This World Café—style discussion will examine the question, “What knowledge, skills, and aptitudes/abilities do graduate and professional students need to effectively collaborate and engage with community partners on community-based research projects?” Participants will also consider how best to cultivate such knowledge and skills to prepare students for this work.

This workshop will provide attendees with lively discussions and hands-on activities to help them draft effective dissemination strategies using the Community-Centered Dissemination (CCD) worksheet. With a community-engaged approach, the CCD worksheet will help attendees define their dissemination goals, identify target audiences and key messages, and brainstorm dissemination products.

This presentation will discuss a recently-funded study to develop and test an intervention to improve the delivery of quality adolescent clinical preventive services in young people in rural communities in Minnesota. We are currently engaging primary care personnel, parents, and adolescents in intervention development.

Autism prevalence has been increasing in MN. Yet, research reveals that children from MN diverse communities are identified later and have less access to intervention services. In response, ICI and several cultural communities developed a series of short films featuring family stories and strategies for increasing access to autism services.

The session will provide an overview of the Rural Immigrant Access Initiative which organizes pop-up clinics in rural Minnesota that offer free legal services to immigrants. This innovative project and law school clinic was designed with community partners and has been successful in connecting communities and helping vulnerable immigrants at a crucial time in the United States.
The Center for Health Interprofessional Programs, the Community-University Healthcare Center, and AmeriCorps VISTA partnered to create meaningful interprofessional engagement opportunities for healthcare students in an urban community. We will discuss the work of a VISTA, benefits of this partnership, and implementation of this role into other organizations’ programming.

Joshua Braverman, graduate student, Department of Psychology

We examined the relations between various psychological variables and intentions to enroll in Service Learning courses. Across two studies, we found that agreeableness, overall motivation, dependency helping orientation, affect/behavior towards stigmatized groups, social dominance orientation & intentions to volunteer each predicted intentions to enroll in service learning courses.

Michelle Christopherson, director of outreach and engagement, University of Minnesota, Crookston

Increasing agricultural literacy in K-12 education through Minnesota Ag In the Classroom is the goal of the Pine Lake Wild Rice after-school program. Supported by UMN Crookston and a regional gift this after-school program is free. This after-school program one day (5 weeks) a week by applying authentic, agricultural-based content as the context to teach core curriculum concepts in science, social studies, language arts and nutrition. Through the delivery and understanding of one’s food and fiber system students will gain a stronger appreciation of agriculture and discover career pathways.

A-4 President’s Annex
Advancing Equity through Research
Tasoulla Hadjiyanni, professor, Department of Interior Design

Collaborating with the Urban Land Institute Minnesota and the Regional Council of Mayors on Culturally Enriched Communities, healthy and connected communities in which everyone can thrive, exposed the complications that must be overcome when embracing publicly-engaged research, such as aligning performance expectations with dissemination formats that serve the study’s goals.

Kristine Miller, professor, Department of Landscape Architecture; Rachel Mcnamara, graduate student, Department of Landscape Architecture

What are the challenges of and opportunities for advancing equity through landscape architecture practice? Through analysis of interview data we found similarities and differences among how practitioners view the possibilities of advocating for equity from their particular professional positions.

A-5 Room 301
Hosting Community Conversations
Kerry Michael, assistant professor, Division of Social Science, University of Minnesota, Morris; Amy Reineke, community health strategist, Horizon Public Health; Amanda Hansmann, undergraduate research assistant, University of Minnesota, Morris

Members from the Stevens County ‘Building Community Resilience’ Coalition will provide an overview of the Community Conversations they designed to uncover the impact of Adverse Childhood Experiences (ACEs) in their community. This session will share decision-making processes, findings, and facilitation of a Community Conversation among attendees.
A-6 Room 302

Maternal Health
Jessica Hanson, assistant professor, Department of Applied Human Sciences, University of Minnesota, Duluth

Preventing alcohol-exposed pregnancies includes a dual-behavioral approach to reduce risky drinking and prevent unintended pregnancy. The goal of the presentation is to outline the process of developing community-based, public health programs on alcohol-exposed pregnancies with American Indian communities in the Northern Plains.

Katy Kozimanil, associate professor and director, Division of Health Policy and Management and Rural Health Research Center; Jen Almanza, certified nurse midwife, Medical School

Childbirth is increasingly risky. Emerging research by UMN experts and data from the state’s Maternal Mortality Review Committee reveal that there are particular risks for Black and Indigenous women and rural residents in Minnesota. We will discuss research, community, and policy actions to improve maternal health.

A-7 Room 303

Partnering with Cultural Communities
Silvia Alvarez de Davila, educator, Extension Center for Family Development; Fernando Burga, assistant professor, Urban and Regional Planning Area, Humphrey School of Public Affairs; Gabriela Burk, financial capability educator, Extension Center for Family Development

This presentation includes a human centered design process used by Latinx immigrants in a South Eastern Minnesota community. A group of Latinx organization’s members with the support of Extension Faculty and Educators will engage in a conversation Using Design Thinking as tool to identify issues, find solutions, and promote changes.

Heejung Yun, doctoral student, School of Social Work; Lindsay Nelson, Statewide Health Improvement Partnership (SHIP) coordinator, Scott County Public Health

Learn how students in Qualitative Methods for Policy Analysts and Scott County Public Health collaborated to strengthen community engagement to move health equity data to action. This session will explore how five students conducted semi-structured interviews to understand barriers to physical activity for Somali and Latinx women in Scott County.

