in Ramsey County

Ripple Effects Mapping (REM) is a highly engaged approach to evaluation of community-based work. Session participants will learn what is involved in conducting REM sessions, and will hear about the REM process used to document the impacts of community gardening efforts in the Frogtown and Rondo neighborhoods in St. Paul.

B-10 Inventor 2

Engagement in the Arts

Keitha Hamann, associate professor, School of Music, College of Liberal Arts

The first half of this session will highlight examples and lessons learned from the School of Music’s small grants program which develops community projects based on three key elements of engagement: shared knowledge, reciprocal planning, and mutual benefit.

Andrew Beard, choral director, Osseo Senior High School and Jean del Santo, associate professor, School of Music, College of Liberal Arts

The second half of this session will focus on a specific engagement project with vocal pedagogy classes where graduate students provided individual and small group instruction to members of Osseo High School choral ensembles.
B-11  Inventor 3  
**Getting Outside the Classroom: Experiential Undergraduate Curriculum**

In this panel session, learn how three different UMTC colleges are incorporating experiential learning into undergraduate curriculum.

*Tim Hoogland, director of education outreach programs, Minnesota Historical Society and affiliated instructor, Department of History, College of Liberal Arts*  
*Matt King, doctoral student, Department of History, College of Liberal Arts*

The Minnesota Historical Society and the University sponsor a mentoring program that pairs 60 undergraduate students in high-need schools to support History Day participation. This partnership prepares undergraduates for career opportunities, while simultaneously improving college readiness for the diverse student populations of the Twin Cities.

*Julie Grossman, assistant professor, Department of Horticultural Science, College of Food, Agricultural and Natural Resource Sciences*  
*Mary Rogers, assistant professor, Department of Horticultural Science, College of Food, Agricultural and Natural Resource Sciences*

Learn about two recently developed University courses affiliated with the University’s new undergraduate food systems major in which students engage with community partner organizations to address food system challenges in the Twin Cities.

*Kathleen Ganley, senior teaching specialist, Department of Spanish and Portuguese Studies and Department of Chicano and Latino Studies, College of Liberal Arts*  
*Maria Emilce Lopez, senior teaching specialist, Department of Spanish and Portuguese Studies, College of Liberal Arts*

Students in Spanish and Portuguese courses pair their specialty vocabulary and theoretical readings in class with experiences working directly with immigrant communities in Minnesota through service-learning. Students are asked to understand issues related to root of emigration, immigration reform, and societal disparities through experiential learning.

B-12  Pinnacle Ballroom  
**Moving from Patient to Partner**

*Nancy Herther, disability studies librarian, University Libraries*

This workshop will use film and small group brainstorming/scenario development to explore understandings and perceptions of disability today. The session will explore the importance of involving the disability community as partners, not just ‘patients’ or ‘subjects’. Questions addressed will be how to involve the community as partners to mitigate roadblocks and how diverse stakeholders tackle major problems together.
C-1 Common Areas
Building Capacity through Sound: A Poster Session

Changing Lives: One Kid Who Stutters At a Time
Erin Bodner, speech-language pathologist, Hopkins Public Schools; Linda Hinderscheit, Allied Health Care provider, Department of Speech-Language-Hearing Sciences, College of Liberal Arts; and Joel Korte, owner, ChaseBliss Audio

Since 2009, the University’s Kids Who Stutter camp has provided an opportunity for kids to meet and interact with others who stutter. The camp impact has created strong ties with donors, community partners, faculty, volunteers, and graduate students.

Experience Korean Rhythm! A Community Engagement Project at an Elementary School
Soojin Lee, doctoral student, Department of Music Education, School of Music, College of Liberal Arts

The Korean drum project was supported through a community engagement grant that allowed for music programming at a local elementary school. Practices include planning a school-based project and partnering with teachers to provide meaningful learning experiences.

