

Understanding Community Participant Experience in the Northside Connections Engagement with University of Minnesota Architecture Students

Tim Griffin

In the Fall of 2021, undergraduate architecture students from the College of Design, University of Minnesota worked on the North Minneapolis Connections project. The overall goal of the project was to engage with North Minneapolis community members to explore public improvements and project types that would better connect the North Minneapolis community to the Parkway system on the west and the Mississippi river to the east, while overcoming the I-94 freeway barrier that separates the neighborhood and the riverfront.

The purpose of this research is to describe the experience of North Minneapolis community members who participated in the studio. The objective was to understand the implications / consequences of a largely white University of Minnesota undergraduate architecture class engaging a majority Black community about design futures in the context of a pandemic, the aftermath of the murder of George Floyd and increased violence in North Minneapolis. It included 7 virtual Zoom community meetings that informed the development of 11 student projects that focused on river connections over I-94; transforming riverfront industrial land to recreation, housing, business and cultural uses; missing middle density housing; food production and distribution. Attendees received \$45 stipends for each meeting attended.

The research included four community member interviews and a case study of the architectural designs co-designed with 13 U of M undergraduate architecture students during their fall 2021 engagement. The research questioned the experience of North Minneapolis Community members participating in this conversation; the reflection of community issues, needs, and opportunities in the student work; student ideas that were helpful to furthering the North Minneapolis agenda; and how the student- community relationship changed over the course of the semester.

The research was mixed method with emphasis on participant interviews triangulated with 11 student community design projects to see the direction and impact of community comments on student work. From a list of 24 people that attended 7 virtual community meetings with students on ZOOM, 4 older African American participants were interviewed: 2 male, 2 female. The research was IRB certified and the participants consented to a 40-to-60-minute ZOOM interview, which was recorded, transcribed, and coded. Interview questions centered on the participants visions for the future, their role in the community, expectations, the actual experience highlights, recommendations, and suggested changes.

Major themes/findings emerged from the record and were documented, including spring reflections on the future, their personal roles, University involvement, student interaction and the community point of view. Conclusions focused on the potential of community student engagement and the value of the illustrated project ideas as community examples, which have implications for university, community, and student engagement going forward.

KEYWORDS: Community, Equity, Geodesign

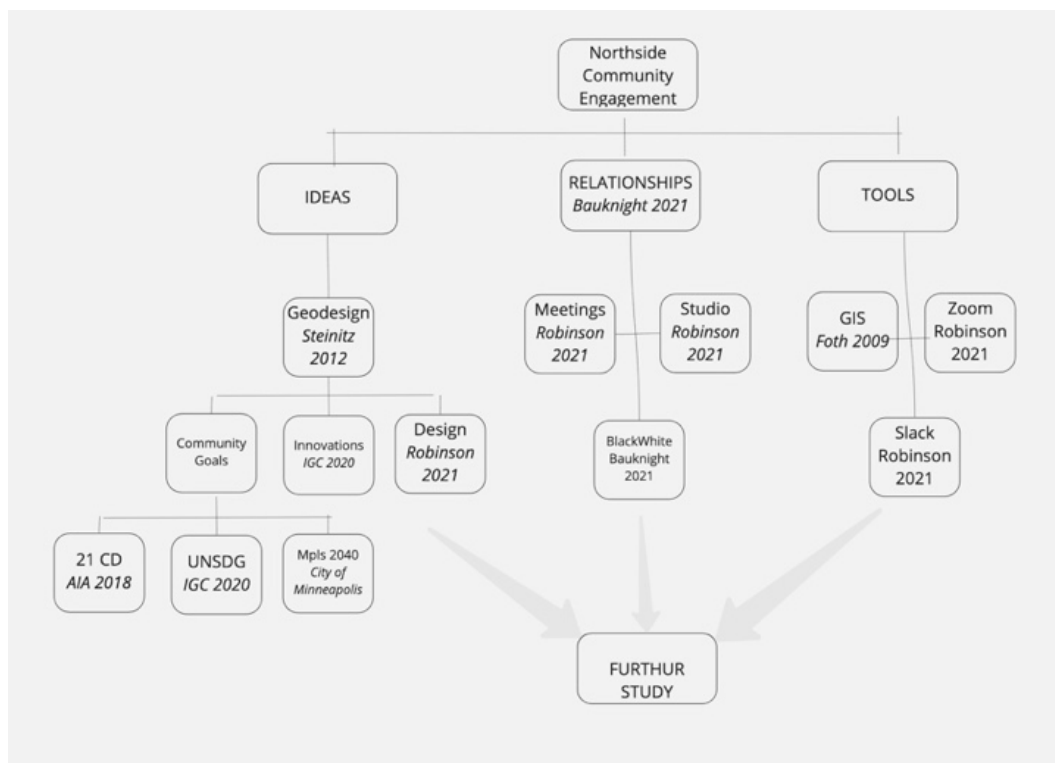
1.00 INTRODUCTION

In the Fall of 2021, undergraduate architecture students from the College of Design, University of Minnesota worked on the Northside Connections project. The overall aim of the project was to engage with Northside Minneapolis community members to explore public improvements and project types that would better connect the Northside community to the Parkway system on the west and the Mississippi river to the east, while overcoming the I-94 freeway barrier that separates the neighborhood and the riverfront.