Lisa Sass Zaragoza, outreach coordinator, Department of Chicano and Latino Studies

Engagement is integral to Chicano and Latino Studies and ethnic studies, in general. In this presentation, we discuss the concept of dual citizenship using critical service learning and critical race theory to ground how we do our engagement work to address important issues of food, water and health in MN.
A-8 Room 304

Access and Equity for Youth

Abigail Gadea, deputy director, Prevention Research Center; Javiera Monardez, program coordinator, Hennepin Healthcare; Katia Lopez-Petrovich, marriage and family therapist, Multicultural Psychotherapy and Consulting Services

This session will provide lessons learned related to the process of designing a family engagement model for Latinx families and youth lead by a multidisciplinary community team, district-level staff, and researchers from the University of Minnesota.

Kate Walker, extension specialist, Extension Center for Youth Development; Sumaya Hanafi, undergraduate student and library specialist, College of Liberal Arts and Hennepin County Library; Nou Yang, senior director of community leadership programs, Amherst H. Wilder Foundation

In developing a learning series on advancing equity in youth programs, we recognized that we are not experts in this arena and that we needed to partner with youth workers and young people. As co-learners, we created a publicly-engaged process to identify barriers, a vision and strategies that could be useful to others working to advance equity.

Julie Sweitzer, executive director, College Readiness Consortium; Ella Aho, youth and community programs coordinator, Recreation and Wellness

There is increasing demand from elementary and middle schools to visit college campuses. College visits help youth understand what going to college means. UMN’s Rec Wellness Youth Programs and College Readiness Consortium partnered with Saint Paul Public Schools to pilot two elementary field trips to explore educational opportunities.

A-9 Room 305

Partnering with Communities of Color

Michael Dockry, assistant professor, Department of Forest Resources; Dan Larkin, assistant professor and Extension specialist, Department of Fisheries, Wildlife, and Conservation Biology; McKaylee Duquain, graduate student, Conservation Sciences Graduate Program; Madeline Nyblade, graduate student, Department of Earth and Environmental Sciences

This presentation highlights best practices and lessons learned from a UMN Grand Challenges project, “Kawe Gidanaanaagadawendaamin Manoomin [First we should consider wild rice].” The project centers tribal knowledge, values, and goals to foster the sustainability of wild rice, water, and communities. The project serves as a model for tribal engagement.

Tai Mendenhall, associate professor, Department of Family Social Science; Yiting Li, graduate student, Department of Family Social Science; Vaida Kazlauskaite, graduate student, Department of Family Social Science

The Family Education Diabetes Series (FEDS) was created through the collaborative efforts of UMN healthcare professionals and elders in the Minnesota American Indian (AI) community. This workshop will describe the FEDS’ dynamic range of educational and community-based work, and present evaluative data across physiological-, knowledge-, behavioral-, and social- foci.
PARTNERING WITH MINNESOTA: CONNECTING THE UNIVERSITY WITH URBAN, SUBURBAN, AND RURAL COMMUNITIES THROUGH PUBLIC ENGAGEMENT

A-10  Room 319
Connecting Diverse Constituents
Troy Goodnough, sustainability director, University of Minnesota, Morris

For the past five years, the University of Minnesota Morris, city of Morris, and several community partners have worked together on a project we collectively call the Morris Model. The Morris Model is working to advance shared sustainability aspirations. We have been recognized across the state for our innovative partnership.

Megan Schossow, outreach coordinator, Upper Midwest Agricultural Safety and Health Center, School of Public Health

Engaging with the agricultural workforce presents unique challenges: wide geographic distribution, differences in operation type, seasonality of work, etc. Through a financial collaboration, Upper Midwest Agricultural Safety and Health Center was able to bring urban-based programs, organizations, and activities to the agricultural workforce.

Mary Hannemann, co-director of sustainability education, Institute on the Environment; Beth Mercer-Taylor, co-director of sustainability education, Institute on the Environment; Peter Levin, graduate student and research assistant, Graduate Studies in Natural Resource Science and Management and Institute on the Environment

The Institute on the Environment (IonE) Educators program is an innovative systemwide cohort program bringing together educators across disciplines. Learn tools and lessons from a unique hybrid online & in-person convening the IonE Educators created to provide accessibility and connection for other educators and community members across the state.

A-11  Room 323
Community-Engaged Student Projects
Jenean Marie Gilmer, graduate student, Heritage Studies and Public History

In the Spring of 2019, I began a project in relationship with the Sabathani Community Center, the Seward Friendship Co-op, and HSPH. The project aims to draw attention to lack of resources at the Food Shelf run by Sabathani, which is housed in the Community Center across the street from the Co-op.

Greg Lindsey, professor, Urban and Regional Planning Area, Humphrey School of Public Affairs

"Counting for Your Community" is a reflection on my efforts to integrate my teaching, research, and public service through projects to monitor and model bicycling and walking undertaken with local and state public agencies and nonprofit organizations. I identify inputs, outputs, and project outcomes, lessons learned, and implications for similar work in other areas.

Richard Graves, associate professor and director, School of Architecture and Center for Sustainable Building Research; Virajita Singh, associate vice provost and senior research fellow, Office for Equity and Diversity and College of Design; Linda Kingery, executive director, Northwest Regional Sustainable Development Partnerships; Jamez Staples, community representative, East Plymouth Innovation Center; Faye Auchenpaugh, community representative, City of Thief River Falls

Community engaged design is essential for the curriculum of the next generation of architects and landscape architects. Integrating a symphony of voices and perspectives in the design process with real clients and partners facilitates student learning and a future built environment that is socially just, culturally rich and ecologically sustainable.
Community Engagement in Rural Communities

Rachel Lundbohm, assistant professor, Business Department, University of Minnesota, Crookston; Christine Bakke, lecturer, Math, Science, and Technology Department, University of Minnesota, Crookston; Megan Bell, Liberal Arts and Education Department, University of Minnesota, Crookston; Courtney Bergman, lecturer, Business Department, University of Minnesota, Crookston; Eric Castle, associate professor, Agricultural and Natural Resources Department, University of Minnesota, Crookston

This panel presentation will discuss the unique opportunities of course-embedded client-based projects on small campuses and in rural areas, and will address best practices to benefit students, clients, and community stakeholders.