Voices of Hope Arise: University of Minnesota Singers and Shakopee Prison Choir Unite in Song
Amanda Weber, doctoral student, Conducting Program, School of Music, College of Liberal Arts

Members of the Campus Singers Maroon, a University non-auditioned choir, have partnered with Voices of Hope, a choir at the all women’s Minnesota Correctional Facility — Shakopee. Learn how engaging with the prison has benefited all involved and how students' views of music are being positively transformed.

SESSION C

1:40 p.m. - 2:40 p.m.

C-2 Summit
Fostering the Next Generation of Sustainability Leaders

In this session, three programs will highlight how they are preparing undergraduate students to become sustainability leaders.

Kate Flick, doctoral student, Department of Natural Resource Science and Management, College of Food, Agricultural and Natural Resource Sciences and research assistant, Institute on the Environment; Beth Mercer-Taylor, sustainability education coordinator, Institute on the Environment; Madeline Norgaard, Minnesota GreenCorps member, Great Plains Institute; and Mary Oldham, education project coordinator, Institute on the Environment

Learn about the Institute on the Environment’s Sustainability Education initiatives which include best practices to facilitate the next generation of community changers to catalyze social-environmental solutions and promote justice-based sustainability ethics.

Fernanda Burga, assistant professor, Humphrey School of Public Affairs

Explore lessons learned from an urban planning course focused on food justice in the Twin Cities, and how a pedagogy incorporating critical reflection on community engagement can be a driver of systemic change.

Laura Babcock, director, Minnesota Technical Assistance Program; Jay Esmay, president, ECO Finishing Company; Mary Sue Lobenstein, research and development program administrator, Division of Energy Resources, Minnesota Department of Commerce; Leigh Severson, environmental engineer, G&K Services; and Mark Snyder, environmental specialist, Minnesota Pollution Control Agency

Discover how the Minnesota Technical Assistance Program Intern Program pairs Minnesota companies with college students who research and recommend pollution prevention and efficiency solutions to improve business performance, public health, and the environment.
MEETING SOCIETY’S GRAND CHALLENGES THROUGH COMMUNITY-ENGAGED RESEARCH, TEACHING, AND LEARNING

C-3  Think 1
Building Equity through Community-University Partnerships

Roger Cummings, chief cultural producer, Juxtaposition Arts and Kristine Miller, professor, School of Landscape Architecture, College of Design

The first half of this session will feature ReMix, a ten-plus year community-university partnership that strives to bring equity to the Twin Cities by diversifying the design decision-making professions and bringing equity to the forefront of design education and practice.

Jennifer Arnold, co-founder, Inquilinx Unidxs; Jeremiah Bey, artist; Andrew Tran, program coordinator, Center for Urban and Regional Affairs; Kristen Murray, program coordinator, Center for Urban and Regional Affairs; and Ladan Yusef, lead organizer, Defend Glendale Campaign

The second half of this session focuses on the intersection of community organizing, research, and information visualization through the lens of visual tools developed in partnership with community-based organizations to create transparency and more equitable access to information about housing policies and processes.

C-4  Think 2
Redesigning for Change

Thomas Fisher, director, Metropolitan Design Center and professor, School of Architecture, College of Design and Emily Stover, researcher, Metropolitan Design Center, College of Design

In fulfilling the Olmstead Plan, Hennepin, Ramsey, Anoka, and Ramsey Counties needed to provide a greater range of living options for adult foster care residents. The four counties and the Metropolitan Design Center are engaging leaders, case managers, housing providers and residents in redesigning the adult foster-care system.

Joyce Hoelting, assistant director for community vitality, University of Minnesota Extension

University of Minnesota Extension’s Center for Community Vitality created a theory of change to guide public engagement strategy in 2010. This session will explore how theories of change guide organizations, examine this example of a theory of change, and discuss how University departments might adopt theories of change to address Grand Challenges.

C-5  Think 3
Focus on the University’s Regional Sustainable Development Partnerships

Molly Zins, executive director, Central, University of Minnesota Extension Regional Sustainable Development Partnerships

The first part of this session will introduce the University of Minnesota Extension’s Regional Sustainable Development Partnerships model of engagement.