The purpose of this research is to describe the experience of Northside Minneapolis community members who participated in the studio. The objective is to understand the implications / consequences of a largely white University of Minnesota undergraduate architecture class engaging a majority Black community about design futures in the context of a pandemic, the aftermath of the murder of George Floyd and increased violence in North Minneapolis. The research included four community member interviews and review of artifacts (drawings) created by the students.

Community Design in Theory and Practice

There are three categories describing this Northside community engagement. First, ideas and theories that are developed, debated, and practiced in the discipline. Second, principles and strategies that build trust between community and outside parties into a relationship for equitable community codesign. Third, current design tools and engagement platforms now in use, especially in the context of the Covid pandemic and in the broader sense, of increasing access and participation with remote tools. The following diagram distributes the referenced materials along these three tracks and sets the stage for future qualitative and quantitative research on this topic and other similar community design relationships with universities and local communities. (Elhenz, 21)



Literature Map

Community Design: Theories and Ideas. The left side tracks ideas and theories informing this research. Much of it is based on a notion of geodesign, which is human centric interdisciplinary design at the community and regional scale using geographic information systems (GIS) digital mapping. (Steinetz, 12). While relatively recent as a method the notion stems from Ian McHarg's work in *Design with Nature* over 50 years ago. It is very central to community goal setting, including the Minneapolis 2040 Comprehensive Plan, and more universally, the United Nations Sustainable Development Goals applied at a local scale. These goal platforms can help articulate community investment priorities.

Community Design: Establishing Relationships. There is a phrase that says the speed of trust is much slower than the speed of a project. The subject of relationship building on the Northside specifically, is addressed in the (Bauknight, 21). It is also delineated in the *Blackspace Manifesto* that lays out relationship and trust building by BIPOC planners for working with the Black community. It is also central to Professor Robinson's studio philosophy of building a relationship with the Northside community where these conversations occurred.

Community Design: Current Tools. The right side shows the community design tools that were used in Northside Connections studio. They included Professor Robinson's ZOOM engagement model and other journal articles on community engagement (Foth, 09). These tools also include traditional architectural design illustration techniques that resulted in drawings and other artifacts that represented conversation themes and outcomes.

Project Description

The Fall 2021 Northside Community Connections Studio was an undergraduate architectural design studio that focused on North Minneapolis with the goal of using urban infrastructure to address disparities in housing, youth services, and wealth-building, while reconnecting the neighborhood to the Mississippi River and to the park system. The goal was to work with the Northside community to develop an implementable, regenerative urban plan that secures a position as a destination and focus of opportunity among the City of Minneapolis neighborhoods. The class was taught by Professor Julia Robinson, and there were 13 students in the class.

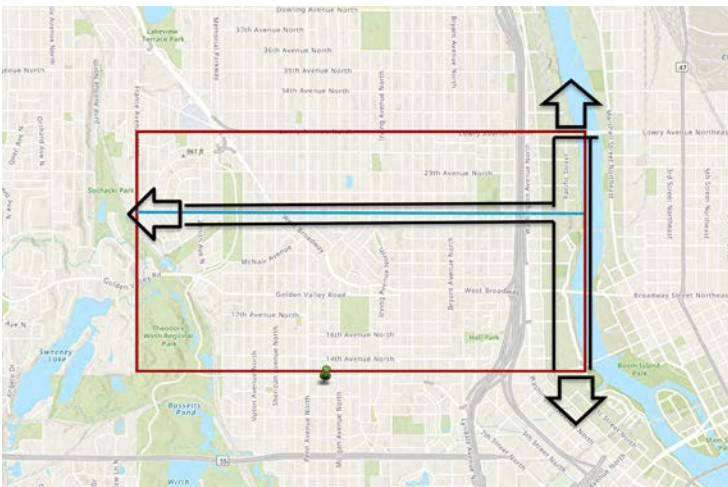
The class engaged in a participatory process with neighborhood participants and young adult interns. Focusing on a site bounded by Lowry Avenue on the North, the Mississippi River on the East, Plymouth Avenue on the South, and Theodore Wirth Parkway on the West, the students researched and prepared materials for virtual community meetings, received insight and feedback from regional experts in our advisory group, and from the interns on Wednesday afternoons a week before the community meetings. At the community meetings the research information was presented, discussed, and formed the basis for community ideas and design decisions. Using a process of analysis and selection of design options, a negotiated shared design was developed. In the second part of the fall semester, the students selected aspects of the plan to develop in further detail, as architectural, landscape or urban elements, demonstrating how the plan could be implemented.

