A-1  Great Hall
Effective Collaboration
Stephanie Jacobs, program manager, Humphrey School of Public Affairs; Mike Greco, director, Resilient Communities Project; Sarah Tschida, program coordinator, Resilient Communities Project; Diana Beck, director of academic programs, Humphrey School of Public Affairs

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.

A-2  Board Room
Community-Centered Dissemination
Maiyia Kasouaher, community engagement lead, Program in Health Disparities Research; Michele Allen, director, Program in Health Disparities Research

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.

A-3  President’s
Equitable Access
Annie-Laurie McRee, associate professor, Division of General Pediatrics and Adolescent Health; Christopher Mehus, research faculty, Institute for Translational Research in Children’s Mental Health; Amy Gower, research associate, Division of General Pediatrics and Adolescent Health; Jill Farris, director of adolescent sexual health training and education, Healthy Youth Development Prevention Research Center; Shari Plowman, lead evaluator, Healthy Youth Development Prevention Research Center

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 to young people in rural communities in Minnesota. We are currently engaging primary care personnel, parents, and adolescents in intervention development.

Jennifer Hall-Lande, researcher, Institute on Community Integration

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.

Deepinder Mayell, executive director, James H. Binger Center for New Americans

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.
Chloe Goodman, AmeriCorps VISTA, Center for Health Interprofessional Programs

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.
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.

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.
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.

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 Gidaanaaagadawendaamin 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.
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.

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 Ndaiyambaje, 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.
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.”

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.

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.