Jason Bergstrand, Lake Region Takes Root Community Garden coordinator, Lake Region Healthcare; Janet Lindberg, public health dietitian, Ottertail County Public Health and PartnerSHIP4Health; Linda Kingery, executive director, Northwest, University of Minnesota Extension Regional Sustainable Development Partnerships; Virajita Singh, assistant vice provost, Office for Equity and Diversity and senior research fellow/adjunct assistant professor, Center for Sustainable Building Research, College of Design; and Alexander Thill, graduate research assistant, Center for Sustainable Building Research, College of Design

Learn how representatives from the Lake Region Takes Root (LRTR), a 1.5-acre community garden in Fergus Falls, partnered with the Regional Sustainable Development Partnerships and the Center for Sustainable Building Research’s Design for Community Resilience Program to co-research, co-design, and develop a master plan for LRTR.

Karen Lanthier, assistant program director for sustainable local foods, University of Minnesota Extension Regional Sustainable Development Partnerships and Kathryn Draeger, statewide director, University of Minnesota Extension Regional Sustainable Development Partnerships

The Regional Sustainable Development Partnerships (RSDP) support a variety of projects that increase food access in Greater Minnesota. In 2015, RSDP conducted the Rural Grocery Survey to inform its work supporting rural grocery store vitality in small communities.
MEETING SOCIETY’S GRAND CHALLENGES THROUGH
COMMUNITY-ENGAGED RESEARCH, TEACHING, AND LEARNING

C-6 Think 4
Grand Challenges Pecha Kuchas:

Advancing Health
In this Pecha Kucha session, three presentations highlights work focusing on the Grand Challenge of advancing health through tailored solutions.

Kate Grannon, research professional, Department of Family Medicine and Community Health, Medical School

Selected research working to advance health through food policy, systems, and environmental changes from the Department of Family Medicine and Community Health will be shared.

Naty Lopez, associate professor, Department of Primary Dental Care, School of Dentistry; Karin Quick, assistant professor, Department of Primary Dental Care, School of Dentistry; and Karl Self, assistant professor, Department of Primary Dental Care, School of Dentistry

The Minnesota Collaborative Rural Oral Health Project is a five-year Health Resources and Services Administration funded project designed to improve access to oral health care in rural communities. Lessons learned from early planning and implementation challenges provide insight into ways community-engagement may advance population health.

Elizabeth McElligott, graduate student, Department of Organizational Leadership, Policy, and Development, College of Education and Human Development

An exploration of faculty perspectives on community engagement in family medicine residency education highlighting familiarity with community engagement principles, as well as barriers unique to medical education.

C-7 Think 5

Helping Students Thrive:

K-12 Partnerships in Three Settings
In this session, three presentations focus on how the University creates long-standing partnerships with local schools to meet the educational needs of diverse student learners.

Lesa Covington Clarkson, associate professor, Department of Curriculum and Instruction, College of Education and Human Development

Grant-funded for four years, Prepare2Nspire, a near-peer tutoring/mentoring program, has transformed lives through job opportunities, a confidence-building curriculum, and community-structured tutoring.

Judy Myers, educator, Children, Youth and Family Consortium, University of Minnesota Extension and Sara Langworthy, educator, Children, Youth & Family Consortium, University of Minnesota Extension

By partnering with several University departments and community organizations, the University of Minnesota Extension’s Children, Youth and Family Consortium is working with Bruce Vento Elementary School in St. Paul to create trauma-sensitive learning environments that address opportunity gaps and improve student wellness and learning.

Abigail Gadea, program coordinator, Healthy Youth Development, Prevention Research Center, Department of Pediatrics, Medical School; Barbara McMorris, associate professor, School of Nursing; Jennifer Oliphant, community outreach coordinator, Healthy Youth Development, Prevention Research Center, Department of Pediatrics, Medical School; and Paul Snyder, program director, Konopka Institute for Best Practices in Adolescent Health, Department of Pediatrics, Medical School

This presentation describes lessons learned from implementing a school-based intervention program to improve educational and health equity outcomes among middle school students by promoting social-emotional learning, student engagement, and school connectedness.
C-8 Pathways
Grand Challenges Pecha Kuchas:
Water and Sustainability
In this Pecha Kucha session, three presentations highlight work focused on the Grand Challenge of assuring clean water and sustainable ecosystems.