During the community meetings neighborhood participants:

- Became informed about the significant issues that affect their neighborhood
- Learned about the design options for each issue
- Selected and located design options to create a neighborhood plan that reflects their ideas and desires incorporating housing, neighborhood services, green space, commerce, transportation and other concerns central to a future encompassing equity and opportunity
- Developed different planning themes
- Reviewed student projects, which illustrated possible implementation of aspects of the design.

Community Description

In the 1960s, the I-94 freeway divided Northside Minneapolis neighborhoods from the Mississippi River. Disadvantaged by poverty, inequitable wealth accumulation and inequitable public investment, these neighborhoods remain isolated from the rest of the city. Unlike riverside neighborhoods to the south that incorporate the Great River Road, accessible parkland, and pedestrian and bicycle paths along the river, this neighborhood's riverside area remains industrial, with unpaved streets, no sidewalks, no parkland, disorganized pedestrian and bicycle paths, and access blocked by the below-ground highway, reflecting its great disparities. The studio's goal was to reconnect the neighborhood along the river and through the neighborhood to the Minneapolis Park System Grand Rounds. By taking a comprehensive approach that addresses housing, education, health, culture, jobs, regenerative design, ecology and more, the class addressed not just the vision, but the means of achieving it. (Robinson et al, 22)



Northside Area Connecting the Mississippi River to Theodore Wirth Park

This qualitative research is focusing on North Minneapolis community planning and engagement because it is an area of the city where discrepancies exist, and the neighborhood point of view is often at odds with government units, developers, and other institutions. It focusses on a recent University involvement because it is a learning moment for students and community participants. This is important to the planning profession because cultural and racial differences require extra effort and commitment to reach consensus about the future. This is of interest because there is a lot happening today that makes it hard for community members to have the time and space to process future opportunities when day to day life is so hard. This inquiry seeks to bring new planning tools and resources to an area that has received commitments for equity investment going forward. These conversations and relationships will shape the future of the Northside for the next 20 years. It would be ideal to have the community understand and consider the best investments going forward. This research can make community expectations clearer to future learning engagements.

Research Questions

The research questions addressed in this qualitative research are:

1. What was the experience of Northside Community members participating in this conversation?
2. From the Northside community perspective, were the issues, needs, and opportunities of the community accurately reflected in the student work? Did the students/instructors misinterpret any of the communities' needs?
3. What student ideas were helpful to furthering the Northside agenda? What were not?
4. How did the student community relationship change over the course of the semester?

Audience

Two groups are the primary audience for this study: 1) community members who may interact with university architecture classes; and 2) architecture students and faculty who endeavor to interreact with community members during design and research efforts. This is important to develop mutual expectations about process and conversation topics. Other groups and organizations may also be interested in the story of this engagement in order to understand the dynamics of North Minneapolis, ie. factors that created the current condition and opportunities for the future.