Effective Community Trainings

Lauren Bernstein, resident, Center for Animal Health and Food Safety

Echinococcus is a zoonotic tapeworm that cycles endemically in wildlife and can spillover into dogs, posing a risk to people. Using a mixed-methods approach, we evaluated the prevalence and risk factors of dog infection in Minnesota tribal communities to develop guidelines for reducing spillover to dogs and protecting human health.

Seth Thompson, outreach program manager, College of Biological Sciences; Lesley Knoll, station biologist, Itasca Biological Station and Laboratories; Lisa Philander, curator, College of Biological Sciences Conservatory; Caitlin Barale Potter, education and outreach coordinator, Cedar Creek Ecosystem Science Reserve

Public engagement is fundamental to the mission of the College of Biological Sciences (CBS). We present a discussion on an integrated approach for partnering with Minnesotans across the urban-rural continuum by leveraging the CBS research stations, the CBS conservatory, and CBS outreach programs in the Twin Cities.

Glenda Pereira, doctoral student, Department of Animal Science; Noelle Soriano, masters student, Department of Bioproducts and Biosystems Engineering; Erica Timmermans, masters student, Iowa State University; Ben Ndayambaje, graduate student, University of Nebraska-Lincoln; Laura Rubeck, professional student, University of Nebraska-Lincoln; Freda Dorbu, masters student, North Carolina Agricultural and Technical State University; Jackie Welles, masters student, North Carolina State University; Erin Cortus, assistant professor, Department of Bioproducts and Biosystems Engineering; Jacek Koziel, professor, Iowa State University; John Classen, associate professor, North Carolina State University; Alison Deviney, doctoral student, North Carolina State University

Relationships between social, economic and environmental factors influence livestock development. A national cohort of graduate students is investigating these relationships in 5 counties of South Dakota. Interactions with stakeholders are key to illuminating these relationships, and the reasons why livestock production is growing in some areas and decreasing in others.
Matthew Gabb, masters student, Humphrey School of Public Affairs; Meredith Benesh, masters student, Humphrey School of Public Affairs; Sarah Paulus, masters student, Humphrey School of Public Affairs

For a class project on mobility hubs in South Minneapolis, we conducted an engagement pilot using qualitative interviews. The depth of knowledge that came from these interviews - along with the lessons learned - show how deep, authentic public participation better prioritizes on-the-ground expertise than usual forms of “community engagement.”

Mary Ann Hennen, educator, Extension Center for Community Vitality; Tammy McCulloch, regional director, Extension; Brian Fredrickson, educator, Extension Center for Community Vitality; Christy Kallevig, educator, Extension Center for Community Vitality; Anne Dybesetter, executive director, Southwest Regional Sustainable Development Partnership

The “rural-urban divide” is a often a narrative of difference, mistrust and competitiveness. In 2018-19, the U of M Extension conducted an environmental scan to study rural-urban interests of program alumni and stakeholders. This poster will share study findings and how it’s informing efforts to create connections across these divisions.

Sharon Powell, educator, Extension Center for Family Development; Ellie McCann, educator, Extension Center for Family Development; Anita Hering, educator, Extension Center for Family Development; Becky Hagen Jokela, educator, Extension Center for Family Development

Fathers matter to their children. This is also true when fathers are incarcerated. Five UM Extension Educators taught a parenting class to 121 fathers through a contract operated by the Minnesota DOC. Improvement was shown in: parenting knowledge and skills; parenting experience; and relationships with co-caregivers.
B-2  Board Room
A Writing Marathon for Racial Justice
Jasmine Kar Tang, co-director, Center for Writing; Lee Fisher, director, Minnesota Writing Project; Sean Golden, graduate student, Department of Curriculum and Instruction; Molly Vasich, professional assistance and review mentor, Minneapolis Public Schools

This workshop of the Minnesota Writing Project features a small-group activity called a “writing marathon” that will activate our voices, histories, and spaces. We will move to different on-campus sites, responding to prompts about the role of racial justice and collaborative partnerships in university public engagement work. Come ready to move, write, and reflect in community with one another!

B-3  President’s
Community-Engaged Learning Pedagogy
Megan Bell, assistant professor, Liberal Arts and Education Department, University of Minnesota, Crookston; Rachel Lundbohm, assistant professor, Business Department, University of Minnesota, Crookston

In this session, we will share our experiences with client-based experiential learning projects in the online learning environment and how these projects are used to collaborate with external entities locally and beyond. We will share challenges and lessons learned from projects in communication and business classes.

Eric Castle, associate professor, Agriculture and Natural Resources Department, University of Minnesota, Crookston; Rosani Rigamonte, associate professor, FUNVIC College of Mococa (São Paulo, Brazil)

Drawing on skill sets and abilities from a diverse collaboration of partners, this project engaged international community members at a local level to plan, design and then implement two natural play spaces at a preschool and public park in Igarai, São Paulo, Brazil.

Chris Hong, masters student, Humphrey School of Public Affairs; Raymond Eliot, masters student, Humphrey School of Public Affairs; Mathias Hughey, masters student Humphrey School of Public Affairs

Our student team collaborated with Scott County to draft a redesign of the Marschall Road Transit Station in Shakopee. Through conversation with City of Shakopee, Minnesota Valley Transit Authority (MVTA), and SmartLink Transit we created design concepts that meet the unique needs of this suburban community and are accessible to a broad audience.