John Bilotta, water resource management and policy educator, University of Minnesota Extension and Minnesota Sea Grant

University of Minnesota Extension and Minnesota Sea Grant use interactive place-based education and community planning scenarios featuring the Watershed Game that has been a proven and effective tool to engage elected and appointed officials and community leaders.

Amanda Meyer, doctoral student, Department of Natural Resources Science and Management, College of Food, Agricultural and Natural Resource Sciences; Hannah Ramer, doctoral student, Department of Natural Resources Science and Management, College of Food, Agriculture and Natural Resource Sciences; Kristen C. Nelson, professor, Department of Forest Resources and Department of Fisheries, Wildlife, and Conservation Biology, College of Food, Agriculture and Natural Resource Science; and Gary Johnson, community and urban forestry specialist, University of Minnesota Extension and Department of Forest Resources, College of Food, Agricultural and Natural Resource Sciences

In the University’s Environmental Sciences, Policy, and Management 4041 class, students act as natural resource consultants for a municipal client and develop professional skills while addressing real-world issues. This presentation will explore the challenges and benefits of creating a course-based community partnership.

Tim Gustafson, senior lecturer, Department of Writing Studies, College of Liberal Arts; Leon Hsu, associate professor, Department of Postsecondary Teaching and Learning, College of Education and Human Development; Mark Pedelty, professor, Department of Communication Studies, College of Liberal Arts and resident fellow, Institute on the Environment; and Robert Poch, senior fellow, Department of Postsecondary Teaching and Learning, College of Education and Human Development

Four professors who make up the acoustic Americana folk punk bank, the Hypoxic Punks, present their latest collaboration with Metro Blooms and the Minnehaha Creek Watershed District — an instructional music video about rain gardens. The video is a model for low cost engagement involving diverse communities in a pleasurable effort to clean local soils and waters.

C-9 Inventor 1
The Development Stages of Community-University Partnerships: Strategies and Lessons Learned to Support Partnerships Through Maturity

Michele Allen, assistant professor, Department of Family Medicine and Community Health, Medical School; Ghaffar (Ali) Hurtado, family development research associate, University of Minnesota Extension; and Veronica Svetaz, medical director, Aqui Para Ti, Hennepin County Medical Center and assistant professor, Department of Family Medicine and Community Health, Medical School

Strong and sustained community-university partnerships are necessary for community-participatory translational research. Little attention has been paid to understanding the trajectory of research partnerships from a developmental perspective. This workshop explores a framework for partnership maturation based on Erikson’s Eight Stages of Psychosocial development and describes how our collaboration is moving through those stages.
MEETING SOCIETY’S GRAND CHALLENGES THROUGH COMMUNITY-ENGAGED RESEARCH, TEACHING, AND LEARNING

C-10 Inventor 2
Supporting Community-Engaged Scholarship

Heidi Barajas, executive director, Robert J. Jones Urban Research and Outreach-Engagement Center and associate professor, Department of Organizational Leadership, Policy, and Development, College of Education and Human Development and Arien Telles, doctoral student, Department of Organizational Leadership, Policy, and Development, College of Education and Human Development

The first half of this session will explore the benefits of creating spaces for engaged scholarship by faculty participation in cohorts. Providing a cohort can legitimate partnership building as part of the scholarship process and raise the profile and contribution of engaged work.

Carissa Slotterback, director of research engagement, Office of the Vice President for Research and associate professor, Humphrey School of Public Affairs

The second half of this session will highlight a new series of workshops organized by the Office of the Vice President for Research to advance research that engages across disciplines and with external partners. Focus areas include valuing diverse expertise, facilitating researcher/community discussions and promoting new collaborations.

