Preparing Tomorrow’s Leaders
Andriana Abariotes, executive director, Local Initiatives Support Coalition, Interdisciplinary Research Leaders, School of Public Health; Kathleen Call, professor, Division of Health Policy and Management, School of Public Health and associate director, Interdisciplinary Research Leaders; Paul Marincel, development & strategic initiatives, ISAIAH, Interdisciplinary Research Leaders, School of Public Health; Nora Marino, research coordinator, Interdisciplinary Research Leaders, School of Public Health

Participants will learn about the successes and challenges of implementing community-engaged, action-oriented research in the Robert Wood Johnson Foundation’s Interdisciplinary Research Leaders program, which advances equity-focused health research to drive improvements in community health and promote engaged scholarship at research institutions.

Amy Pittenger, director, Interprofessional Education and Pharmacy Learning Collaborative and associate professor, Department of Pharmaceutical Care & Health Systems; Angela Willson, education and training manager, National Center for Interprofessional Practice & Education

The National Center for Interprofessional Practice and Education team will offer insight about a national community-campus interprofessional education program, Defining Your Nexus, focused on tools and resources used in U.S. communities to implement outcomes-based interprofessional education.

Tracey Dutcher, science and policy advisor, One Health Science, United States Department of Agriculture-Animal and Plant Health Inspection Service; Amy Kircher, director, Food Protection and Defense Institute and assistant professor, College of Veterinary Medicine; Katey Pelican, managing director, Consortium on One Medicine One Science and associate professor, Department of Veterinary Population Medicine

The University of Minnesota’s One Health teams work with universities and government agencies in 19 countries to train a new generation of students and health professionals in the prevention, detection, and control of human, animal, and environmental infectious disease threats. This presentation will address three global initiatives.

Environmental and Community Sustainability
Troy Goodnough, sustainability director, University of Minnesota, Morris; Tess McGahan, Morris Model Community Energy Intern, University of Minnesota, Morris

This presentation will describe the role of the University of Minnesota, Morris in coordinating the Morris Model, which guides shared aspirations for the city, county, campus, schools, and local organizations to address energy conservation, clean energy, community resilience, cultural exchange, and celebration.

Aparna Katre, assistant professor, Department of World Languages and Cultures, University of Minnesota, Duluth

This presentation will detail a comprehensive interdisciplinary framework and methodology to assess sustainability of rural decentralized renewable energy solutions. The approach integrates technical sustainability, with economic, institutional, social and environmental dimensions.

Leah Heggerston, vice president and treasurer, National Loon Center Foundation; Joe Polacek, graduate student, Urban and Regional Planning, Humphrey School of Public Affairs; Virajita Singh, assistant vice provost, Office for Equity and Diversity and senior research fellow, Center for Sustainable Building Research, College of Design; Molly Zins, executive director, Central Regional Sustainable Development Partnership, University of Minnesota Extension

This presentation will discuss the community-engaged design process of the National Loon Center (NLC) in the Whitefish chain of lakes in Central Minnesota. NLC’s goals are to provide education, programming, and activities related to loon habitat, shoreland protection, and water quality.
Promoting Science through Engagement

Michael Billington, program coordinator, The Raptor Center and project manager, Raptor Lab; Aaron Doering, director, Raptor Lab, co-principal investigator, Learning Technologies Media Lab, and professor, Department of Curriculum and Instruction; Julia Ponder, executive director, The Raptor Center, co-principal investigator, Raptor Lab, and assistant professor, College of Veterinary Medicine; Andrea Lorek Strauss, associate extension professor and extension educator, University of Minnesota Extension

This presentation will examine the partnership between the University of Minnesota’s Raptor Center, Extension Services, and Learning Technologies Media Lab to create an interactive online learning platform to guide students in conducting a hands-on outdoor investigation.

Ryan Briscoe Runquist, postdoctoral researcher, Moeller Lab, College of Biological Sciences; Mohamed Yakub, science outreach and education coordinator, Stakman-Borlaug Center for Sustainable Plant Health, College of Food, Agricultural and Natural Resources

This case study will show how Market Science, a collective of interdisciplinary scientists from throughout the Twin Cities, promotes science at local farmers markets through hands-on learning activities for kids, answering scientific questions, and creating conversations between researchers and their communities.

