SESSION C
2:00 p.m. — 3:15 p.m.

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).

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.

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.

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-Klaass, 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?

Julie Grossman, associate professor, Department of Horticultural Science; Laura Mirafuentes, program manager, The Food Group; Vivian Wauters, graduate student, Department of Horticultural Science; 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-6  Room 302

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.

C-7  Room 303

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.
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 a 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.