C-11 Inventor 3
A Community-Based Approach to Addressing Food Security and Health Challenges in East Africa

David Boulware, associate professor, Department of Infectious Diseases and International Medicine, Medical School; Michael Mahero, post-doctoral fellow, Department of Veterinary Population Medicine, College of Veterinary Medicine; Katey Pelican, associate professor, Department of Veterinary Population Medicine, College of Veterinary Medicine; Cheryl Robertson, associate professor, School of Nursing; and Dominic Travis, associate professor, Department of Veterinary Population Medicine, College of Veterinary Medicine

Through a series of case studies from Uganda and Kenya, this panel will provide examples of how community engagement is a powerful and sustainable way of bringing to bear the knowledge and experiences of communities to address complex societal issues.

C-12 Pinnacle Ballroom
Engaging Dietary Decolonization and Measuring Impact: Two Roundtable Discussions

Choose one of these roundtable discussions to explore critical issues relevant to community engagement.

Engaging Dietary Decolonization
Lea Foushee, environmental justice director, North American Water Office; Craig Hassel, associate professor, Department of Food Science and Nutrition, College of Food, Agricultural and Natural Resource Sciences, nutritionist, University of Minnesota Extension, and Senior Research Fellow, Research for Indigenous Community Health, Cultural Wellness Center

This roundtable explores examples of University engagement with Indigenous communities in the context of colonizing histories. Engaging across chasms of epistemological and ontological cultural difference involves community-engaged scholarship wherein habitual attachment to professional/academic mental models is relaxed, allowing for temporary dwelling within unfamiliar, and often unsettling assumptive terrain.

Measuring the Impact of Community-Engaged Teaching, Research, and Outreach
Shannon Farrell, natural resources librarian, University Libraries and Kristen Mastel, outreach and instruction librarian, University Libraries

Participants will discuss how community-engaged teaching, research, and outreach relates to departmental and University mission and goals and the advancement of addressing societal Grand Challenges. In addition, the roundtable will explore the benefits and barriers to working with internal and external partners and how to assess the success of such collaborations.
D-1 Common Areas
Extension in Action: A Poster Session

Community Mentorship Program: Building Financial Capability through Community Engagement
Mary Jo Katras, family resiliency program leader, University of Minnesota Extension and Kevin Overson, program and development coordinator, Minnesota Council on Economic Education, College of Food, Agricultural and Natural Resource Sciences

In the Community Mentorship for Financial Capability program, University of Minnesota Extension educators work with community partners to co-create, listen, learn, and build trust to offer sustained financial capability programming. This poster highlights the successes and challenges of creating and building the program.

Financial Recovery After Disasters
Sarah Cronin, doctoral student, Department of Educational Psychology, College of Education and Human Development; Sara Croymans, educator, University of Minnesota Extension; and Lori Hendrickson, educator, University of Minnesota Extension

This poster highlights a community-engaged process used by University of Minnesota Extension and North Dakota State University Extension Service to co-create a “Financial Recovery After Disasters” video series with a community advisory board.

Managing Nitrogen Fertilizer for Food Production and Water Quality
Brad Carlson, crops educator, University of Minnesota Extension; Dan Kaiser, associate professor, Department of Soil, Water, and Climate, College of Food, Agricultural and Natural Resource Sciences; Ryan Miller, crops educator, University of Minnesota Extension; and Jeff Vetsch, assistant scientist, Southern Research and Outreach Center, College of Food, Agricultural and Natural Resource Sciences

Learn about a nitrogen fertilizer research project conducted by community members and a nitrogen education outreach program guided by the Minnesota Corn Growers to address issues of food security and related environmental and sustainability issues.

Mapping Extension Stakeholders Across Minnesota
Joyce Hoeting, assistant director for community vitality, University of Minnesota Extension

A 2009 study mapped University of Minnesota Extension networks throughout the state. Discover how the network map process revealed the depth and breadth of these university networks and how these networks can be tapped for future work on Grand Challenges.
D-2  Summit
Achieving Environmental Sustainability: Energy and Climate Change
In this session, three presentations will focus on strategies to support environmental sustainability.