Mary Buschette, senior alumni and constituent relations officer, College of Food, Agricultural and Natural Resources Sciences; Mohamed Yakub, science outreach and education coordinator, Stakman-Borlaug Center for Sustainable Plant Health, College of Food, Agricultural and Natural Resources Sciences

MN Youth Institute challenges high school students to research solutions to food security issues in developing nations. Students write research papers and present their solutions to research, business, and policy leaders. This presentation connects themes of science, technology, agriculture, business, and social justice with community partnership.

Critical Issues in Public Engagement: Two Roundtable Discussions

Resourcefulness in Research
Kate Derickson, associate professor, Department of Geography, Environment, and Society; Bonnie Keeler, program director and lead scientist, Institute on the Environment

The Grand Challenges CREATE project will frame a discussion around the concept of resourcefulness as an ethical practice of scholarly research and a model for community engagement across a range of case studies.

Grand Challenges Curriculum and Research Initiatives
Susan Galatowitsch, professor and head, Department of Fisheries, Wildlife and Conservation Biology; Aparna Katre, assistant professor, Department of World Languages and Cultures, University of Minnesota, Duluth; Bonnie Keeler, program director and lead scientist, Natural Capital Project, Institute on the Environment; Cheryl Robertson, associate professor, School of Nursing; Fred Rose, director, Acara, Institute on the Environment

With a Grand Challenges Curriculum that includes a robust set of courses and several funded phases of Grand Challenge Research initiatives, this roundtable will examine whether Grand Challenges research and teaching should be more closely connected.
ADVANCING PUBLICLY-ENGAGED RESEARCH, TEACHING, AND LEARNING TO ADDRESS SOCIETY’S GRAND CHALLENGES

A-5 Room 303c
Technology and the Public Good
Terri Ebert, web developer, University of Minnesota Extension; Alexis Troschinetz, behavior change and metrics coordinator, Clean Energy Resource Teams, Regional Sustainable Development Partnerships, University of Minnesota Extension

After years of engaging the public with a two-page educational guide and a Minnesota State Fair lighting display, demand was increasing for an app that selects LED bulbs. This case study illuminates the process, the value of collaboration, and criteria of app-worthy programs.

Elisandro Cabada, engineering and innovation librarian, University Libraries; Mariya Gyendina, learning and inclusion strategist, University Libraries; Jonathan Koffel, emerging technologies and innovation strategist, University Libraries; Wanda Marsolek, virtual reference and digital media equipment coordinator, University Libraries; Scott Spicer, media outreach and learning spaces librarian, University Libraries

This case study demonstrates how University Libraries are piloting technology-rich makerspaces with a low barrier of access model to reach many communities and improving equitable access to emerging technologies for students from underserved and underrepresented populations.

Lucy Fortson, associate head, School of Physics and Astronomy and professor, Department of Physics

This case study demonstrates Zooniverse, the world’s largest and most popular platform for people-powered research. This platform enables research that would not be possible, or practical, without citizen scientists and volunteers, and demonstrates a unique public engagement tool.

A-6 Room 304
Relationship Building through Study Abroad
June Nobbe, assistant vice provost for student life, Office for Student Affairs; Ellen Reid, program director, Learning Abroad Center; Heidi Soneson, program director, Learning Abroad Center; Ross VeLure Roholt, associate professor, School of Social Work and director, Youth Development Leadership Program

This panel will discuss the critical role of public engagement in undergraduate experiences abroad. Four models will be presented that demonstrate how international community partnerships provide unique research, teaching, and service-learning opportunities for students and faculty.

A-7 Room 305
Equalizing Playing Fields in Partnerships
Sarah Abe, graduate student intern, Minnesota Campus Compact; Susan Gust, community activist and community development consultant; Katie Johnson-Goodstar, associate professor, School of Social Work; Cathy Jordan, associate professor, Division of General Pediatrics and Adolescent Health and extension specialist, Center for Community Vitality, University of Minnesota Extension; Sinda Nichols, associate director, Minnesota Campus Compact

Building on the 2014 What Went Wrong? Conference, this session offers a framework for analyzing and transcending the wrongness of structures and practices in community-academic research, education, and social action partnerships that limit effective democratic participation of those who experience marginalization.
A-8  President’s Room

Developing Partnerships: Lessons Learned
Abdirahman Hassan, graduate student, School of Nursing; Melissa Horning, assistant professor, School of Nursing; Leah Porter, director, Twin Cities Mobile Market, Amherst H. Wilder Foundation

This presentation will describe the community-university partnership work required to build and pilot a community research platform to evaluate the Twin Cities Mobile Market. Topics will include building relationships, navigating power dynamics, co-developing the research design, gathering community input, data-sharing, and leveraging findings to benefit the partners and community.

