

**TUESDAY, SEPTEMBER 3, 2024**

**Graduate Student STEM/STEAM Poster Competition on Science Communication and Outreach Efforts**

Dixon Conference Center Terrace Room

11:00 a.m. – 2:30 p.m.

Science Communication is vital to bridging the gap between science and practical applications at the community level. Ineffective communication can be costly to science as well as to society. Thus, this poster session will foster graduate student experiences of communication with stakeholders, and enhancement of knowledge transfer to a broader audience (using both quantitative and qualitative approaches). A competitive platform will be provided by rewarding them for their effective and engaging STEM/STEAM communication.

The poster session will include but is not limited to the following topics:

- Active learning strategies of STEM/STEAM implemented in K-12.
- Evidence of direct practice and training in science communication.
- Science communication to varied audiences as an intervention to knowledge transfer.
- Interdisciplinary techniques of science communication.
- Future of science communication.
- Outreach activities involving STEM/STEAM communication techniques.

Poster	11:00 AM-2:30 PM
Poster 1	<p><b>Lessons Learned from an International Collaboration on Veteran Family Research</b> <i>Allison Leigh Tidwell, Graduate student, Human Development and Family Science, College of Human Sciences</i> <i>Dr. Mallory Lucier-Greer, Faculty member, Human Development and Family Science, College of Human Sciences</i></p> <p>This poster introduces insights gained during a collaborative project regarding Veteran family research conducted by American and Canadian scholars. First, we explore some of the challenges encountered during this collaboration, including navigating different institutional norms (e.g., leadership roles), language barriers (e.g., field-specific terminology may vary in different countries and institutions), and conflicting timelines (e.g., cross-country university schedules). Then, special attention is given to shared benefits of international collaborations, including opportunities for graduate students’ professional development, increased person-power for conducting research, and gaining contextual insights into one’s field. Finally, recommendations for facilitating international collaborations are provided; these include establishing shared meaning of field-specific terminology, developing a realistic timeline and goals that are mutually beneficial, engaging in regular communication to advance the professional relationship and the project goals, discussing the ownership of products and proposed dissemination plans, and remaining flexible to pivot as challenges arise.</p>

<p>Poster 2</p>	<p><b>Better together: Capitalizing on the collective agency of a university-nonprofit partnership to achieve actionable solutions for military families</b>  <i>Emily Hanson, Graduate student, Human Development and Family Science, College of Human Sciences</i>  <i>Dr. Mallory Lucier-Greer, Faculty member, Human Development and Family Science, College of Human Sciences</i></p> <p>Within military family research, actionable solutions (e.g., policy, programs) are most effective when informed by Service members, their families, organizations that serve military families, Department of Defense (DoD) leaders, and research. A university-nonprofit partnership (Military REACH and Blue Star Families, respectively) was formed with the goal of identifying tangible strategies to combat food insecurity among active-duty military families living in civilian communities. This presentation will explicate the institutional and political antecedents as well as the conditions, drivers, and linking mechanisms that make this partnership successful. This presentation will also examine each organization’s unique expertise, relationships, and resources that contribute to the partnership’s collective agency.</p>
<p>Poster 3</p>	<p><b>Advancing Family Resilience through Community-Based Mental Health Center Policies: Facilitating Conversations and Breaking Boundaries</b>  <i>Sheila Sjolseth, Graduate student, Human Development and Family Science, College of Human Sciences</i>  <i>Dr. Mallory Lucier-Greer, Faculty member, Human Development and Family Science, College of Human Sciences</i></p> <p>Auburn University Study Reveals Gap in Family-Centered Care Policies at Community-Based Mental Health Centers</p> <p>In a collaborative study, Auburn University researchers interviewed community-based mental health (CBMH) centers to investigate how CBMH policies can better support family resilience and engagement in child mental health treatment. Analyzing policies and interviewing administrators, the study found that only 6% of policy textual data focused on promoting family resilience.</p> <p>"Our findings underscore the critical need for evidence-informed policies and practices that prioritize family engagement and resilience in child mental health treatment," said lead researcher Sheila Sjolseth.</p> <p>The study identified barriers, complexities, and recommendations for enhancing family-centered care, emphasizing interdisciplinary collaboration, addressing local context, and leveraging external opportunities. Lessons learned highlighted the challenges and opportunities in developing relationships between mental health providers and academic institutions.</p> <p>To learn more about this study and its implications, attend Sjolseth's presentation at the 2024 AU Outreach and Engaged Scholarship Program.</p>
<p>Poster 4</p>	<p><b>Lower Bounds for Betti Numbers in Vietoris–Rips Complexes of Hypercubes</b>  <i>Zichao Wang, Graduate student, Computational Topology, College of Sciences and Mathematics</i></p> <p>Zichao Wang's thesis explores new mathematical insights into the structure and properties of Vietoris–Rips complexes within hypercube graphs, extending across all dimensions and scales. This research critically analyzes the Vietoris–Rips complex <math>VR(Q_n; r)</math>, which consists of vertices of an n-dimensional hypercube with edges defined by a scale parameter <math>r</math>. Key findings include the</p>

	<p>establishment of new lower bounds for the ranks of certain homological groups, enhancing understanding of these topological spaces' fundamental properties. Employing cross-polytopal generators, the study confirms that these complexes maintain intriguing homotopy characteristics, contributing significantly to the field of algebraic topology and offering a refined approach to analyzing the complex's geometry and algebraic structure. This work stands on the foundational theories proposed by Henry Adams and Žiga Virk, aiming to make these complex concepts more accessible and applicable in broader mathematical and computational contexts.</p>
<p>Poster 5</p>	<p><b>Supporting Single Mothers through Emotion Regulation Training</b>  <i>Nana Adjoa Konadu Attiah, Graduate student, Human Development and Family Science, College of Human Sciences</i></p> <p>The U.S. has the highest number of single-parent households globally, with 37.9 million in 2022, representing 29% of all households. Of these, 10.9 million have children under 18 who live at home. Single parents, particularly mothers who lead 80% of these homes, face significant challenges balancing childcare, work, finances, and household responsibilities. Research shows that improving emotion regulation skills is crucial for adaptive parenting and personal well-being. In effect, interventions for single mothers should include emotion regulation training, mental health services, peer support, and stress management techniques to address their unique emotional challenges and support their parenting efforts. The poster will cover the significance of emotion regulation and the need for a program tailored for single mothers focusing on their emotion regulation.</p>
<p>Poster 6</p>	<p><b>An Engaging Website to Learn About Plasma Physics</b>  <i>Bradley Andrew, Graduate student, Physics, College of Sciences and Mathematics</i></p> <p>We have created a website for our research team (IPL : <a href="http://ipl.auburn.edu">ipl.auburn.edu</a>) which has both open networking and resources to improve understanding of plasma physics for people both inside and outside of the field of plasma physics. The more open networking is done by showcasing all of the collaborators our group works with and how we work with them as well as presenting all organization and initiatives that our group members participate in and in what way. Next, to help improve fundamental understanding of plasma physics, the website consists of both simple and complex plasma physics material that we plan to explain simply and showcase in an engaging fashion by means of open-sources codes, YouTube videos, and shared drives and documents. We also have a contact forum on the website so that we can receive feedback on these topics and add to or improve them.</p>
<p>Poster 7</p>	<p><b>Unlocking Potentials: Fostering Developmental Assets in Sexual and Reproductive Health Programming</b>  <i>Sandra Anti Eyiah, Graduate student, Human Development and Family Science, College of Human Sciences</i>  <i>Dr. Adrienne Duke-Marks, Faculty member, Human Development and Family Science, College of Human Sciences</i></p> <p>The Developmental Assets framework (DAF) is a key positive youth development model, emphasizing the potentials young people need to succeed. Widely used in global program design, implementation, and evaluation, DAF includes internal assets like personal skills and values, and external assets such as family and community support, essential for youth development. Many sexual health programs follow the World Health Organization's framework focusing on laws, education, society, economics, and health services, which has limitations. Integrating DAF can enhance these programs by fostering resilience, self-efficacy, and decision-making skills in youth, improving sexual health and relationships. This poster highlights DAF's importance to program directors, researchers, educators, and community workers, comparing it with the traditional framework to demonstrate its effectiveness in preventing sexual</p>