Luke Hollenkamp, managing director, Sustainable Infrastructure and Cities Initiative, Humphrey School of Public Affairs and Anu Ramaswami, professor, Center for Science, Technology, and Public Policy, Humphrey School of Public Affairs

The Humphrey School of Public Affairs’ Sustainable Infrastructure and Cities Initiative (SICI) uses participatory processes to develop city-university partnerships where community-scale greenhouse gas emission reporting protocols influence local environmental policy. SICI also trains students in sustainable cities research and provides policymaker education.

C. Daniel Myers, assistant professor, Department of Political Science, College of Liberal Arts; Tara Ritter, program associate for climate and rural communities, Institute for Agriculture and Trade Policy; and Andrew Rockway, program director, Jefferson Center

The Rural Climate Dialogue program addresses the unique challenges rural areas face in adapting to climate by using deliberative public engagement as a spur for longer-term community organizing.

Lissa Pawlisch, director, Clean Energy Resource Teams, University of Minnesota Extension Regional Sustainable Development Partnership and Alexis Troshcinetz, behavior change and metrics coordinator, Clean Energy Resource Teams, University of Minnesota Extension Regional Sustainable Development Partnerships

The Clean Energy Resource Teams’ work with communities on clean energy issues illustrates how authentic partnerships can be measured and ultimately increase community impacts.

D-3  Think 1
Growing Partnerships: Farm-Based Case Studies

Hannah Ramer, doctoral student, Natural Resources Science and Management, College of Food, Agricultural and Natural Resource Sciences; Megan Phinney, University of Minnesota Extension Master Gardener volunteer; Diane Dodge, University of Minnesota Extension Master Gardener volunteer; Melvin Giles, garden coordinator and neighborhood activist, Urban Farm and Garden Alliance; Nate Galloway, University of Minnesota Extension Master Gardener volunteer; Rachel Grewell, doctoral student, Department of Sociology, College of Liberal Arts; and Valentine Cadieux, program director, Environmental Studies, Hamline University

In the first half of this session, explore how the Urban Farm and Garden Alliance partnered with University graduate students and the Center for Urban and Regional Affairs to develop ways of measuring the vegetative and social yields of the Alliance’s work. Challenges, strategies, and lessons learned by both graduate students and Alliance leaders will be shared.

Annalisa Hultberg, research fellow, Department of Bioproducts and Biosystems Engineering, College of Food, Agricultural and Natural Resource Sciences and Hli Xyooj, senior staff attorney and Hmong community outreach coordinator, Farmers Legal Action Group

Learn about one of the fastest growing and most unique aspect of Minnesota’s local food system — Hmong family farms— how a partnership between the University and a non-profit organization fostered high-quality community engagement through culturally-tailored outreach methods.
D-4 Think 2
Supporting Social Change through Research: Examples from Sex Trafficking Research

Lauren Martin, director of research, Robert J. Jones, Urban Research and Outreach-Engagement Center

Society’s most challenging issues will not be “solved” by one-off projects, short-term partnerships, or grab-and-dash scholarship. Making a difference requires focused energy channeled through long-term relations and partnerships across multiple stakeholders. The Urban Research and Outreach-Engagement Center’s Sex Trafficking Initiative serves as a case study for how focused and long-term research can support real social change.

Tasoulla Hadjiyanni, associate professor, Department of Design, Housing, and Apparel, College of Design

The second half of this session elaborates on lessons learned from a three-year community-engaged study on the “placeness” of sex trafficking. Explore how to form the connections needed across university units and local institutions, as well as strategies to reach multiple audiences.

D-5 Think 3
Bridging Theory and Practice: A Focus on Undergraduate Curriculum

In this session, three presentations focus on building undergraduate curriculum that builds off of theory by placing students in authentic community experiences.