Marilyn Fairchild, clinical specialist, Department of Speech-Language-Hearing Sciences; Sheri Stronach, assistant professor, Department of Speech-Language-Hearing Sciences

Representatives from the University of Minnesota, Minnesota Department of Education, Interpreters Stakeholders Group, and Minnesota Speech-Language-Hearing Association created a partnership to plan and host a collaborative workshop in 2016 and 2017. They will discuss the workshop’s challenges and successes in the context of the Grand Challenge of fostering just and equitable communities.

Deb Hendricks, assistant director, Community-Engaged Research Programs, Office of Community Engagement to Advance Research and Community Health, Clinical and Translational Science Institute, Academic Health Center

The Clinical and Translational Science Institute Community Health Collaborative grant program funds community-academic research partnerships with potential to improve population health. An evaluation of these partnerships funded from 2010-2015 investigated partnership characteristics and perceived community-level outcomes of collaborative health research projects across Minnesota.

A-9  President’s Room Annex

Community Participation in Medical Research
Mickey Eder, assistant professor, Department of Family Medicine and Community Health, Medical School and associate director, Community Engagement to Advance Research and Community Health, Clinical and Translational Science Institute, Academic Health Center

Translational research seeks community voices to help discover and apply new medical knowledge. Community-based Participatory Action Research has inconsistently increased the diversity of medical research participants. This case study describes an alternative approach to expanding participation in clinical research.

Kelsey Moriarty, graduate student, Department of Genetics, Cell Biology, and Development

This presentation will address barriers for precision medicine research, with a focus on Minnesotan’s familiarity, perceptions, attitudes, and willingness to participate in precision medicine research. This will inform investigators about recruitment, study design, and participant engagement, while displaying the importance of diversity in precision medicine research.

Erin Amundson, engagement liaison, Veterans Pain Care Organizational Improvement Comparative Effectiveness Study; Rosie Glenn, veteran engagement panel member, Veterans Pain Care Organizational Improvement Comparative Effectiveness Study; Agnes Jensen, project manager, Veterans Pain Care Organizational Improvement Comparative Effectiveness Study, Center for Chronic Disease Outcomes Research, Minneapolis Veterans Affairs Health Care System and Department of Medicine, Medical School; Eric Krebs, principal investigator, Veterans Pain Care Organizational Improvement Comparative Effectiveness Study; Gay Thomas, director of stakeholder engagement, Wisconsin Network for Research Support, School of Nursing, University of Wisconsin, Madison

As part of a five-year, PCORI-funded comparative effectiveness trial of two collaborative care models for chronic pain management, researchers established an advisory Veteran Engagement Panel. The research team will share lessons learned in setting the foundation for a meaningful, extended research engagement partnership with patients who have chronic pain.
Job seekers, their families, and employment professionals must take a person-centered, employment-first approach to find meaningful, customized jobs for people with disabilities. This presentation will demonstrate a process that would result in a higher employment and retention rate for people with disabilities.

Nancy Herther, librarian for disability studies, University Libraries

This presentation will examine the current state of Disabilities Studies (DS), and give participants a chance to explore the roles that this field has played in their own disciplines. As a complement to medical interventions, the field of DS seeks to engage scholars in sociological, cultural, educational and political impacts of disability across the disciplines.

Kate Conners, director of technology-enhanced learning, Humphrey School of Public Affairs; Carissa Slotterback, associate dean, Humphrey School of Public Affairs

This case study will highlight Civios, a new research translation repository and dissemination strategy focused on disseminating public affairs research outside of academia. This targeted distribution technique produces a knowledge network, or hub of influence, that is most effective for communicating public affairs research in the digital age.