	<p>risk behaviors and mitigating adverse outcomes like teenage pregnancy. Secondly, we solicit suggestions from professionals on how developmental assets can be nurtured to promote positive sexual and reproductive health in programs.</p>
Poster 8	<p><b>Socioeconomics Status and Healthcare Access</b>  <i>Zihang Li, Graduate student, Applied Economics, College of Liberal Arts</i>  <i>Dr. Tannista Banerjee, Faculty member, Economics, College of Liberal Arts</i></p> <p>This paper uses a yearly individual-level cross-sectional dataset named the National Survey of Children’s Health (NSCH) to look at the healthcare access among the children with Mental illness. The data span is 2016-2022. According to the definition from the CDC, children with 1) ADHD, 2)ASD, 3)Depression, 4)Anxiety, and 5) Tourette Syndrome are considered mental illness. Using ordered-logit, multinomial logit, and censored Poisson regression, I found that children with mental illness are more likely to come from lower-income, have a higher chance of ending up in the emergency department, have trouble receiving needed care due to “service not available in the area” or “have a problem getting an appointment”.</p>
Poster 9	<p><b>The Impact of Mindfulness in the Social Development of Young Adults with Cognitive and Communication Disabilities</b>  <i>Angela Mintah, Graduate student, Social Work, College of Liberal Arts</i></p> <p>Mindfulness involves an undivided attention of an individual to present moments while embracing current experiences with an attitude of openness free from judgment. Mindful practices are ways where individuals engage in activities including but not limited to breathing exercises, movements, and meditation to sustain attention, promote awareness and mindful consumption. In populations such as young adults with cognitive and communication disabilities, mindfulness techniques have shown to improve key skills that support social development, including emotional regulation, self-awareness, attention, and the reduction of anxiety and stress. Although mindfulness has been suggested to be effective, its implementation with young adults with cognitive and communication disabilities may have been underemployed in programing. For this reason, this poster aims to elucidate the impact of mindfulness practices that can be used by program designers and outreach workers to meet the unique cognitive, and communication needs of this population to help optimize their social development outcomes.</p>
Poster 10	<p><b>Farmer Perspectives on Farm Stress</b>  <i>Gracen Bridges, Graduate student, Agricultural Economics, College of Agriculture</i>  <i>Dr. Mykel Taylor, Faculty member, Agricultural Economics and Rural Sociology, College of Agriculture</i></p> <p>Auburn University College of Agriculture researchers are studying Alabama farmers’ perspectives on farm resiliency and farm stress. The research team interviewed Alabama farmers to learn the factors that influence farm resiliency. The findings of this research will be used to develop programming and outreach resources to help farmers and farm households better navigate farm stress.</p>
Poster 11	<p><b>Beat the Heat: Informing Alabama Residents about the Impacts of Extreme Heat on the Body</b>  <i>Brandon Ryan, Graduate student, Geosciences, College of Sciences and Mathematics</i>  <i>Dr. Chandana Mitra, Faculty member, Geosciences, College of Sciences and Mathematics</i>  <i>Ashley Gann, Staff member, Campus Safety &amp; Security</i></p>

	<p>The National Weather Service reports heat was the leading cause of weather-related deaths in the United States (U.S.) over a 10-year (2011-2020) and 30-year (1991-2020) average. In Auburn, summer temperatures are expected to increase from an average of 90 in 2024 to 95 degrees by 2050. This project seeks to engage with student, faculty, staff, and members of the Auburn community and inform them about the impacts of extreme heat; through scientific talks with K-12 students and Auburn personnel, providing cooling stations at sporting events, and conducting interviews with local and national news. The goal of this project is to ensure that members of the community are informed and prepared to deal with the impacts of heat.</p>
<p>Poster 12</p>	<p><b>Banding together: Leveraging bird banding as a tool for community engagement and science communication</b>  <i>Emma Rhodes, Graduate student, Biology, College of Sciences and Mathematics</i></p> <p>Community engagement and science communication is vital not only to actively recruit participants in the sciences, but also to disseminate science to the public in a digestible and inclusive format. We utilize bird banding, a capture and release method, to not only track and study migration but to share this scientific process to public audiences. Bird banding is a federally permitted research process in which wild birds are captured, banded with a lightweight, serial-numbered aluminum band, measured, and then safely released. This work is conducted through the Banding Coalition of the Americas (BCA), a volunteer-operated non-profit organization dedicated to bird outreach and research. Banding provides a unique and rare opportunity for the public to watch field research in action and to learn about how it contributes to conservation and better understanding the natural world.</p>
<p>Poster 13</p>	<p><b>Selective Methane to Methanol using Cyclic (Alkyl) (Amino) Carbenes</b>  <i>Chase Ledbetter, Graduate student, Chemistry &amp; Biochemistry, College of Sciences and Mathematics</i></p> <p>Methane, a potent greenhouse gas, poses significant environmental challenges, but converting it into valuable chemicals like methanol offers promising solutions. My graduate research focuses on developing cyclic (alkyl)(amino)carbenes (CAACs) bound to metal-oxo species to enhance the efficiency and selectivity of methane-to-methanol conversion, showcasing the vital role of catalysis in everyday life. Metals, with their unique properties, are essential in catalysis; for instance, palladium catalyzes the synthesis of around 70% of modern medicines. As useful as they are, metals are also the cause for the vibrant colors we observe in fireworks. These examples highlight how chemistry, though complex, is integral and accessible. By connecting advanced concepts like my research to everyday phenomena, I aim to spark interest and understanding in chemistry, showing its pervasive influence and the exciting possibilities it holds.</p>
<p>Poster 14</p>	<p><b>Food Security Survey Modification for College Students</b>  <i>Rita Fiagbor, Graduate student, Biological Sciences, College of Sciences and Mathematics</i></p> <p>A multi-institutional study shows that the 10-item USDA Food Security Module may not accurately measure food insecurity among college students. Food security is a critical issue, and our efforts to better understand and address food insecurity on college campuses start with employing an appropriate measure that accurately determines the prevalence rate.</p> <p>This research incorporates expert input and feedback from cognitive interviews with college students to refine the survey, capturing the unique experiences of this population. Preliminary findings from the modified college student food security survey indicate that respondents better understood the survey and that it captured the multifaceted nature of food insecurity in this demographic.</p>

	Join us to delve into the survey development methodology, key findings, and potential implications for policy and support programs aimed at enhancing food security for students. Be part of the discussion and learn more at the 2024 AU Outreach and Engaged Scholarship Program.
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## **RECEPTION – OUTREACH AND ENGAGED SCHOLARS RECOGNITION**

Dixon Conference Center Pre-Function Foyer

5:00-6:00 p.m.

## **CEREMONY – OUTREACH AND ENGAGED SCHOLARS RECOGNITION**

Dixon Conference Center Grand Ballroom

6:00-7:30 p.m.