Gayle Golden, senior lecturer, School of Journalism and Mass Communication, College of Liberal Arts

For 16 years, the School of Journalism and Mass Communication has embedded courses in Twin Cities newsrooms. Such practices have endured during a time of great change within the journalism industry, requiring nimble accommodation to radically changing needs and expectations.

James Thomas Ford, lecturer, Center for Learning Innovation, University of Minnesota, Rochester and Gemma Punti, assistant professor, Center for Learning Innovation, University of Minnesota, Rochester

Explore the challenges and successes of a University of Minnesota, Rochester course that supports community organizations’ work on the well-being of underrepresented community members while improving students’ civic engagement skills.

Abimbola Asojo, professor, Department of Design, Housing and Apparel, College of Design

This session discusses pedagogical experiences and lessons learned from community engagement projects in the University’s Interior Design Program aimed at bridging the gap between theory and practice by providing students design experiences in authentic settings.

D-6 Think 4
Partnering for Health Equity

Kathleen Call, professor, Division of Health Policy and Management, School of Public Health and faculty liaison, Community Engagement to Advance Research and Community Health, Clinical and Translational Science Institute; Deb Hendricks, assistant director, Community Engagement to Advance Research and Community Health, Clinical and Translational Science Institute; and Ellen Wolter, research scientist, Wilder Research

Learn about a model of collaboration developed by the Clinical and Translational Science Institute and its partners to support community-engaged research aimed at improving health care delivery and outcomes. Partnership examples and findings from the Community Health Collaborative Grants program will be highlighted.

Christina Cipolle, interprofessional education director and pharmacy director, Community-University Health Care Center; Colleen McDonald Diouf, CEO, Community-University Health Care Center; and EmmaLee Pallai, education manager, Community-University Health Care Center

In the second half of this session triumphs and challenges will be presented from the Community-University Health Care Center which has worked to meet the needs of the Phillips Neighborhood for more than 50 years by seeking health equity and advancing the well-being of diverse people.
D-7  Think 5
Design Tools for Innovation and Social Impact

Fred Rose, director, Acara, Institute on the Environment and Megan Voorhees, consultant, Acara, Institute on the Environment

Acara has collaborated with five Grand Challenges courses to guide interdisciplinary teams of students in the development of viable proposals for solutions that address Grand Challenges. In this interactive workshop, learn about the design tools and curriculum that can be employed by anyone working with students to develop innovative solutions to significant community or environmental issues.

D-8  Pathways
Grand Challenges Pecha Kuchas: Individual and Community Capacity

In this Pecha Kucha session, three presentations highlight work focusing on the Grand Challenge of enhancing individual and community capacity for a changing world.

Sanid Larson, business development professional, Center for Economic Development, Labovitz School of Business and Economics, University of Minnesota, Duluth

The Student to Business Initiative is a program of the University’s Center for Economic Development that connects students in classes with experiential learning components with opportunities in the business community.

Laura Sindberg, assistant professor, School of Music, College of Liberal Arts

This presentation will trace the development Band Project, an after-school instructional program for underserved beginning band students in which pre-service music educators act as instructors. Designed to complement the existing school music program, the project emphasizes composition and improvisation, as well as skill development for young instrumentalists.

Julie Sweitzer, executive director, College Readiness Consortium, Department of Educational Psychology, College of Education and Human Development

Given current disparate educational outcomes future societies will be racially and economically stratified unless all students develop the knowledge, skills and habits for success in higher education. To foster human potential, the College Readiness Consortium partnered with schools to develop Ramp-Up to Readiness™.