Douglas Hartmann, professor and chair, Department of Sociology; Evan Stewart, doctoral student, Department of Sociology and former graduate editor, The Society Pages; Christopher Uggen, Regents professor and Don A. Martindale professor, Department of Sociology

The Society Pages (TSP) is an online social science project at the University of Minnesota Department of Sociology that reaches over 500,000 monthly visitors. TSP staff will reflect on lessons from six years of public engagement and provide resources for scholars looking to reach a wider audience.

Heidi Barajas, associate professor and chair, Department of Organizational Leadership, Policy, and Development; Airen Telles, doctoral student, Department of Organizational Leadership, Policy, and Development

The approach to documenting community-engaged work is not always clear. This presentation will describe five key lessons-learned in the Robert J. Jones Urban Research and Outreach-Engagement Center’s efforts to document engagement in a place-based center. Topics will include necessity of a logic model, data storage, piloting data collection, and commitment to continuous effort toward documentation.

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

This presentation will share lessons learned from the PI’s collaboration with the Urban Land Institute MN on research around Culturally Enriched Communities. Responding to a multicultural landscape and the health, income, and educational disparities that plague the state and the nation opened a window into the complications that must be overcome in advancing publicly-engaged research.

Marilyn Higgins, interim executive director, Robert J. Jones Urban Research and Outreach-Engagement Center

The former Vice-President of Community Engagement for Syracuse University and current interim Executive Director of the Robert J. Jones Urban Research and Outreach-Engagement Center, Marilyn Higgins will describe her first-hand experiences witnessing the impact of faculty engagement in one of the most impoverished neighborhoods in the United States. She will also offer her impressions of the unique role University of Minnesota faculty can play in addressing the racial disparities that plague the Twin Cities.
Immersive, Interactive Experiences to Advance Public Engagement

Sally Brummel, planetarium manager, Bell Museum of Natural History; Joel Halvorson, planetarium director, Swenson College of Science and Engineering, University of Minnesota, Duluth; Sara Schultz, planetarium director, Physics and Astronomy Department, Minnesota State University, Moorhead; Marc Seigar, associate dean, Swenson College of Science and Engineering, University of Minnesota, Duluth

How can we use big data in meaningful ways to infer knowledge? Whether scaling the universe or mapping a neural network, a dome environment mimics the natural spherical perspective of human vision, creating immersion for greater retention. Participants will learn how a network of facilities organized through the University is poised to help illuminate society’s grand challenges.
B-1  Room 301
Engagement through the Arts
Amanda Weber, doctoral student, School of Music

This presentation will introduce the Voices of Hope women’s prison choir from the Minnesota Correctional Facility in Shakopee, and will discuss the impact that various community engagement projects have had on singers both inside and outside the prison.

Yuko Taniguchi, senior teaching specialist, Center for Learning Innovation, University of Minnesota, Rochester

This presentation will demonstrative how creative writing helped teach coping skills to adolescents hospitalized at an acute psychiatric unit. A creative culture and practice resulted from collaboration between faculty and students at the University of Minnesota Rochester and nurses at Mayo Clinic.

Paul Ranelli, professor and associate head, Department of Pharmacy Practice & Pharmaceutical Sciences; Jes Reyes, program coordinator, Avivo ArtWorks

Visual art media are used to make subjects on health meaningful, healing, interesting, and educational for the public and professionals who serve the public. A community-focused art project and traveling exhibit titled “To Really See” captures these approaches and focuses on medication use stories users wanted to express and share.

B-2  Room 302
Fighting the Opioid Epidemic
Heather Blue, assistant professor, Department of Pharmacy Practice and Pharmaceutical Sciences; Brenna Greenfield, assistant professor, Department of Family Medicine and BioBehavioral Health, University of Minnesota Medical School, Duluth Campus; Keri Hager, associate professor, Department of Pharmacy Practice and Pharmaceutical Sciences; Laura Palombi assistant professor, Department of Pharmacy Practice and Pharmaceutical Sciences

This session will share lessons learned from Minnesota community members and health care providers about addressing stigma, working in interdisciplinary formats, increasing availability of naloxone, and harnessing community strengths to break down barriers to recovery for individuals with substance use disorder.