### **Ceremony Program**

Initial remarks

*Dr. Mark Wilson, Director, Caroline Marshal Draughon Center of Arts and Humanities, College of Liberal Arts – emcee*

Dinner Served

Initiative & Program Recognitions

Dr. Royrickers Cook Endowed Engagement Award Video Presentation

Presentation of Award

*Dr. Sean Forbes, O GROWS, College of Education*

Closing Remarks

Group Photos

**WEDNESDAY, SEPTEMBER 4, 2024**

**CHECK-IN**

Dixon Conference Center Pre-Function Foyer  
8:15-9:00 a.m.

**PLENARY SESSION I – OUTREACH AND ENGAGEMENT EDUCATION TALKS**

Dixon Conference Center Legacy Ballroom

9:00 – 9:30 a.m.	9:35 – 10:05 a.m.	10:10 – 10:40 a.m.
<p><b>Outreach, Engagement, and AI: What Engaged Professionals Should Know</b> <i>Moriah Kent, University Human Resource Development</i></p> <p>Join Moriah Kent, Instructional Designer and AI/Microsoft Integration Specialist, to explore how AI can help you identify potential community partners, craft compelling dossier narratives, and support your academic growth. Learn practical ways to use tools like Microsoft’s Copilot to enhance your outreach and showcase your achievements. This session offers actionable insights to help you harness AI’s potential in building connections and advancing your academic career. Get a glimpse into the future of academia, where AI becomes your partner in excellence.</p>	<p><b>Informal STEM Outreach and Engagement</b> <i>Virginia Davis, Chemical Engineering</i> <i>Mary Lou Ewald, COSAM Outreach</i></p> <p>Did you know all of Auburn’s Colleges have at least one STEM major? The I-STEM Connectory envisions becoming an exemplary and transdisciplinary informal STEM ecosystem that catalytically engages our community and enhances Auburn’s capacity to conduct informal STEM activities and research. Our ultimate goal is to help develop a future workforce prepared to meet pressing societal needs for health, food, water, infrastructure, and well-being. Join us on our mission-driven journey to enhance Instruction, Research, Outreach and Extension by coming to hear about our plans for workshops, ecosystem development, networking opportunities, and more.</p>	<p><b>The Auburn University Rural Health Initiative</b> <i>Hollie Cost, University Outreach</i> <i>Linda Gibson-Young, College of Nursing</i> <i>Rachel Snoddy, Chambers County Extension Office</i></p> <p>In 2020, an interdisciplinary team set out to reimagine healthcare access in Alabama’s most underserved rural communities. This innovative model combines telehealth with in-person health and wellness services and education, while fostering a dynamic learning exchange between faculty, students, and community members. Join three members of this pioneering team as they share insights into the model, its impact on healthcare access, future directions, faculty and student programming, and strategies for building a similar coalition tailored to your academic engagement priorities.</p>

**UNIVERSITY OUTREACH RESOURCE FAIR & POSTER SESSION**

Dixon Conference Center Terrace Room

10:45 – 11:30 a.m.

Poster Session

Poster	10:45-11:30 a.m.
Poster 1	<b>School Counseling Integrated Program: Preparing School Counselors in Training to Collaborate with School Nurses and ESOL Teachers to Increase Mental Health Services in Rural Schools</b>

	<p><i>Dr. Malti Tuttle, Faculty member, Special Education, Rehabilitation, and Counseling, College of Education</i>  <i>Dr. Morgan Yordy, Faculty member, College of Nursing</i>  <i>Dr. Jamie Harrison, Faculty member, Curriculum and Teaching, College of Education</i>  <i>Dr. Chih-hsuan Wang, Faculty member, Educational Foundations, Leadership, and Technology, College of Education</i>  <i>Lyndsay Deal, Graduate student</i></p> <p>School counselors are uniquely positioned to serve K-12 students in the academic, social-emotional, and career development domains to support student success. This work is often completed in the collaboration with school nurses and ESOL Teachers. The mental and physical health and wellbeing of students are top priorities of educators. Therefore, in this session the presenters will discuss the current findings from a U.S. Department of Education Mental Health Service Professional Demonstration Grant Program funded project that focuses on the training school counseling master’s students receive to gain the skills and experiences of collaborating with school nurses and ESOL Teachers in rural school settings. The findings focus on the first cohort of the funded program.</p>
<p>Poster 2</p>	<p><b>Cultivating Agricultural Literacy: A Qualitative Exploration of Instructional Practices and Teacher Perspectives in Agricultural Education</b>  <i>Chris Clemons, Faculty member, Curriculum and Teaching, College of Education</i>  <i>Jason McKibben, Faculty member, Curriculum and Teaching, College of Education</i>  <i>James Lindner, Faculty member, Curriculum and Teaching, College of Education</i>  <i>Jillian Ford, Faculty member, Curriculum and Teaching, College of Education</i></p> <p>Auburn University researchers explored how agricultural education teachers in Alabama equip students with the knowledge and vocabulary needed to navigate the world of agriculture. Researchers investigated teachers' instructional methods and how they assess student learning and connect literacy skills to overall understanding. The study found that agricultural education teachers leverage instructional techniques (Lindner et al., 2020; McKibben et al., 2022), including clear explanations, group work, and real-world projects, to introduce students to new agricultural concepts and terminology. While teachers expressed satisfaction with students' developing agricultural knowledge, a key component of agricultural literacy, they voiced frustration with a lack of emphasis on writing skills (Clemons et al., 2018). Researchers recommend incorporating more writing exercises to solidify student learning and encourage collaboration between teachers and administrators to develop best practices for fostering agricultural literacy. This study highlights the importance of effective learning strategies for future generations with the tools they need to understand and engage with the agricultural sector.</p>
<p>Poster 3</p>	<p><b>Improving care of individuals with cardiovascular-kidney-metabolic syndrome through a Learning and Action Collaborative</b>  <i>Rebecca Maxson, Faculty member, Pharmacy Practice, Harrison College of Pharmacy</i></p> <p>Learn how to apply implementation science through a learning and action collaborative (LAC) to enact change in healthcare. The Advancing Kidney Health through Optimal Medication Management (AKHOMM) initiative is launching their first LAC cohort in June 2024. This session will describe the AKHOMM LAC’s goals, design process, and initial recruiting efforts.</p>
<p>Poster 4</p>	<p><b>Improving Care Transitions with Inpatient Antimicrobial Stewardship Culture Follow-Up</b>  <i>Elizabeth Covington, Faculty member, Pharmacy Practice, Harrison College of Pharmacy</i></p>