Liz Sopdie, administrative director, Rural and Metropolitan Physician Associate Program; Kirby Clark, director and assistant professor, Rural and Metropolitan Physician Associate Program and Department of Family Medicine and Community Health; Brinsley Davis, education programs manager, Rural and Metropolitan Physician Associate Program

Third-year medical students in the Rural & Metropolitan Physician Associate Program complete longitudinal community health assessments in urban, suburban, and rural communities across Minnesota where they are embedded for a year. Design, implementation, and outcomes of these community-engaged projects will be shared, giving participants a successful model for engagement across Minnesota.

Sara North, director of educational innovation, Division of Physical Therapy; Amanda Sharp, director of clinical education, Division of Physical Therapy

Within the context of social determinants of health, Doctor of Physical Therapy students collaborated with liaisons from rural, urban, or global organizations to design implementation-ready educational interventions addressing community health needs. Presenters will outline community engagement through these health and wellness projects, and provide recommendations to increase the impact across multidisciplinary groups.
Rural communities across the U.S face the challenge of few mental healthcare providers and well documented barriers for mental healthcare. Yet, these communities are not exempt from coping with the sufferings of human life. Our research identified an emerging provider network of psychologists and challenges practicing in integrated behavioral healthcare.

Addressing Health Inequity
Colleen McDonald Diouf, chief executive officer, Community-University Health Care Center

The Optimal Health and Housing Initiative (OHHI) was a Bold Idea project funded by UMN OACA in 2019. CUHCC collaborated with researchers in the UMN to improve health/housing inequities. Findings will inform a new “Minnesota Model” - a comprehensive statewide solution to the housing crisis that increases health equity.

Olivia Tomfohrde, doctoral student, Department of Family Social Science; Annie Goerdt, doctoral student, Department of Educational Psychology; Lindsey Weiler, assistant professor, Department of Family Social Science; Rebekah Hudock, assistant professor, Department of Pediatrics; Emily Goldberg, founder, Autism Mentorship Program

Autism spectrum disorder (ASD) affects 1 in 42 children in Minnesota (Baio et al., 2018). A lack of services leaves many adolescents with ASD without mental health support. The Autism Mentorship Program (AMP) seeks to address this gap in services. Findings provide support for a mentoring program for adolescents with ASD.

The Partnership Protocol is a tool that was co-developed by the Program in Health Disparities Research (PHDR) and SoLaHmo Partnership for Health and Wellness. This workshop demonstrates how the Partnership Protocol can help community-academic partnerships forge equitable, trusting relationships that practice shared decision-making and shared power.
Participatory Policymaking

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

Food access disparities across Minnesota are influenced by a complex array of factors determining how people get to food. While the need to address food disparities is well known, what is less understood by users, advocacy groups and policy makers is how transportation modes, choices and capacities influence the food access of under-represented groups. This analysis focuses on this problem by investigating the transportation challenges that Latino immigrants in both rural and urban Minnesota face to access culturally relevant and healthy foods.

Liv Reyes, masters student, Humphrey School of Public Affairs; Sasha Hulsey, masters student, Humphrey School of Public Affairs; Kshitiz Karki, masters student, Humphrey School of Public Affairs; Alyssa Scott, graduate program coordinator and masters student, Institute on the Environment and Humphrey School of Public Affairs

A MN expungement law recognizes effects of trauma, providing survivors of sexual exploitation a chance to re-enter society. However, this law is underutilized. We worked with folks with lived experience to identify policy implementation ideas to ensure the law is effective for victim/survivors.

Communication Strategies

Dan Thiede, CERTs strategic communications and engagement director, Regional Sustainable Development Partnerships

Minnesota is home to 61,000 clean energy jobs. Wind and solar provide over 25% of our electricity. Clean energy is paying dividends for communities. The Power of Minnesota film tells these stories. In this case study, learn how it has been used to bridge divides, create conversation, and spur action.

Megan Weber, educator, Extension Aquatic Invasive Species; Angela Gupta, educator, Extension Forestry Team; Alison Holland, digital learning designer, Extension

Technology can be a great way to overcome barriers to engagement and make learning more fun for participants. In this session, we'll share how we've used tools like 3D printing, augmented reality, virtual reality, 360-degree imagery and more to make learning and retention more engaging!

Carrie Henning-Smith, assistant professor and deputy director, Division of Health Policy and Management and Rural Health Research Center; Mariana Tuttle, communications and research fellow, Rural Health Research Center; Katy Koizimannil, associate professor and director, Division of Health Policy and Management and Rural Health Research Center

At the UMN Rural Health Research Center, we engage and collaborate with key public stakeholders on each of our projects from start to finish. We also prioritize the widespread dissemination of our results. This case study explores how publicly-engaged research can be effective in shaping policy to improve rural health.
PARTNERING WITH MINNESOTA: CONNECTING THE UNIVERSITY WITH URBAN, SUBURBAN, AND RURAL COMMUNITIES THROUGH PUBLIC ENGAGEMENT

B-8 Room 304

Internal Partnering
Fred Rose, impacts goal manager, Institute on the Environment; Linda Kingery, executive director, Northwest Regional Sustainable Development Partnerships

The Institute on the Environment (IonE) Impact Goals articulate tangible progress towards important sustainability challenges in the world. IonE and the Regional Sustainable Development Partnerships (RSDP) are collaborating to develop academic-community partnerships that will create and implement solutions in Greater Minnesota addressing these challenges. This session will talk about the challenges and opportunities of developing and executing this collaboration.

Teresa Bertossi, assistant professor and director, Geography Department and UMD Land Lab, University of Minnesota, Duluth

The mission of the UMD Land Lab is to explore how to create a food system that meets the needs of all community residents and to serve as an incubator for community and university interaction with the Northland’s natural systems.