B-3  Room 303a
Data Storage and Public Access
Amy Riegelman, social sciences librarian, University Libraries; Frank Sayre, pharmacy liaison librarian, University Libraries

An engaged public needs access to research, yet journal articles are often locked behind paywalls where the data is not readily accessible or shared. Presenters will explore the role of open access and open science in driving public engagement and research reproducibility.

Valerie Collins, digital repositories and records archivist, University Libraries; Lisa Johnston, research data management and curation lead, University Libraries and co-director, University Digital Conservancy, University Libraries; Erik Moore, head, University Archives, University Libraries and co-director, University Digital Conservancy, University Libraries

This case study will describe the efforts of the University Digital Conservancy to provide an institutional solution for long-term storage and consistent access to digital information, with the goal of addressing societal concerns in a public format that supports collaborative partnerships. Presenters will demonstrate tools that provide researchers, students, and staff with a secure location to freely deposit and showcase their digital materials for open public access, increased visibility, full-text discoverability, and long-term digital preservation.
**B-4 Room 303b**  
**Higher Education Access and Success**  
Tai Do, graduate student, Department of Educational Psychology; Isabel Lopez, graduate student, Department of Educational Psychology; Geoffrey Maruyama, professor and chair, Department of Educational Psychology

This case study presents an ongoing four-year project entitled “Moving the Dial on Inequality Challenges: Broadening Student Access and Success and Transforming Institutions through Campus-Community Engagement,” which aims to enhance underrepresented student success by providing community-based learning experiences and bolstering campus-community partnerships.

Andy Furco, associate vice president for public engagement, Office for Public Engagement and professor, Department of Organizational Leadership, Policy, and Development; Laurel Hirt, director, Center for Community Engaged Learning

The second half of this session presents a tool that measures the quality of service-learning courses, based on the components that research studies have found to be most essential for promoting positive student learning outcomes.

**B-5 Room 303c**  
**Addressing Global Health Needs**  
Kingshuk Sinha, professor and chair, Department of Supply Chain and Operations

This presentation will detail effective approaches for public engagement that serve as the foundation for designing and sustaining socially responsible supply chains to reduce disparities in the delivery of high-quality physical and mental health care in underserved communities across both developed and developing countries.

Pajau Vangay, doctoral student, Bioinformatics and Computational Biology

This paper will present the hypotheses that immigration from developing countries to the U.S. induces loss of native microbial species, predisposing immigrants to obesity, and that increasing dietary fiber intake supports maintenance of the native microbiome.

Fook Yee Cheung, teaching assistant, Department of Genetics, Cell Biology, and Development

Ethnic differences in the causes of genetic diseases in the Somali population are not well understood, nor are the cultural views associated with them. This presentation will present in-depth, qualitative interviews from members of the Twin Cities Somali community.

**B-6 Room 304**  
**Addressing Grand Challenges in Greater Minnesota**  
Jim Chamberlin, food and water security manager and grounds manager, Happy Dancing Turtle; Mary Hannemann, student engagement director, Regional Sustainable Development Partnerships and sustainability education project coordinator, Institute on the Environment; Amy Mondloch, community program administrator, Center for Small Towns, University of Minnesota, Morris; Patrick Roisen, graduate student, Master of Development Practice, Humphrey School of Public Affairs; Virajita Singh, assistant vice provost, Office for Equity and Diversity and senior research fellow, Center for Sustainable Building Research, College of Design; Molly Zins, executive director, Central Regional Sustainable Development Partnership, University of Minnesota Extension

This panel will explore models used by the Regional Sustainable Development Partnership and the Center for Small Towns that allow students and community partners to make progress on Grand Challenges in Greater Minnesota in a semester-long project timeframe.

**B-7 Room 305**  
**Workshop: The Power of Ripple Effects Mapping**  
Scott Chazdon, evaluation and research specialist, Center for Community Vitality, University of Minnesota Extension

This skill-building workshop will explore Ripple Effects Mapping, a process that engages program participants and other community stakeholders to reflect on and visually map the intended and unintended changes produced by community-engaged efforts. The presenter will provide background and conduct a live demonstration of the method.
Creating Coalitions  
Connie White Delaney, knowledge management lead, National Center for Interprofessional Practice and Education and professor and dean, School of Nursing; Amy Pittenger, director, Interprofessional Education and Pharmacy Learning Collaborative and associate professor, Department of Pharmaceutical Care & Health Systems

The National Center for Interprofessional Practice and Education uses publicly-engaged strategies to reframe healthcare challenges into opportunities to link teams, health professions education, and outcomes. Presenters will share lessons learned in creating a national vision, forming interdisciplinary research teams, and creating innovative approaches to positively impact societal challenges.