	<p>About 40% of patients exit hospitals with pending lab tests, posing a challenge when crucial tests, like microbiological cultures, result post-discharge. Addressing this, East Alabama Medical Center (EAMC) implemented an innovative inpatient culture follow-up service in September 2023. Led by an Auburn University Harrison College of Pharmacy faculty member and in collaboration with EAMC's multidisciplinary team, this service employs clinical surveillance software to monitor patients' microbiological test results after discharge. If prescription modifications are warranted, the pharmacist liaises with the relevant provider, offering recommendations and facilitating prescription adjustments if necessary. Subsequently, patients receive telephone counseling regarding their laboratory findings, any medication alterations, and medication specifics. EAMC remains committed to refining this service, aiming to enhance patient care and streamline processes.</p>
<p>Poster 5</p>	<p><b>Fostering Service and Collaboration through Community Engaged Cross Cultural Programs</b>  <i>Laura Fuller, Staff member, Graduate School</i>  <i>Maria Witte, Staff member, Graduate School</i></p> <p>Highlights of International Student Services and Cross-Cultural Programs that provide assistance for newly arriving and current international students. Programs include the Auburn Family Friends, Interconnect, International Women and Men's Groups and Visiting Scholars and Postdocs. Orientation materials are updated to assist newly arriving international students with the transition and to deepen understanding about Auburn University.</p>
<p>Poster 6</p>	<p><b>Collaborative Design at Ladybug Loop: Envisioning New Public Landscapes at Graham Farm and Nature Center</b>  <i>Sarah Coleman, Faculty member, Landscape Architecture, College of Architecture, Design and Construction</i>  <i>Emily Knox, Faculty member, Landscape Architecture, College of Architecture, Design and Construction</i></p> <p>Graham Farm and Nature Center is currently in the process of transitioning from private ownership and use to public operation. In the long-term, this transition will allow GFNC to cultivate a new public audience for its services, offering a unique facility for recreation, research, education, and conservation in Alabama's Paint Rock Valley. After completing a masterplan for GFNC in 2019, graduate students in the Department of Landscape Architecture were invited back to consider the implementation of a 13-acre portion of the plan: Ladybug Loop.</p> <p>This presentation will showcase the design work which emerged from this research seminar, developed in collaboration with GFNC staff and local conservation organization, the Paint Rock Forest Research Center. It will synthesize design concepts developed by the seven students who worked in seminar in Fall of 2022 and will document the collaborative process between stakeholders, faculty, and students.</p>
<p>Poster 7</p>	<p><b>Incorporating VR Experiences in Collegiate Aviation Outreach</b>  <i>Daniel Siao, Faculty member, School of Aviation, College of Liberal Arts</i>  <i>Martin Harris, Faculty member, School of Aviation, College of Liberal Arts</i>  <i>James Birdsong, Faculty member, School of Aviation, College of Liberal Arts</i>  <i>Matthew Graham, Staff member, School of Aviation, College of Liberal Arts</i>  <i>Frederick Wendelburg, Staff member, School of Aviation, College of Liberal Arts</i></p>

	<p>Collegiate aviation programs are often limited in their outreach efforts, as equipment for “show and tell” demonstrations can be expensive, immobile, or both. For example, using actual aircraft is expensive and limits outreach events to airports only. Aircraft simulators are costly to operate and are difficult to move. However, the use of VR drastically reduces the cost of demonstrating the flight environment in outreach events, and VR headsets are a highly mobile.</p> <p>The School of Aviation will incorporate VR as a tool to enhance the scope of one’s exposure to aviation. VR makes possible the ability to demonstrate various aspects of flight operations that are otherwise inaccessible or unsafe. Some examples include demonstrating emergency procedures, flying in weather, and challenging landing scenarios. Providing participants with these experiences may foster a deeper understanding of the aviation industry.</p>
<p>Poster 8</p>	<p><b>Working Collaboratively with Federal Partners: An Example from OneOp</b>  <i>Kathleen Hlavaty, Faculty member, Department of Human Development and Family Sciences, College of Human Sciences</i>  <i>Molly Herndon, Community practitioner, Virginia Tech</i>  <i>Jasmine Lewis, Community practitioner, Virginia Tech</i>  <i>Kyle Kostelecky, Faculty member, Department of Human Development and Family Sciences, College of Human Sciences</i>  <i>Brigitte Scott, Community practitioner, Virginia Tech</i></p> <p>OneOp, a virtual professional development platform for providers who serve military families, has received continuous funding from the Department of Defense and USDA NIFA for 14 years. OneOp personnel and DoD SMEs work collaboratively to develop programming to support providers serving military families, using both emerging needs and evaluation data from the previous year’s programming in the planning process. In this presentation, OneOp’s Military Family Readiness Academy will be used to showcase the strategies and practices OneOp has utilized to collaborate effectively with our federal partner to meet the needs of service providers working with military families. Attendees may find these strategies and practices useful in their work to build stronger relationships with their funding partners.</p>
<p>Poster 9</p>	<p><b>The Auburn Informal STEM Connectory: Fostering a Transdisciplinary STEM Ecosystem</b>  <i>Virginia Davis, Faculty member, Chemical Engineering, Samuel Ginn College of Engineering</i>  <i>Mary Lou Ewald, Faculty member, Outreach, College of Sciences and Mathematics</i>  <i>Jess Gilpin, Staff member, Outreach, College of Sciences and Mathematics</i>  <i>Rachel Prado, Faculty member, Chemistry and Biochemistry, College of Sciences and Mathematics</i></p> <p>The Auburn Informal STEM Connectory aims to create a transdisciplinary STEM ecosystem addressing societal needs in health, food, water, infrastructure, and well-being. Its mission is increasing Auburn's capacity to impact K-12 STEM education through synergizing existing activities. Near-term goals include facilitating networking, sharing best practices, and providing resources for informal STEM initiatives. Long-term goals include establishing Auburn as a leader in impactful STEM programming and scholarship, while defining needs and opportunities for a physical space to house Connectory activities and events . The Connectory will enhance student experiences, enable transformative research through funding opportunities, provide impactful service reaching all Alabamians, and leverage Auburn's unique position to address accessible STEM education needs.</p>

<p>Poster 10</p>	<p><b>Step Up Alabama: Engaging Historically Underserved Communities in Improving Conditions for Pedestrians</b>  <i>Rod Turochy, Faculty member, Civil and Environmental Engineering, Samuel Ginn College of Engineering</i>  <i>Kathy Gregory, Community practitioner, The Fifty Fund</i>  <i>Donta Frazier, Community practitioner, The Fifty Fund</i></p> <p>Through a RAISE planning grant from the U.S. Department of Transportation, the Auburn University Transportation Research Institute (AUTRI) is working in 10 rural small towns within and adjacent to the Black Belt region to plan and design improvements to their pedestrian facilities in and around public housing properties. This initiative, Step Up Alabama, has employed a modern approach to community engagement, led by project partner The Fifty Fund, a nonprofit focused on engaging historically underserved communities. Input from residents, Housing Authority management, City staff, elected officials, and other community-based stakeholders, was obtained early in the planning process so that the project scope would be shaped by community input. The key event is a walkaround through the potential project sites, in which current conditions were documented and input from the community was obtained. Drinks, food, shirts, and entertainment were provided at the walkaround in each city as appreciation for community participation.</p>
<p>Poster 11</p>	<p><b>Preparing Schools for Disasters: Training School Nurses to Respond</b>  <i>Robin Gosdin Farrell, Faculty member, Graduate Programs, College of Nursing</i></p> <p>Students, ages 6 to 18, spend majority of their waking hours in the school setting whether it be a public institution, a private school, or home school. Disasters may originate from natural, environmental or man-made events. Disaster response begins with prevention, preparedness, and knowledge to defuse the impact on academic, physical, mental, financial, emotional, and other forms of devastation. The school nurse is the key to initiating the training. Outreach partnerships between Auburn College of Nursing and area school systems have existed in various forms. Disaster training and preparedness courses have been provided for school nurses in Auburn, Opelika, surrounding counties, and other areas of Alabama. Various scenarios and types of disasters are presented. The initial training was in 2018 and the most recent was January 2024. In addition to knowledge and communication, management, the training includes hands-on skills such as Stop-the-Bleed, CPR, First Aid, and triaging of the injured.</p>

## OUTREACH AND ENGAGED SCHOLARS LUNCHEON & KEYNOTE PANEL

Dixon Conference Center Grand Ballroom

11:30 a.m. – 1:15 p.m.

**Dr. Joan Harrell** (Moderator) is the College of Liberal Arts Director of Strategic Initiatives and Programs, Dean’s Office and Lecturer in the in School of Communication and Journalism. She specializes in cultural competence, social justice, and public theology with a professional career background in journalism, bioethics, and public relations.