Laura Palombi, assistant professor, Department of Pharmacy Practice and Pharmaceutical Sciences; Mary Jo Katras, program leader, Extension Center for Family Development; Jennifer Garbow, educator, Extension Family Resiliency; Emily Becher, applied research and evaluation specialist, Extension Center for Family Development

Opioid misuse and overdose have reached epidemic proportions across the nation, with rural and tribal communities suffering disproportionately with fewer resources. The presentation will describe an innovative, community-engaged, and leadership-building partnership to reduce the impact of the opioid crisis in rural Minnesota by building local resources in rural communities.

B-9 Room 305

Working with Local Governments
Lee-Ann Kastman Breuch, professor, Department of Writing Studies; Amy Luedtke, senior librarian, Hennepin County

This case study presentation shares information about an ongoing teaching partnership that began in 2011 between UMN course WRIT 4501 Usability and Human Factors in Technical Communication and Hennepin County Library. The partnership involves a 10-week client project in which student teams design and conduct usability tests of the library websites.

Frank Douma, researcher and director, State and Local Policy Program, Humphrey School of Public Affairs

Automated vehicles (AV’s) offer the opportunity to improve safety and mobility for those who cannot drive, especially in small towns and rural areas. This paper discusses how an AV demonstration in Minnesota could help residents in these areas understand the opportunities for AV’s in their own communities.

Mike Greco, director, Resilient Communities Project; Paul Moline, manager, Planning and Water Management Division, Carver County

In 2015–2016, Carver County collaborated with UMN students and faculty on 29 research and technical assistance projects through the Resilient Communities Project. Based on a recent 3-year follow-up assessment, representatives from RCP and the County will discuss the unique challenges and opportunities presented by university–local government partnerships, and lessons learned.
**PARTNERING WITH MINNESOTA: CONNECTING THE UNIVERSITY WITH URBAN, SUBURBAN, AND RURAL COMMUNITIES THROUGH PUBLIC ENGAGEMENT**

**B-10  Room 319**

**Considerations for Research**
*Mira Klein, research associate, CREATE Initiative*

The CREATE Initiative understands that contemporary relationships between environment and equity are built on historic patterns of investment and disinvestment in both housing and greening. In collaboration with community partners, we have developed an anti-displacement policy toolkit focused on this intersection to mitigate the impacts of green gentrification.

*Tom Fisher, professor and director, Minnesota Design Center; Mary Vogel, senior research fellow, Minnesota Design Center*

Greater Minnesota Futures has completed a pilot project with DEED, working with three communities in Southeast Minnesota – Wabasha, Grand Meadow, and Spring Grove – on how to use design thinking methods to help these small (under-5,000 population) communities develop new community and economic development strategies based on their existing, under-utilized assets.

**B-11  Room 323**

**Utilizing Social Media**
*Milton Eder, assistant professor, Department of Family Medicine and Community Health; Tabetha Brockman, assistant professor, Mayo Clinic; Miguel Valdez Soto, social media and outreach coordinator, Center for Translational Science Office for Community Engagement in Research, Mayo Clinic; Ian West, researcher, Mayo Clinic; Ida Darmawan, graduate student, Hubbard School of Journalism and Mass Communication*

Elisia Cohen, professor and director, Hubbard School of Journalism and Mass Communication

Translational science has two community engagement goals: 1) To increase diversity of individual clinical research participants and produce results that represents the U.S. population and, 2) To facilitate community member contributions to research design and implementation. A UMN-Mayo collaboration describes our use of social media to achieve these goals.

**B-12  Room 325**

**Place-Based Engagement**
*Makeda Zulu-Gillespie, executive director, Robert J. Jones Urban Research and Outreach-Engagement Center; Anne Dybsetter, executive director, Southwest Regional Sustainable Development Partnership; Amy Mondloch, community program administrator, Center for Small Towns, University of Minnesota, Morris; Nina Shepherd, senior public relations consultant, Robert J. Jones Urban Research and Outreach-Engagement Center; Mary Ann Hennen, educator, Extension Center for Community Vitality; Cassie Williams, academic specialist, Access, Opportunity, and Success, Southwest Minnesota State University*

How do rural and urban University of Minnesota colleagues practice empathy, flexibility, transparency, and mutual benefit; the foundation of our successful and respected Community-University partnerships? This panel and small group discussion will explore the benefits and barriers of co-creation including the rules of engagement.
Specialized Assistance

Abigail Gadea, deputy director, Prevention Research Center

This session describes the partnership between middle school teachers and a multidisciplinary team from the University of Minnesota. Teachers collaborated with UMN team by co-developing and co-leading program activities, leading to the creation of Whole Learners program which focuses on enhancing teachers’ ability to build strong connections with all students.

Jacqueline Parr, doctoral student, Apparel Studies Track, College of Design

Due to the changing retail landscape, rural retailers are struggling to compete with large national chains. To address this critical issue, a technical assistance program was developed in collaboration with community partners, university extension, and retail merchandising students and faculty, to assist rural retailers as design experts and consultants to solve their unique, specific problems. Participating retailers were provided with 1 on 1 support and customized action plans were created based on their specific challenges. Results from the project were developed into case studies and a best practice guide for local economic development staff to duplicate these efforts in the future.

Jackie Froemming, educator, Master Gardener Volunteer Program; Christy Marsden, educator, Master Gardener Volunteer Program

Toolkits center around timely horticultural topics and are created with a team of Extension and industry experts, and intended audiences. They build awareness through simple, easy-to-understand materials that develop interest on the topics. Through explaining components of the toolkits, and by sharing evaluation results, we’ll demonstrate outcomes associated with increased community engagement and education by trained Master Gardeners.

Abimbola Asojo, professor and associate dean for research, creative scholarship, and engagement, College of Design; Hoa Vo, PhD student, Interior Design

The presentation will cover how the Building Bridges to Design Careers program responds to the lack of minority representation in current design practices and academia.