Stephanie Jacobs, director, Public and Nonprofit Leadership Center, Humphrey School of Public Affairs

In 2017, the Public and Nonprofit Leadership Center at the Humphrey School of Public Affairs launched Change Network Minnesota. This new leadership program challenges and inspires participants to grow and make change for a more equitable and inclusive Minnesota. This program is designed for anyone in communities, organizations, and systems who are positioned to be change makers.

Daheia Barr-Anderson, assistant professor, School of Kinesiology; Jayne Fulkerson, professor, School of Nursing; Melissa Horning, assistant professor, School of Nursing; Rebecca Lindberg, director, Population Health and Professional Education, Minneapolis Heart Institute Foundation; Jennifer Linde, associate professor, Division of Epidemiology and Community Health, School of Public Health; Abbey Sidebottom, principal scientist, Care Delivery Research, Allina Health

The NU-HOME study is a unique partnership between the University of Minnesota, the Minneapolis Heart Institute Foundation, and Allina Health to prevent childhood obesity. It builds on existing initiatives to address adult health in a rural community. Faculty and community partners will learn about challenges and successes in the phases of grant development, institutional approvals, and delivery of this publicly-engaged research.
B-10 Room 319
Preparing Graduate Students to Tackle Grand Challenges
Kristi Kremers, director of graduate leadership programs, Institute on the Environment

How do colleges and universities support, develop, and encourage the capacity for visionary leadership? This session will examine current trends in higher education and provide a model for supporting students who want to have an impact on significant challenges through transformation and innovation.

Vivian Wauters, graduate student, Department of Horticultural Science

Responding to graduate agricultural education’s limited ability to address 21st century “wicked” problems, this presentation proposes a novel transdisciplinary learning and training environment within the Applied Plant Science graduate program built on agroecological research models, with a focus on critical inquiry, praxis-oriented collaborative research models, and training in relational politics.

Fernando Burga, assistant professor, Urban and Regional Planning, Humphrey School of Public Affairs

This presentation will cover the development of planning narratives; poster presentation formats that combine iconography, cartography, image curation, and text to create compelling data visualizations. During the presentation, the audience will learn how planning narratives are made through an examination of the key attributes of successful examples.

B-11 Room 323
Community Vitality and Economic Development
Heidi Barajas, associate professor and chair, Department of Organizational Leadership, Policy, and Development; James De Sota, director of administration and projects, Robert J. Jones Urban Research and Outreach-Engagement Center

This case study will show how applied research, education, and engagement from the Extension Center for Community Vitality has inspired rural communities to actively recruit residents to their region. University research and education is supporting community vitality with a sense of self-efficacy that uses applied research to shape a new narrative.

Hyunjoo Im, associate professor, Retail Merchandising Program, Department of Design, Housing, and Apparel; Hye-Young Kim, associate professor, Department of Design, Housing, and Apparel and program director, Retail Merchandising Program, Department of Design, Housing, and Apparel; Neil Linscheid, associate extension professor, Center for Community Vitality, University of Minnesota Extension

Presenters of this case study will describe the results of a retail assistance program that aimed to increase rural community vitality, and connect students and faculty with entrepreneurs of rural communities.

B-12 Room 325
Training Professional Students While Protecting Communities
Carolyn Porta, associate professor and director of global health, School of Nursing; Shailey Prasad, associate professor, Department of Family Medicine and Community Health, Medical School and executive director, Center for Global Health and Social Responsibility, Academic Health Center; Brian Sick, associate professor, Division of General Internal Medicine, Medical School and interprofessional academic deputy, Office of Education, Academic Health Center; Tricia Todd, interim director, Pre-Health Student Resource Center

Protecting, preserving and improving global health is a grand challenge. This panel discussion will reflect on the challenges of educating and preparing future health professionals in a socially responsible way that protects patients and communities around the world.