**Mrs. Scott Bishop** (Panelist) is the Director of the Osher Lifelong Learning Institute (OLLI) at Auburn University. OLLI serves the community by offering diverse educational programs and fostering lifelong learning opportunities for adults. Under her leadership, OLLI promotes intellectual growth, social engagement, and community involvement.

**Dr. Ruth Brock** (Panelist) is an Extension Specialist at Alabama Extension at Auburn University with a background in public health and adult education. She coordinates the Thriving Communities program, which focuses on increasing access to nutritious food, places for physical activity, and quality early care and education in 12 Alabama counties.

**Mr. Joe Davis** (Panelist) is the Director of Mission and Outreach at Auburn United Methodist Church where he oversees ministries of compassionate community outreach through the Good News Center. He also serves as the co-executive director of the Lee County Remembrance Project which seeks to reconcile the racial violence that occurred in Lee County in partnership with the Equal Justice Initiative.

**Dr. Sean Forbes** (Panelist) is a professor of Educational Psychology. As an engaged scholar, he applies expertise in human development to operate O Grows, a community university food project, founded in 2012, to cultivate local food, relationships, and knowledge-sharing. Dr. Forbes is the 2024 recipient of the Dr. Royrickers Cook Endowed Engagement Award.

**Mrs. Hope Stockton** (Panelist) is the Assistant Vice President for University Outreach and Professional & Continuing Education at Auburn University. With over 20 years at Auburn, she leads initiatives to expand professional and continuing education, fostering community engagement and lifelong learning.

## PLENARY SESSION II – ROUNDTABLE PRESENTATIONS

### Breakout Session I

Dixon Conference Center Legacy Ballroom (Tables 1-7)

Dixon Conference Center Oak Room (Tables 8-13)

1:30-2:15 p.m.

<b>Table 1</b>	<p><b>Engaging Underrepresented Communities in Research</b> <i>Surachat Ngorsuraches, Faculty member, Health Outcomes Research and Policy, Harrison College of Pharmacy</i> <i>Pao-Feng Tsai, Faculty member, College of Nursing</i> <i>Katilya Ware, Faculty member, College of Nursing</i> <i>Sarah Watts, Faculty member, College of Nursing</i> <i>Hae Sagong, Faculty member, College of Nursing</i></p> <p>Faculty members from the Colleges of Nursing and Pharmacy will showcase how to build capacity for underrepresented communities to engage in patient-centered outcomes research. First, we will provide an overview of community engagement in research and its</p>
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	<p>importance. Second, we will describe a strategic initiative to obtain three Eugene Washington Patient-Centered Outcomes Research Institute (PCORI) Engagement Awards within two years for almost \$1 million. Third, three awardees will present their engagement projects focusing on maternal health outcomes in Black women, obesity among Hispanic women, and healthcare access for Korean immigrants. They will describe key success factors, the problems and barriers, and how to overcome them. Finally, we will summarize the key points and open the floor for questions. Overall, this round table promises to be a valuable opportunity for faculty, staff, community professionals, and students to gain practical insights into effectively engaging underrepresented communities in patient-centered outcomes research.</p>
<p><b>Table 2</b></p>	<p><b>The mutually beneficial relationship between academic research and local tourism and public education at Wetumpka's meteorite impact crater, Elmore County, Alabama.</b>  <i>David King, Faculty member, Geosciences, College of Sciences and Mathematics</i></p> <p>The cosmic impact of a large meteorite (actually a small asteroid) in Elmore County, Alabama, several tens of millions of years ago created a 3.5 mile-wide, circular rim of hills known as an impact crater. Basic scientific research regarding this impact crater, which has gone on at Auburn University for over 25 years, has established this crater as one of the best studied and most well-known of such features in the world. AU crater research has been the scientific driver behind more than two decades of local city tours and school group visits. Now, a city-operated Discovery Center has opened in downtown Wetumpka for the purpose of public education and tourism regarding the crater. There are many new economic opportunities for Wetumpka in the crater enterprise, which are development thanks to the synergy of basic science and public outreach.</p>
<p><b>Table 3</b></p>	<p><b>Community Cohesion Through Murals</b>  <i>Wendy DesChene, Faculty member, Department of Art &amp; Art History</i>  <i>Mark Wilson, Faculty member, Caroline Marshall Draughon Center for the Arts &amp; Humanities</i>  <i>Laurie Chapman, Community practitioner, Elba, Alabama</i>  <i>Jennifer Amlong, Community practitioner, Elba Public Library</i>  <i>Sydney Denardo, Undergraduate student, Studio Art, College of Liberal Arts</i></p> <p>Murals play a crucial role in public spaces by reflecting cultural, social, and political narratives, thus enhancing urban landscapes and fostering community identity. They democratize art by making it accessible, breaking down barriers and encouraging a broader appreciation of the arts. They can drive social change by highlighting marginalized voices and addressing important issues, provoking thought and dialogue. Contributing to community cohesion, collaborative mural projects involve artists, residents, and organizations, fostering a sense of ownership in the final artwork. This collaborative spirit can strengthen community ties and encourage civic participation.</p> <p>This panel discussion explores AU's relationship with the rural city of Elba, Alabama. Discussion will center on how the mural strengthens community ties and promotes civic participation and pride. Several months after the mural was installed, how does this</p>

	<p>mural serve as a dynamic tools for storytelling, activism, and community building, making them indispensable assets to their rural environment.</p>
<p><b>Table 4</b></p>	<p><b>Partnerships for Healthy Food Systems in the Delta Region</b>  <i>Sara Gonzalez, Staff member, Hunger Solutions Institute, College of Human Sciences</i>  <i>Sarah Cole, Community practitioner, Black Belt Food Project</i>  <i>Alicia Powers, Faculty member, Hunger Solutions Institute, College of Human Sciences</i></p> <p>The Auburn University Hunger Solutions Institute (HSI) is working to build a stronger, more equitable and resilient food system in the Delta region of the southeastern United States. As Alabama lead for the Delta Regional Food Business, HSI has partnered with the Black Belt Food Project (BBFP) to increase agricultural businesses knowledge, success, and resilience within the Delta region. The Delta Healthy Food Financing Initiative (Delta-HFFI), comprised of HSI, Hope Enterprises Corporation, and Wright Food Solutions, aims to improve access to fresh, healthy, affordable foods in underserved communities, create and preserve quality jobs in the food and agriculture industry, and revitalize under-resourced communities. HSI continues to seek mutually beneficial relationships to build an interdisciplinary network for research, capacity building, and technical assistance to promote healthy food systems.</p>
<p><b>Table 5</b></p>	<p><b>Extending an outreach project to include surveys and interviews for those individuals who participated in five or more trainings with Spanish Language needs and impacted by intellectual and developmental disabilities.</b>  <i>Doris Hill, Faculty member, Special Education, Rehabilitation, &amp; Counseling, College of Education</i>  <i>Maria Gutierrez, Staff member, Special Education, Rehabilitation, &amp; Counseling, College of Education</i>  <i>Christine Drew, Faculty member, Special Education, Rehabilitation, &amp; Counseling, College of Education</i></p> <p>The presenters are extending an outreach project to include surveys and interviews for those individuals who participated in five or more trainings with Spanish Language needs and impacted by intellectual and developmental disabilities.. The original outreach program was funded by the Alabama Council on Developmental Disabilities.</p>
<p><b>Table 6</b></p>	<p><b>Future of Data Science: Enhanced Education and Strategic Industry Alliances</b>  <i>Nedret Billor, Faculty member, Mathematics and Statistics, College of Sciences and Mathematics</i>  <i>Elvan Ceyhan, Faculty member, Mathematics and Statistics, College of Sciences and Mathematics</i></p> <p>Auburn University’s Data Science Program, together with the Data Science Innovations Center, emphasizes cutting-edge educational pathways and strategic industry collaborations. Highlighted initiatives include the Master's program in Data Science and Engineering and the development of a new Ph.D. program in Statistics and Data Science. This integration allows the program to provide real-world capstone projects with leading industry partners such as GE Aviation and Southern Power, addressing the surging demand for data science expertise. Our session will discuss the success of these collaborations and the significant impact on community and industry engagement. We aim to showcase effective strategies for integrating theoretical education with practical applications, providing a model that other institutions can adopt to amplify their impact in the field of data science. Join us to discover how these efforts contribute to societal development through engaged scholarship and robust academic-industry partnerships.</p>