Findings and lessons learned from the program serve as a model for educators and audiences interested in creating diverse and inclusive environments in design professions.

Jane Paulson, senior engineering, Minnesota Technical Assistance Program

MnTAP partnered with community organizations in Minneapolis’ Phillips communities to sponsor student interns to help small businesses switch to safer cleaning products. Thirty-four participating companies eliminated hundreds of pounds of hazardous materials, VOCs, and HAPs, positively impacting population health and the environment. We’ll share barriers, best practices, and communication strategies.

Kelly Kunkel, educator, Extension Health and Nutrition; Mary Schroeder, educator, Extension Health and Nutrition

Child care providers may lack the cooking skills and time needed to prepare healthy food for children in their care. Learn about the Start Strong: Cooking, Feeding and More curriculum and the process of curriculum design by engaging providers in the development.
C-1 Great Hall

**Communicating Across Difference**
Anne Dybsetter, executive director, Southwest Regional Sustainable Development Partnership; David Abazs, executive director, Northeast Regional Sustainable Development Partnership

When dealing with high-stakes issues in polarized environments, differences of language and values between University researchers and rural community members can lead to dysfunction and conflict. Session participants will strengthen their awareness of rural people and places, discuss practical suggestions, and practice empathy for other people’s underlying interests.

C-2 Board Room

**Online Student Training**
Monica McKay, assistant director, Center for Community-Engaged Learning; Laurel Hirt, director, Center for Community-Engaged Learning

Students need adequate preparation to engage respectfully, ethically, and effectively with communities, but this need must be balanced with constraints on students’ time. This workshop will feature activities from our new online training modules and discussion of other possibilities for training activities that are both effective and accessible.

C-3 President’s

**Youth Development**
Jennifer Hall-Lande, researcher, Institute on Community Integration

This session highlights a promising community outreach project focusing on development of parent leaders in diverse MN communities to educate other parents on child development and early identification of developmental delays. The project engages communities around healthy child development and can be a future model for other community engagement projects.

Illana Livstrom, graduate student and program coordinator, Department of Curriculum and Instruction and Growing North Minneapolis; Michael Chaney, community organizer and activist, Project Sweetie Pie; Patsy Parker, community gardener, NoMi Roots; Mary Rogers, assistant professor, Department of Horticultural Science; Amy Smith, associate professor, Agricultural Education, Communications and Marketing Division

This session highlights the work of “Growing North Minneapolis”, a community-driven partnership that connects adolescents of marginalized identities to their communities and local environment, through an urban agricultural internship experience. The sessions illuminates opportunities and challenges community-university partnership work and intergenerational work across layers of difference.

Katrina Yezzi-Woodley, graduate student and executive director, Department of Anthropology and Science and Social Studies Adventures; Katherine Erdman, director of operations, Science and Social Studies Adventures; Samantha Porter, digital preservation specialist, Liberal Arts Technologies and Innovation Services, College of Liberal Arts

Science and Social Studies Adventures (SASSA) connects diverse graduate students and K-12 students to engage in community-based education and research. Our adaptable programs derive from and are developed through Community collaboration, tailored to meet specific students’ needs, and taught by active researchers, inspiring youth to become socially engaged critical thinkers.
YoUthROC Research Team, Robert J. Jones Urban Research and Outreach-Engagement Center

YoUthROC is a community-connected youth research team that works out of north Minneapolis. We support the growth of Youth Participatory Action Research (YPAR), and we are working to develop a public, accessible space committed to youth, kinship, and action in the Robert J. Jones Urban Research and Outreach-Engagement Center (UROC) at the University of Minnesota. At YoUthROC we center BIPOC youth and other marginalized communities (BIPOC=Black, Indigenous, and People of Color).

Michael Stratten, Snap-Ed educator, Extension Center for Family Development; Deon Haider, Snap-Ed educator, Extension Center for Family Development

This presentation describes a youth leadership development project that was fostered through a collaborative effort of University of Minnesota Extension and community partners. Using a place based approach (PBA), Extension educators and community leaders assisted youth in identifying community issues and then developing projects to address those issues.

C-5 Room 301
Agricultural Partnerships
Julie Grossman, associate professor, Department of Horticultural Science; Laura Mirafuentes, program manager, The Food Group; Jennifer Nicklay, graduate student, Department of Soil, Water, and Climate; Rodrigo Cala, farmer and owner, Cala Farms; Anne Pfeiffer, organic programs associate, Department of Horticultural Science

Farmers are increasingly from diverse backgrounds, yet questions exist about the degree to which the University meets their needs. This panel will present successful examples of community engagement in agriculture, with panelists including immigrant and urban farmers, immigrant-farmer serving organizational staff, and University graduate students and faculty.

C-4 President’s Annex
Power and Voice

Carolyn Porta, associate vice president for clinical affairs and professor, Office of Academic Clinical Affairs and Population Health and Systems Cooperative; Tricia Todd, director, Pre-Health Student Resource Center; Janice Conway-Klaassen, associate professor, Center for Allied Health Programs

University of Minnesota, a land-grant university, is morally obligated to serve Minnesota and prepare the future workforce. Our social contract among communities, health professions, and the university allows students to learn as they “practice.” How are patient and community voice, autonomy, and power realized in these publicly engaged learning experiences?
A Resilient Minnesota

Zha Blong Xiong, associate professor, Department of Family Social Science; Wa Houa Vue, former chair, Hmong 18 Clan Council; Nao Houa Moua, chair, Hmong 18 Clan Council; Wangsue Lee, chair of Hmong Cultural Integration Project Task Force, Hmong American Partnership

Hmong, especially those who have yet converted to Christianity, still practice animism and ancestor worship. Thus, the funeral is one of the most important rituals in the community. In this presentation, the representatives of the Citizen Group will share the context of the Hmong cultural integration project, including the community engagement process; backgrounds of Hmong funeral practices; results of the survey, focus groups, and informant interviews; and the work-in-progress handbook created to guide subsequent generations in America.