Joyce Hoelting, assistant director, Center for Community Vitality, University of Minnesota Extension; Neil Linscheid, associate extension professor, Center for Community Vitality, University of Minnesota Extension
C-1  Room 301

**Working with Local Governments**

*Kathie Doty, director, Hennepin-University Partnership, Center for Urban and Regional Affairs; Lisa Thornquist, senior analyst, Hennepin County; Scott Vargo, University of Minnesota workforce development coordinator, Hennepin County*

This session will include an analysis of the ways that the University and local government, namely Hennepin County, can work together on important research and teaching goals. What are the opportunities? What are the constraints? How does this work support the University’s focus on addressing Grand Challenges?

C-2  Room 302

**Improving Educational Equity and Performance**

*Autumn Carlson, student, Office of Community Engagement, University of Minnesota, Morris; Helen Juarez, student, Office of Community Engagement, University of Minnesota, Morris; Argie Manolis, coordinator of community engagement, Office of Community Engagement, University of Minnesota, Morris*

After a year-long community needs assessment in 2014, University of Minnesota, Morris partnered with local organizations and Latino community leaders to improve educational equity in Morris, Minnesota. This case study will share the community and student learning outcomes of this work, as well as ongoing challenges.

*Barbara McMorris, associate professor, School of Nursing; Jennifer Oliphan, research associate, Division of General Pediatrics and Adolescent Health, Medical School and community outreach coordinator, Healthy Youth Development-Prevention Research Center*

Social-Emotional Learning (SEL) programs show promise in narrowing educational disparities. This study will present lessons learned from a trial of a classroom-delivered SEL curriculum. This presentation will also share lessons learned in gaining community partner buy-in and feedback and leveraging relationships with additional community partners that have similar goals.

C-3  Room 303a

**Storytelling and Research**

*Kate Lamers, professional landscape architect, Minneapolis Park and Recreation Board; Laurie Moberg, research coordinator, River Life, Institute for Advanced Study; Marie Donahue, program manager, Natural Capital Project, Institute on the Environment; Jennifer Tonko, program officer for community engagement and traveling exhibits, Minnesota Humanities Center*

Drawing together community partners and campus researchers, this panel will discuss community engagement at the intersection of story and water. Panelists will discuss how the power of story can transform research on water quality, access, and equity into action and improve the social and ecological conditions of waters in Minnesota and beyond.
**Room 303b**

**Critical Issues in Public Engagement: Two Roundtable Discussions**

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

**Faculty Neighborhood Engagement**

Merrie Benasutti, coordinator for community partnerships, Office for Public Engagement; Erin Slattengren, graduate administrative fellow, Office for Public Engagement and doctoral candidate, Department of Organizational Leadership, Policy, and Development

This roundtable is for faculty interested in advancing academic partnerships in the community, with particular emphasis on the neighborhoods surrounding the University’s Twin Cities campus. A facilitated discussion will outline successful strategies and barriers to sustaining meaningful university-community collaborations.

**Consensus-building for Shared Vision**

Kelly Fierke, associate professor, Department of Pharmacy Practice and Pharmaceutical Sciences; Laura Palombi, assistant professor, Department of Pharmacy Practice and Pharmaceutical Sciences

The second half of this session will show how the College of Pharmacy used a multi-step consensus-building process to create a shared departmental definition of community engagement consistent with the department’s mission and vision. Statistical significance within faculty and staff evaluations were found.

**Room 303c**

**Inspiring Action on Climate Change**

Ned Mohan, professor, Department of Electrical and Computer Engineering

This presentation will describe a freshman-level course entitled "Climate Change: Crisis and Solutions," which is being promoted in high schools through the University’s College in the Schools program.

Shanda Demorest, clinical assistant professor, School of Nursing; Teddy Potter, clinical associate professor and director of inclusivity and diversity, School of Nursing

In an exploration of climate change as a major component of the global public health crisis, this presentation invites participants to learn about how faculty, students, and community members can engage the public to co-create sustainable solutions.