<p><b>Table 7</b></p>	<p><b>Hunger Free Higher Ed: A Partnership with 30 Institutions Across Alabama</b>  <i>Sarah Grace Kaschak, Staff member, Hunger Solutions Institute, College of Human Sciences</i></p> <p>Around 1 in 3 college students experience food insecurity, with slightly higher rates for students at 2-year institutions. Hunger Solutions Institute leads Hunger Free Higher Ed (HFHE), an initiative to support institutions in addressing college student food insecurity through networking, capacity building, and research. Hunger Free Higher Ed utilizes a six-step process: 1) Engage a coalition of support, 2) Assess the prevalence of student hunger and culture of campus resources, 3) Plan for data-informed initiatives, 4) Implement a plan to address student hunger, 5) Evaluate progress toward a hunger free campus, and 6) Celebrate success. Currently, 30 institutions in Alabama are engaged with HFHE. Through this process, multiple institutions have expanded their capacity and innovative practices to address food insecurity on their respective campuses.</p> <p>This presentation will discuss the HFHE process, with particular focus on assessment and planning steps, as well as providing statewide data, and an overview of outcomes.</p>
<p><b>Table 8</b></p>	<p><b>Expanding Clinical Services and Training Opportunities within a Community Mental Health Training Clinic</b>  <i>Nadia Bhuiyan, Faculty member, Psychological Sciences, College of Liberal Arts</i>  <i>Jordan Burko Macatee, Faculty member, Psychological Sciences, College of Liberal Arts</i>  <i>Eren Armiger, Staff member, Psychological Sciences, College of Liberal Arts</i></p> <p>The Auburn University Psychological Services Center (AUPSC) is a training clinic for master’s and doctoral students in Applied Behavior Analysis (ABA) and Clinical Psychology programs within the Department of Psychological Sciences. The AUPSC’s mission is to provide quality mental health services to the community, train future professionals, and further knowledge through research. To enhance this mission, AUPSC administrators and supervisors aim to expand clinical services and training opportunities that meet the mental health needs of the surrounding communities. This presentation will describe the AUPSC’s efforts towards growth, including increased service delivery of specialty treatment and assessment services that support the mental health needs of the surrounding community. The presentation also hopes to showcase our collaboration with Auburn Outreach and Public Service to enhance access to mental health services in underserved rural communities.</p>
<p><b>Table 9</b></p>	<p><b>Providing Interprofessional Continuing Education to Raise Knowledge on Treating Kidney Disease</b>  <i>Rebecca Maxson, Faculty member, Pharmacy Practice, Harrison College of Pharmacy</i></p> <p>The Advancing Kidney Health through Optimal Medication Management (AKHOMM) initiative has created 18 online, video-based, multidisciplinary continuing education (CE) modules designed to be taken by busy clinicians. These modules cover slowing progression of chronic kidney disease as well as health-related disparities in Black persons with CKD. Since their launch, over 1000 CE credits have been awarded with 81.3% of respondents rating the modules as excellent or good.</p>

<p><b>Table 10</b></p>	<p><b>Elevating Queer Love Through Couple Relationship Education</b>  <i>Rachel Odomes, Staff member, Human Development and Family Science, College of Human Sciences</i>  <i>Lisa Moyer, Faculty member, Human Development and Family Science, College of Human Sciences</i>  <i>Menglin Wei, Graduate student</i>  <i>Julianne McGill, Faculty member, Human Development and Family Science, College of Human Sciences</i>  <i>Francesca Adler-Baeder, Faculty member, Human Development and Family Science, College of Human Sciences</i></p> <p>Couple relationship education (CRE) is a common prevention program to support romantic relationships across the lifespan and for diverse types of couples. The Alabama Healthy Marriage and Relationship Education (AHMRE) Project has provided general CRE programs since 2002. Utilizing a participatory action oriented approach, the AHMRE team heard and sought to fill a need to provide programming more specific to LGBTQ+/queer relationships. The AHMRE team adapted an evidence-based curriculum to be more inclusive and relevant to LGBTQ+ couples and hosted a class for those in queer relationships. The classes specifically offered to those in queer relationships were successful and there were many unanticipated benefits to facilitating the adjusted program with queer couples. This presentation will explain the approach to adjusting the curriculum and describe the class experience from the facilitator and participants' perspective.</p>
<p><b>Table 11</b></p>	<p><b>Energiesprong Alabama: Net Zero Energy Retrofit Strategies for Alabama's Public Housing</b>  <i>David Shanks, Faculty member, Architecture, College of Architecture, Design and Construction</i></p> <p>This presentation describes the community-engaged seminar Energiesprong Alabama, taught in the Architecture Department in Spring 2024. Students in the course engaged with public housing authorities in Montgomery and Huntsville to research opportunities for net-zero-energy retrofit of housing complexes that are threatened with demolition. Students based their retrofit approaches on the "Energiesprong" program, which emerged in the Netherlands in 2010, and has retrofitted thousands of units of multi-family housing to net-zero-energy. Although existing research on applying the Energiesprong model in the US has focused on cold northeastern climates, it is also applicable in the southeast. According to the Rocky Mountain Institute, low-income Alabama residents face the highest "energy poverty" in the country. Also, public housing in Alabama follows a similar typology to that found in the Netherlands. Much of Alabama's public housing needs "deep energy retrofit" to improve thermal comfort for residents, enhance energy efficiency, and reverse negative stigma.</p>
<p><b>Table 12</b></p>	<p><b>Feeling Heard Can Prevent Getting Hurt: Standing Under in Community Partnerships</b>  <i>Jennie Baumann, Faculty member, Curriculum and Teaching, College of Education</i></p> <p>As researchers, we seek to advance the field, typically with community partners. However, many communities may not participate due to damage done by previous research partners and their respective agendas, feeling run over or left behind in the process. In this study, I answer the question: how can "standing under" (Ratcliffe, 1999), which is a form of active listening, repair, support, and uplift community knowledge to repair damaged school-university partnerships? Data was collected through recorded observations and interviews to complete an ethnographic case study. The analysis revealed multiple elements necessary to repair damaged partnerships:</p>