Scott Chazdon, evaluation and research specialist, Extension Center for Community Vitality; Tobias Spanier, educator, Extension Center for Community Vitality; Neil Linscheid, educator, Extension Center for Community Vitality; Julie Hawker, community engagement consultant, Region Nine Development Commission; Bukata Hayes, executive director, Greater Mankato Diversity Council; Nancy O’Brien, educator, Extension Leadership and Civic Engagement

This presentation highlights a recent collective effort between a regional development organization, a diversity council, and University of Minnesota Extension to engage a broad range of residents from three rural communities in a mixed methods research and engagement effort to assess their community’s readiness for diversity and inclusion.

Citizen Engagement

Tai Mendenhall, associate professor, Department of Family Social Science

Citizen Health Care represents way to engage families and communities as co-producers of health and health care. It goes beyond the activated patient to the activated community, with professionals acquiring community organizing skills for working with families who see themselves builders of health (rather than simply consumers of professional services).

Angela Gupta, educator, Extension Forestry Team; Nathan Meyer, program leader, Extension Natural Resources

EmpowerU is a new UMN program to empower citizens to productively engage decision-makers and professionals around invasive species and natural resources management issues. Learn about this program’s flipped classroom structure, flexibility for different issues and locations, and positive outcomes for volunteers and other engaged citizens across the country.

Serdar Mamedov, educator, Extension Center for Family Development; Ahmed Abdi, manager, St. Cloud Somali Community Radio

For community partners creating relationships is foundational to ensuring successful projects and programs. Partners must work to cross-educate each other so everyone is using the same language and share a common vision for the project. Learn common barriers and how to share simple strategies that project partners can successfully employ.
PARTNERING WITH MINNESOTA: CONNECTING THE UNIVERSITY WITH URBAN, SUBURBAN, AND RURAL COMMUNITIES THROUGH PUBLIC ENGAGEMENT

C-8 Room 304
Thriving Youth
Jennifer Kunze, director, Ramp Up to Readiness; Julie Sweitzer, executive director, College Readiness Consortium

We will provide an overview of Ramp-Up to Readiness, a college & career readiness curriculum developed to increase and diversify numbers of college graduates within the state and across the country.

Tammy Lorch, educator, Extension Center for Youth Development

The University of Minnesota Extension’s Center for Youth Development offers research-based programming in all 87 counties. Participants will learn how University of Minnesota Extension partners with local organizations to offer high quality programming in their urban, suburban, and rural communities for youth in kindergarten through high school.

Colleen Flattum, division program manager, Division of Epidemiology and Community Health; Sarah Friend, research fellow, School of Nursing; Melissa Horning, assistant professor, Child and Family Health Cooperative; Rebecca Lindberg, senior director of population health; Jayne Fulkerson, professor, Child and Family Health Cooperative

Typically, family-focused obesity prevention programs exist in urban communities, but not in high-risk rural communities. The NU-HOME study includes a family-based program supported by researchers (academic/health system), interventionists and community to prevent childhood obesity in rural communities. Programmatic and logistical factors specific to developing programs for rural families are described.

C-9 Room 305
Creating an Equitable Society
Priscilla Flynn, associate professor, Department of Primary Dental Care; Sarah Hayes, executive director, Children’s Dental Health Services

Presenters will address improving children’s dental care access through a university-community partnership. Dental therapy students completed university courses regarding non-profit organizational development and grant-writing followed by school-based dental care residencies with the community partner. Key points will include establishing and maintaining partnerships, building and sustaining programs, and program evaluation.

Carissa Schively Slotterback, associate dean and associate professor, Urban and Regional Planning Area, Humphrey School of Public Affairs

This presentation will highlight the Humphrey School’s efforts to advance community engagement in the context of its Equity and Inclusion Plan. Presentation attendees will gain knowledge and understanding of the critical linkages between equity and inclusion and community engagement, including practical implementation actions related to operations, curriculum, leadership, and collaboration.

Jody Horntvedt, educator, Extension Center for Community Vitality; Lisa Hinz, educator, Extension Center for Community Vitality; Melissa Persing, educator, Extension Center for Youth Development

Growing Community is a partnership project between Extension and Blandin Foundation that came together because of shared interest in helping communities build their capacity. That interest led to the development of study circle materials and community-based training, encouraging rural leaders to focus on assets, rather than deficits to grow their community.
C-10  Room 319
Developing and Expanding Partnerships
Nicholas Jordan, professor, Department of Agronomy and Plant Genetics

The Forever Green Initiative is a Midwest-spanning public/private/NGO partnership. It is developing and commercializing a set of novel crops, and thereby carrying out a publically-engaged and market-driven strategy for enhancing the economic, environmental, and social sustainability of Midwest agriculture. We will present a case study of our project and strategy.

Bhaskar Upadhyay, associate professor, Department of Curriculum and Instruction; Susan Staats, associate professor, Department of Curriculum and Instruction; Emily Hanson, program director, College in the Schools

College in the Schools concurrent enrollment (CIS) increasingly supports students’ ability to access higher education. Our provocation question asks whether we should consider CIS as a modern expression of our land grant mission. Participants will understand how CIS creates decades-long bridges across politically, geographically and socially disparate regions in Minnesota.