D-9  Inventor 1
Synergistic Relationships between Knowledge Discovery and Community Enrichment

Simone French, professor, Department of Epidemiology and Community Health, School of Public Health; Leah Driscoll, Twin Cities Mobile Market manager, Amherst H. Wilder Foundation; Ryan Johnson, associate program director, SNAP-Ed, University of Minnesota Extension; Mary Marczak, urban family development and evaluation director, University of Minnesota Extension; and Tina White, Little Earth Strong coordinator, Little Earth of United Tribes

This session will engage audience members in a conversation about the process of partnering between researchers, community organizations, and residents to enhance nutrition and obesity-related outcomes for families with limited financial resources. Conversations will address reciprocity in research processes, resource sharing, and definition of "meaningful" results.
D-10  Inventor 2
Supporting and Enhancing K-12 Initiatives

Nathan Kuncel, associate professor, Department of Psychology, College of Liberal Arts; Elton Mykerezi, associate professor, Department of Applied Economics, College of Food, Agricultural and Natural Resource Sciences; Aaron Sojourner, assistant professor, Department of Work and Organizations, Carlson School of Management; and Kristine West, assistant professor, Department of Economics, St. Catherine University

The first half of this session will describe a collaborative research effort between Minneapolis Public Schools (MPS) and a research team of scholars from three different departments at the University and St. Catherine University to improve MPS’s ability to recruit, place, and retain effective teachers.

Cassandra Scharber, associate professor, Department of Curriculum and Instruction and associate director of research and community engagement, LT Media Lab, College of Education and Human Development; Lana Peterson, professional development and community engagement coordinator, LT Media Lab, College of Education and Human Development; and Tiffany Nielsen-Winkel, graduate research and training assistant, LT Media Lab, College of Education and Human Development

The second half of this session will focus on how the LT Media Lab partners with schools and districts to assist with K-12 technology integration. Learn how the Lab’s research-to-practice partnerships give district representatives insights into best practices and broader implications of their work.

D-11  Inventor 3
Motivations for Civic Involvement

Bryan Bademan, community affiliate, MacLaurin Christian Student Fellowship and David Weerts, associate professor, Department of Organizational Leadership, Policy, and Development, College of Education and Human Development and faculty director, Jandris Center for Innovative Higher Education

Societal challenges provide common ground and incentive for religious and secular institutions to work together. In the first half of this session, learn about MacLaurin Christian Student Fellowship and research on recent findings on religious disposition as a predictor of civic involvement among college students.

Kate Kessenich, program evaluation coordinator and teaching specialist, Office for Leadership Education and Development; Linnette Werner, director, leadership minor program, Office for Leadership Education and Development, College of Education and Human Development; and Christine VeLure Roholt, field experience coordinator and teaching specialist, Office for Leadership Education and Development, College of Education and Human Development

Experienced in leadership through the lenses of the Social Change Model and problem-based learning, faculty from the leadership minor program will discuss the pedagogical challenges of preparing and motivating students to grapple with social change within and beyond the classroom walls.
Addressing the Achievement Gap through Innovative Outreach

In this session, three presentations will highlight University of Minnesota outreach programs that address educational preparedness.

Silvia Alvarez de Davila, family resiliency educator, University of Minnesota Extension; Kathleen Olson, program director for Partnering for School Success, University of Minnesota Extension; and Patricia Olson, director of family development programs, University of Minnesota Extension

 Implemented by the University of Minnesota Extension’s Center for Family Development, the Partnering for School Success program is a culturally and linguistic pertinent model that promotes system changes through family partnerships to increase Latino students’ educational outcomes.

Joe Alfano, assistant professor, School of Urban Education, Metro State University and Shoghig Berberian, associate director of K-12 education and family programs, Bell Museum of Natural History, College of Food, Agricultural and Natural Resource Sciences

Honey Bees, Pollinators and Our Food: Accessible Programming for Diverse Learners is a University program developed in partnership with Minneapolis Public Schools that has narrowed the achievement gap through focused STEM real-world learning experiences.

Gail Buhl, education program manager, The Raptor Center, College of Veterinary Medicine; Aaron Doering, director, LT Media Lab and professor, Department of Curriculum and Instruction, College of Education and Human Development; Jeni Henrickson, associate creative director, LT Media Lab, College of Education and Human Development; and Julia Ponder, executive director, The Raptor Center, College of Veterinary Medicine

 The Raptor Lab, an educational partnership between the University’s Raptor Center and Learning Technologies Media Lab, was created based on educational theory and aesthetic design aimed at increasing literacy in science and the environment.