	vulnerability, recognition of greater societal forces and their impact on the partnership, and meaningful rapport development and connection. The findings suggest that researchers should strive for relationships first and go at the partners' pace, demonstrate flexibility with creative advocacy, and form deep and authentic connections to the community for greatest impact for all collaborators.
<b>Table 13</b>	<p><b>Bridging the Gap: University-Hospital Partnership to Decrease Hospital Readmissions</b>  <i>Courtney Gamston, Faculty member, Clinical Affairs and Outreach, Harrison College of Pharmacy</i>  <i>Kimberly Braxton Lloyd, Faculty member, Clinical Affairs and Outreach, Harrison College of Pharmacy</i>  <i>Mafe Zmajevac, Staff member, Clinical Affairs and Outreach, Harrison College of Pharmacy</i>  <i>Greg Peden, Staff member, Clinical Affairs and Outreach, Harrison College of Pharmacy</i></p> <p>The Harrison College of Pharmacy and East Alabama Medical Center partner to provide a pharmacist-led, ambulatory care-based transitions of care (TOC) service for individuals at high risk for readmission who discharge from the hospital to home. An HCOP pharmacist is embedded within EAMC to work with hospital providers to recruit eligible patients to participate in the outpatient intervention. On the outpatient side, the pharmacist and a social worker meet with participants by phone to provide disease state management services and address social determinants of health.</p> <p>Participants who completed at least one outpatient visit had a 21.6% 30-day readmission rate versus 46.9% for those who received inpatient contact only and had a lower rate of admission in the year following participation than in the year prior. Over 2,000 interventions were completed, averaging <math>22.67 \pm 18.2</math> per participant.</p> <p>This service demonstrates the value of partnership and collaboration to the local community.</p>

## PLENARY SESSION II – ROUNDTABLE PRESENTATIONS

### Breakout Session II

Dixon Conference Center Legacy Ballroom (Tables 1-7)

Dixon Conference Center Oak Room (Tables 8-13)

2:30-3:15 p.m.

<b>Table 1</b>	<p><b>Double Up Food Bucks- helping to increase fruit and vegetable for low-income citizens access across Alabama.</b>  <i>Kara Newby, Staff member, College of Human Sciences</i>  <i>Joel Cuffey, Faculty member, Agricultural Economics &amp; Rural Sociology</i></p> <p>Alabamians are disproportionately impacted by food/nutrition insecurity and poverty. Alabama households face food insecurity at a higher rate than most states. In 2021, 14.8% of Alabamians faced food insecurity compared to 10.4% of US residents. In 2021, Hunger Solutions Institute (HSI) at Auburn University launched a state-coordinated nutrition incentive program in Alabama, Double Up Food Bucks Alabama (DUFBA AL) to bolster food/nutrition security of consumers participating in the Supplemental Nutrition Assistance</p>
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	<p>Program.</p> <p>This program is a Win-Win-Win for Alabama. By focusing on local growers and local, independently owned grocers, it is a win for Alabama’s economy and an investment in local businesses. Further, by increasing the purchasing of local fruits and vegetables it is a win for local agriculture and farmers. Finally, it is a win for low-income Alabamians by increasing access of healthy foods.</p>
<p><b>Table 2</b></p>	<p><b>The Benefits of Longterm Collaboration</b>  <i>Mark Wilson, Faculty member, CMD Center for the Arts &amp; Humanities, College of Liberal Arts</i>  <i>Sulynn Creswell, Community practitioner, Black Belt Treasures Cultural Arts Center</i>  <i>Kristin Law, Community practitioner, Black Belt Treasures Cultural Arts Center</i>  <i>Maiben Beard, Staff member, CMD Center for the Arts &amp; Humanities, College of Liberal Arts</i>  <i>Nan Fairley, Faculty member, CMD Center for the Arts &amp; Humanities, College of Liberal Arts</i></p> <p>This roundtable conversation with faculty members and community practitioners will illustrate the benefits of longterm collaboration between a unit in Auburn University's College of Liberal Arts and a non-profit organization in Wilcox County, Alabama.</p> <p>For more than five years, the Living Democracy program of the Caroline Marshall Draughon Center for the Arts &amp; Humanities has placed an AU undergraduate in Camden, Alabama for a living-learning experience in the community in collaboration with Black Belt Treasures Cultural Arts Center.</p> <p>As a result of that relationship, the Center invited Black Belt Treasures to collaborate on a unique event – “Black Belt Treasure @ Pebble Hill, a Holiday Market,” which provides an opportunity for affiliated artists to sell their art to the Auburn and East Alabama community. Learn about the challenges and successes of longterm partnership, as well as something about Alabama’s region known as the Black Belt!</p>
<p><b>Table 3</b></p>	<p><b>Conference Networking: The way to build better community engaged research.</b>  <i>Ethan Engelhardt, Faculty member, Social Work, College of Liberal Arts</i>  <i>AnnMarie Early, Graduate student</i></p> <p>Learn practical ways to connect with real-world practitioners in Alabama to better impact community engaged research! This session will provide insight into how researchers established connections with a local school system to offer feedback and evaluation services for an urban school system in Birmingham. Utilizing a new method for managing cell phone usage for high school students in a small urban township of Birmingham, school administration set out to identify new ways to decrease fights in their school. School board members utilized “Yondr” bags for phones to contain phones for the entirety of the school day. This program was initially started to decrease fighting, but evaluation, which stemmed from community engagement and conversations, resulted in several other outcomes of interest. Researchers are excited to present and brainstorm ways to create and establish community engagement connections to benefit local practitioners in Alabama.</p>

<p><b>Table 4</b></p>	<p><b>Connecting the Dots: Immersive Experiences and Interdisciplinary Approaches to City Planning</b>  <i>Megan Slatton, Faculty member, Auburn Biggio Center, Auburn Online</i>  <i>Becki Retzlaff, Faculty member, Political Science, College of Liberal Arts</i>  <i>Nikkiye Dzambazi, Faculty member, Auburn Biggio Center, Auburn Online</i>  <i>Ali Sattari, Faculty member, Auburn Biggio Center, Auburn Online</i></p> <p>Join us for a compelling roundtable discussion on "Inequitable Urbanism: Montgomery," a course designed to highlight the multifaceted nature of urban planning and the underlying threads of injustice. This session emphasizes the importance of interdisciplinary collaboration and boundary-spanning initiatives, showcasing immersive experiences that transcend traditional academic silos. By bridging the gap between academia and community stakeholders, we aim to showcase connections across diverse fields and perspectives. The discussion will spotlight successful interdisciplinary collaborations and innovative solutions to urban challenges, demonstrating how engaged scholarship enriches academic understanding and ensures practical, community-beneficial outcomes.</p>
<p><b>Table 5</b></p>	<p><b>The Benefits of Student-Run Agencies on College Campuses</b>  <i>Terri Knight, Faculty member, CMJN, College of Liberal Arts</i>  <i>Isabella Weninger, Staff member, CMJN - Undergraduate Student, College of Liberal Arts</i>  <i>Annie Crockett, Staff member, CMJN - Undergraduate Student, College of Liberal Arts</i></p> <p>This roundtable conversation with faculty members and undergraduate students will illustrate the benefits of service learning through the student-run PR agency.</p> <p>For five years Auburn students have had the opportunity to participate in The Oaks Agency. During that time the agency has worked with 24 different clients providing PR, social media, event management and marketing services to help small businesses and non-profits better reach their audiences. Students in a variety of majors have participated in the agency. Majors include those in PR, communications, journalism, media studies, marketing, political science, graphic design, event management and more.</p> <p>The PR industry is a constantly evolving landscape. As a result of this service-learning opportunity, students can get the experience of an actual PR agency even before they graduate making them more marketable to potential employers.</p>
<p><b>Table 6</b></p>	<p><b>Bird Inc: ICAMS Middle School STEM and Manufacturing Career Promotion Program</b>  <i>Kyle Castellano, Staff member, Industrial and Systems Engineering, Samuel Ginn College of Engineering</i></p> <p>The Bird Inc. program is an interactive classroom activity aimed at improving student interests and perceptions in STEM and Manufacturing vocations. ICAMS has partnered with the originator of the Bird Inc. program, John Cranston, and obtained a \$1.7MM NIIS COTA grant from the DoD to revive the program and scale it within the state of Alabama. The activity takes the form of a simulated manufacturing environment where students witness a demonstration of manufacturing. A fictionized classroom business is created,</p>