Courntey Jarboe, assistant director, Human Research Protection Program; Jill Cordes, director, Fairview Research Administration; Bethany Hansen, senior quality analyst, Human Research Protection Program

Multiple avenues exist for research participants to submit concerns about a study. However, there is often no systematic mechanism for gathering broad feedback from research participants about their research experience. The University of Minnesota partnered with MHealth Fairview to develop a clinical research participant survey. The survey was sent to over 1,000 clinical research participants and had a 55% response rate. This presentation will discuss the need for engaging research participants, the survey, lessons learned throughout the process, and the results of the first administration in 2019.

C-11  Room 323
Engagement Hub
Amelious Whyte, Jr., director of public engagement, College of Liberal Arts; Paul Creager, curriculum coordinator, Gordon Parks High School; Deborah Jane, outreach coordinator, Institute for Global Studies; Kaylee Highstrom, senior advancement officer and campaign director, College of Liberal Arts; Mark Pedelty, professor, Department of Communication Studies

The Liberal Arts Engagement Hub fosters reciprocal engagement between humanistic scholars in the arts, humanities, and social sciences with the community to respond to important social problems. This session will describe The Hub’s origins, highlight several inaugural Hub Residency projects, and discuss the initiative’s challenges and opportunities, including fundraising.

C-12  Room 325
System Dynamics
Daniel Pesut, professor, Population Health and Systems Cooperative; Virajita Singh, associate vice provost and senior research fellow, Office for Equity and Diversity and College of Design; Albert Linderman, affiliate faculty, School of Nursing; Jess Roberts, affiliate researcher, Minnesota Design Center

Systems thinking and design thinking are essential skills to support innovation and service delivery as well as address diversity and inclusion to create thriving community partnerships and make positive impact. In this session, panelists will share stories from the field that illustrate the application of systems and design thinking principles and practices as critical tools for public engagement in Minnesota and beyond.
This session will discuss the "who, what, when, why and how" of community-engaged research. Participants will learn about a near-peer mathematics tutoring program, Prepare2Nspire (P2N). This after-school program has university Science, Technology, Engineering and Mathematics (STEM) undergrads working with high school students who then, tutor middle schoolers.

Emilie Snell-Rood, associate professor, Department of Ecology, Evolution, and Behavior

We are piloting a science education program, Macro to Micro (M2M), aimed at middle school students. This program brings together biology, engineering, and design through biomimicry -- drawing inspiration from nature in our own applications and problem solving. Through M2M, students in remote areas can interact with university faculty and students -- samples that middle schoolers collect and investigate in their own classrooms are viewed remotely on high powered microscopes at the university. Preliminary assessments of M2M show that it increases student motivation towards science and careers in STEM. We are currently trying to expand links with Minnesota Native communities through M2M.
D-5 Room 301
Public Value Implementation Canvas
Henriët Hendriks, research and evaluation director, Future Services Institute; Katie Boone, innovation manager, Future Services Institute; Ashley Bennett, human-centered design associate, Future Services Institute

Design thinking changes how we engage with communities in collaborative governance to address complex challenges. The Future Services Institute collaborates alongside state, county and community organizations to develop innovative strategies that deepen public-engagement and multi-sector efforts to find clarity in shared work, learning, and relationships that move us towards the common good.

D-6 Room 302
Supporting Economic Opportunities
Julie Kramme, researcher, Institute on Community Integration; Sandra Pettingell, researcher, Institute on Community Integration; Amy Hewitt, director and professor, Institute on Community Integration; Barbara Kleist, program manager, Institute on Community Integration

This presentation will summarize the direct support workforce recruitment and retention crisis to understand why collecting data about the crisis can inform data-based solutions across the state, and the Minnesota Direct Support Workforce project which included two surveys: one completed by administrators in home and community based service provider organizations and direct support workers.

Morrine Omolo, graduate student, Department of Food Science and Nutrition

The session will highlight the pivotal role of our communities in co-creating and enhancing the food safety programming end user experience, as we focus on mitigating the risks associated with foodborne illnesses attributed to food handlers.

D-8 Room 304
Partnering with Immigrant Communities
Argie Manolis, director of civic learning and engagement, University of Minnesota Morris; Tammy Berberi, associate professor, Humanities Division, University of Minnesota, Morris; Windy Roberts, teaching specialist, Humanities Division, University of Minnesota, Morris; Cristina Ortiz, assistant professor, Division of Social Science, University of Minnesota, Morris; Thomas Genova, associate professor, Humanities Division, University of Minnesota, Morris; Mae Goodrich, undergraduate student, University of Minnesota, Morris

After almost 10 years of working on the ground to build partnerships with a growing Latinx community in a rural, small town, what have we learned, and what promising practices might be replicable for other communities? Faculty and staff from the University of Minnesota, Morris reflect will provide hands-on tools and time for discussion and planning to those working with immigrant communities.

D-9 Room 305
Developing Economic Opportunities
Jennifer Hawkins, educator, Extension Community Economics; Gary Sandholm, economic development director, City of Waseca; Dan Forbes, associate professor, Department of Strategic Management and Entrepreneurship

This panel discussion will explore a case study highlighting a model to address rural economic development through publicly-engaged research and outreach. It will provide participants with insights into the Connecting Entrepreneurial Communities conference and how cross-college collaboration and effective engagement with community leaders ensure mutually beneficial outcomes.
D-12         Room 325
University-Community Mixers

Kathie Doty, director, Hennepin-University Partnership; Erik Erickson, chief data officer, Hennepin County; Danette Buskovic, director of policy, planning, and evaluation, Department of Community Corrections, Hennepin County; Susan Mason, assistant professor, Division of Epidemiology and Community Health; Jennifer Hall-Lande, researcher, Institute on Community Integration

University researchers and Hennepin County staff will describe the development of collaborative research projects through the Hennepin-University Partnership’s Mixer process. This session will demonstrate how to build connections across sectors and catalyze publicly-engaged research with local government to shed light on ways to address systemic societal challenges like racial disparities.