**Room 304**

**Participatory Action Research and University’s Institutional Review Process**

Angela Callais, pleasure-based sexuality educator; Courtney Jarboe, education and outreach specialist, Human Research Protection Program, Office of the Vice President for Research; Lauren Martin, director of research, Robert J. Jones Urban Research and Outreach-Engagement Center; Christina Melander, research fellow, Robert J. Jones Urban Research and Outreach-Engagement Center; Sweatpea, burlesque entertainer and producer and strip club entertainer

This panel will explore the intersection of community-based Participatory Action Research and the University’s Institutional Review Board (IRB) review process through the lens of a specific research study as it moves from development to IRB approval, ongoing modification and review, and completion. Panelists will represent the perspectives of the investigator, research team, community, and IRB.
Using Maps for Engaging Presentations and Dissemination

Kate Carlson, training coordinator, U-Spatial; Melinda Kernik, spatial data analyst and curator, University Libraries; Len Kne, associate director, U-Spatial

Maps are an engaging and intuitive platform for telling a story. This workshop will introduce participants to a variety of mapping tools freely available to University colleagues and community partners. After demonstrating options for visualizing and collecting data, participants will collaboratively build a crowdsourcing map.

Undergraduate Learning Objectives and Skills

Kris Cory, lecturer, Department of Curriculum and Instruction; Margaret Delehanty Kelly, senior teaching specialist, Department of Family Social Science

The College of Education and Human Development’s first-year service-learning course aims to equip students with skills for working effectively with diverse communities. This case study will highlight the use of experience and reflection as tools to confront and dismantle embedded bias and deficit-based thinking.

Marina Aleixo, program director of international initiatives and relations, College of Education and Human Development; Gemma Punti, assistant professor, Department of Civic Engagement, University of Minnesota, Rochester and scholar and lecturer, Center for Learning Innovation, University of Minnesota, Rochester

This case study will explore perspectives on cultural appropriation through a critical incident: a Caucasian faculty member adopting a Spanish first-name during a spring break academic experience at the Arizona-Sonora borderlands. Foreign language classrooms across the world ask students to adopt a new name. What happens when this practice is decontextualized?

Sean Elmquist, campus prevention educator, Men as Peacemakers; Carolyn Porta, associate professor and director of global health, School of Nursing; Julie Zaruba Fountaine, wellness coordinator, College of St. Scholastica

A diverse group of University faculty and staff have partnered with community-based non-profit Men As Peacemakers (MAP) and colleagues from the College of St. Scholastica to evaluate MAP’s program to prevent sexual violence among undergraduates. Outcomes will be shared, including changes in attitudes, knowledge, and behaviors relevant to sexual assault.

Creating Sustainable Global Partnerships

Aydin Yucesan Durunoglu, professor, Department of Psychology, University of Minnesota, Duluth; Gonul Hilal Kuscul, doctoral student, University of Connecticut and former deputy general manager, Mother Child Education Foundation

This case study will examine the sustained and synergistic collaboration between a University researcher and a non-governmental organization in Turkey to develop, implement, and evaluate programs for women. Although the initiatives started in 1994 as basic literacy and numeracy courses, they have now evolved into women’s empowerment and societal participation programs.

Acacia Nikoi, project director, Mastercard Foundation Learn, Earn, Save Initiative at the University of Minnesota-Twin Cities

This case study will demonstrate how a partnership with the Mastercard Foundation and three non-profit organizations in East Africa provided the basis for publicly-engaged research and learning through multiple levels of student involvement, capacity development for partners, and the integration of research and teaching.

Luis Ortega, community co-principal investigator, Project Trust; Marnita Schroedl, founder and CEO, Marnita’s Table

This presentation will introduce Intentional Social Interaction (IZI), which combines leadership development, community engagement, cross cultural competency, and community-based participatory research. The IZI model is currently being used by Project TRUST, a U of M community research team working on youth development and school connectedness for Somali, Latinx, and Hmong students.
The Minnesota Biodiversity Atlas and Mapping Change are web applications that provide access to the scientific collections of the Bell Museum and opportunities for participation in citizen science. This session will demonstrate these tools and discuss how they can support inquiry-based learning from nature in Minnesota.

This presentation will describe community-partnered research to better understand how cottage industry and access to healthy local foods can promote community, purpose, and better food options among women who have been chronically homeless and are currently living in long-term supportive housing in Duluth, Minnesota.

This panel discussion will examine three human rights research projects in Latin America and the U.S. that are engaging with publics and local and international NGOs at the forefront of addressing human rights abuses.