	<p>Bird Inc., which employs the students who work together to manufacture decoy owl casting using liquid expanding polyurethane foam in a two-piece aluminum mold manufactured using ICAMS resources and expertise. The students learn about business concepts such as profit and loss, marketing, and manufacturing products, however the goal of Bird Inc. is for the students to walk away from the activity thinking about their future and to consider vocations in manufacturing.</p>
<p><b>Table 7</b></p>	<p><b>Advancing Multilingualism in Auburn through Sustainable Partnerships</b>  <i>Iulia Pittman, Faculty member, Department of World Language, Literatures, and Cultures, College of Liberal Arts</i>  <i>Jamie Harrison, Faculty member, Department of Curriculum and Teaching, College of Education</i>  <i>Cynthia Ledbetter, Community practitioner, Auburn Public Library</i>  <i>Tingting Wang, Faculty member, Department of World Language, Literatures, and Cultures, College of Liberal Arts</i>  <i>Hans Werner Van Wyk, Community practitioner</i>  <i>Angela Payne, Community practitioner, Auburn City Schools</i></p> <p>The Multilingual Auburn Initiative (MAI) is an interdisciplinary community engagement program led by Dr. Iulia Pittman (WLLC) and Dr. Jamie Harrison (C&amp;T) and hosted at the Auburn Public Library. The aim of this initiative is to raise awareness about multilingualism and linguistic diversity in the Auburn community. Through collaborations with AU faculty, alumni, current students, and community members, MAI creates a space for multilinguals to interact and share their heritage language and culture with each other. This roundtable discussion will share the ongoing outreach work of the Multilingual Auburn Initiative. Project directors will present an overview of the initiative and project elements. Other roundtable members (i.e., community partners, language leader volunteers, and community member attendees) will share their perspectives on key objectives, leadership opportunities, motivations for participation, and perceived impacts of these events on the community. Effective practices for sustainable partnerships will be discussed.</p>
<p><b>Table 8</b></p>	<p><b>Interdisciplinary Team Addresses Cotton Leafroll Dwarf Virus in Alabama</b>  <i>Jenny Koebernick, Faculty member, Crop, Soil and Environmental Science, College of Agriculture</i>  <i>Kassie Conner, Staff member, Plant Diagnostics, Alabama Cooperative Extension System (ACES)</i>  <i>Alana Jacobson, Faculty member, Entomology and Plant Pathology, College of Agriculture</i>  <i>Austin Hagan, Faculty member, Entomology and Plant Pathology, College of Agriculture</i>  <i>Steve Brown, Faculty member, Crop, Soil and Environmental Science, College of Agriculture</i>  <i>Kira Bowen, Faculty member, Entomology and Plant Pathology, College of Agriculture</i></p> <p>A multi-state and interdisciplinary team was formed to address the Extension and research needs of CLRDV, an emerging cotton disease with high potential impact for U.S. cotton production. In 2017, CLRDV was identified in AL and Auburn University immediately formed an interdisciplinary working group composed of plant breeders, plant pathologists, entomologists, and agronomists. Since then, scientists from ten other states have joined the CLRDV group as well as the USDA-ARS. Thus, allowing research to be coordinated efficiently and best deploy limited resources to attend the stakeholder’s needs. This group produces and shares new and relevant information with the scientific community and cotton producers alike regarding not only the virus but also new and emerging pests.</p>

<p><b>Table 9</b></p>	<p><b>Addressing Underage Vaping: Insights from the Escape Vapes Youth Prevention Program</b>  <i>Adrienne Marks, Faculty member, Human Development and Family Sciences, College of Human Sciences</i>  <i>Synithia Flowers, Alabama Cooperative Extension System</i>  <i>Regina Meadows, Alabama Cooperative Extension System</i></p> <p>The rising prevalence of youth vaping poses significant health risks, necessitating early education to prevent nicotine addiction. The Human Sciences Extension team implements the Escape Vapes Youth Prevention program for ages 12-18 to address the misconceptions about vaping. This roundtable session will share insights from statewide implementation and foster discussion on effective program delivery and engagement. We will explore challenges, success, and innovative approaches as we seek to advance youth education on vaping.</p>
<p><b>Table 10</b></p>	<p><b>Empowering Inclusive Learning Environments to Enhance Community Engagement</b>  <i>Lisa Moyer, Faculty member, Human Development and Family Science, College of Human Sciences</i>  <i>Tanja Redd, Staff member, Alumni and Professional Affairs, Harrison College of Pharmacy</i></p> <p>This session tackles the challenges of creating a truly inclusive learning environment in higher education. Through interactive discussions and shared best practices, educators will explore strategies to foster a well-rounded and equitable space for all students. Attendees will gain valuable insights into building connections with colleagues and implementing successful approaches to promote diversity and fairness in higher education.</p>
<p><b>Table 11</b></p>	<p><b>Enhancing Success through Coaching: A Structured Framework for Development and Implementation of Experiential Learning Opportunities</b>  <i>Liesl Reiners, Faculty member, Office of the Provost, Biggio Center, Teaching and Learning Unit</i></p> <p>This interactive session presents a structured, logical framework for sharing knowledge and outcomes from a current model of a peer academic coaching program. Drawing from an eight-year-old experiential education opportunity for students, we will delve into the mission, goals, organizational processes, and learning outcomes achieved through peer mentoring in the classroom. Participants will explore actionable takeaways to benefit their students, institutions, companies, and other environments while focusing on strategic thinking, critical thinking, leadership, problem-solving, inclusive practices, and communication skills for their population.</p>
<p><b>Table 12</b></p>	<p><b>Experiential Learning with K-12 Workshops</b>  <i>Katherine Chastain, Staff member, CADC Recruitment and Outreach, College of Architecture, Design and Construction</i></p> <p>High school students sometimes struggle connecting how a major relates to the type of job they want after college. By using workshop experiences created in partnership with faculty, the College of Architecture, Design and Construction's (CADC) Recruitment Team is able to give high school students insight into careers through hands on activities. These activities mirror a classroom experience in a college course. The CADC team partners with high school teachers and Career Tech Education programs throughout the state of</p>

Alabama to bring students to campus and have learning experiences that connect to both careers and their high school classes. Hear about successes and challenges as well as things learned since starting these workshops in 2020 and where the college is headed for the future!
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## **AUBURN ACROSS ALABAMA (AAA) BUS TOUR EXPERIENCE REFLECTION RECEPTION**

Dixon Conference Center Terrace Room

4:30 – 6:30 p.m.

University Outreach hosted the 3<sup>rd</sup> Auburn Across Alabama (AAA) Experience Tuesday, August 13<sup>th</sup> in collaboration with AU-Alabama Cooperative Extension System. This tour immersed participants in aspects of the civic, educational, health and economic landscape of Lee County and Chambers County. The purpose of this trip was to engage faculty, staff, and administration in experiences that could help them better understand community needs and assets. The intended outcome was that the university faculty and staff participants develop sustainable relationships with communities that result in longstanding positive impacts. During this structured and guided bus tour, participants visited our upcoming rural health facilities, key industries, educational institutions and heard from local leaders about the assets and challenges of their communities. The AAA Experience participants and the community members will debrief the experience at the “reflection reception,” continue deliberative dialogue, exchange, and initiate action planning.