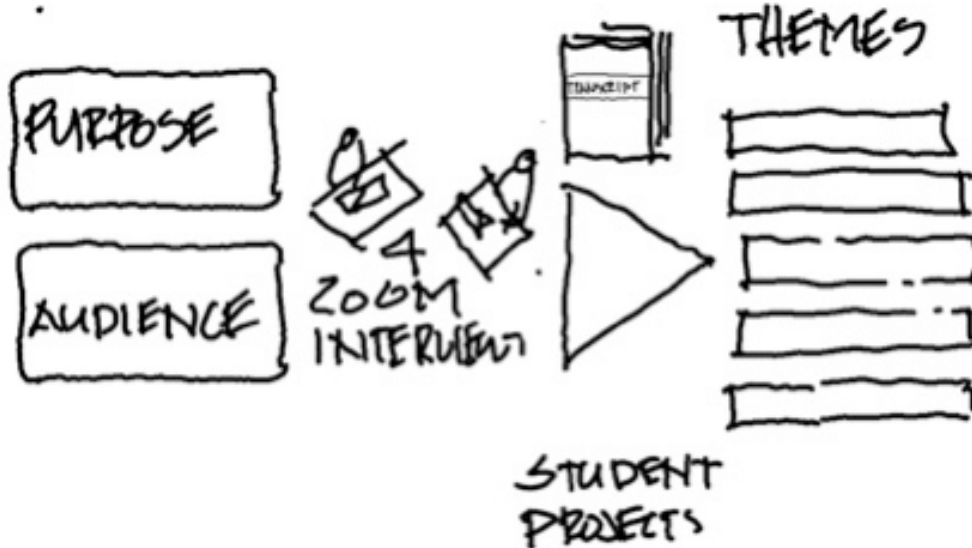
Role of the Researcher

Tim Griffin is an architect and community designer with 40 years of experience as a consultant, teacher, and nonprofit director. He practices empathy based, human centric design where multiple points of view are honored and illustrated, and public investment is negotiated through common community goals. Over the past five years Tim has been a senior research fellow at the Minnesota Design Center at the University of Minnesota where he has taught urban design studios and researched system design thinking. Tim entered the Design PhD program in Architecture in 2021, where the focus of his research is the emerging field of geodesign, with an emphasis on its community engagement potential to create more equitable community and regional economic development strategies in urban and rural Minnesota. Geodesign is human centric interdisciplinary design at the community and regional scale using geographic information systems (GIS) digital mapping. In the 2021 fall semester Tim advised Professor Julia Robinson's Northside Community Connections undergraduate architecture design studio and participated in a series of community meetings with Northside community members informing and discussing the student work.

2.00 METHODOLOGY

The world view of community engagement questions and research is a participatory paradigm. The reality is shaped by the differences in community investment in the Northside neighborhood over time and the projects that have curtailed the quality of life of a minority community. The engagement included the values of community participants and the architecture students that interacted with them over the Fall 2021 semester. The ideas developed by the students reflected their intake and this study seeks to document how well the community participants felt their needs had been reflected. The philosophical nature of this inquiry is ontological in that it describes the reality of the Northside community today and begins to understand the actions that led to this point and the range of improvements that should be available to all Minneapolis neighborhoods.

The study is a phenomenological study that looked at the experience of predominantly Black community members interacting with a predominantly white University of Minnesota undergraduate architectural design class focused on Northside Minneapolis community design issues, needs, and opportunities. There were also some elements of a case study, which looked at a particular area at a point in time. The research methods included four community member interviews of people who participated in the process and a review of artifacts (drawings) created by the students to identify community suggestions and themes.



Research Process and Data Analysis Diagram

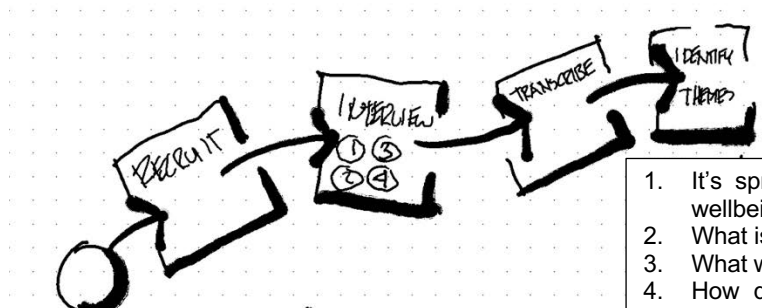
Data Collection Process

The Belmont Report identifies three principles that guide ethical research: respect for persons; beneficence, which speaks to causing no harm and maximizing benefits for the participants; and justice in terms of fairness and equity for the North Minneapolis community where this research is focused. This project approach has met these standards and has received Institutional Review Board (IRB) approval. The data model has two data sources that were triangulated to deduce themes and sub themes. These include qualitative interviews and a case study identifying proposed actions and themes derived from student programs, design drawings, and project descriptions.

Qualitative Interviews. Interview requests were generated from a list of 25 community members who attended the community meetings. An initial group of 7 was identified based on their active participation and attendance. 4 were invited by email and all 4 accepted. They received invitations and consent forms. The interview was scheduled, and a zoom invitation was sent. The interviews were conducted at the end of March 2022. The interview data consists of responses to the interview questions regarding the experiences of people representing a community point of view of having their comments addressed in the student's design ideas. The data will be collected as zoom audio recording and stored in a private location. The recordings were transcribed and analyzed using qualitative content analysis. The trustworthiness and verification of the information comes from the documentation of the community meetings and the willingness of those volunteers to participate in the interviews.

Interview Questions. The interview questions were designed to give community members who participated in the Northside Connections studio virtual community meetings an opportunity to describe their experience participating in the process in terms of: their reasons for participating; their expectations going into the process; their actual experience interacting with students and neighbors on zoom; highlights of the experience; and a reflection of the experience itself and whether they would recommend it to others and participate themselves personally.

Starting with an icebreaker about the arrival of spring, the following questions were asked:

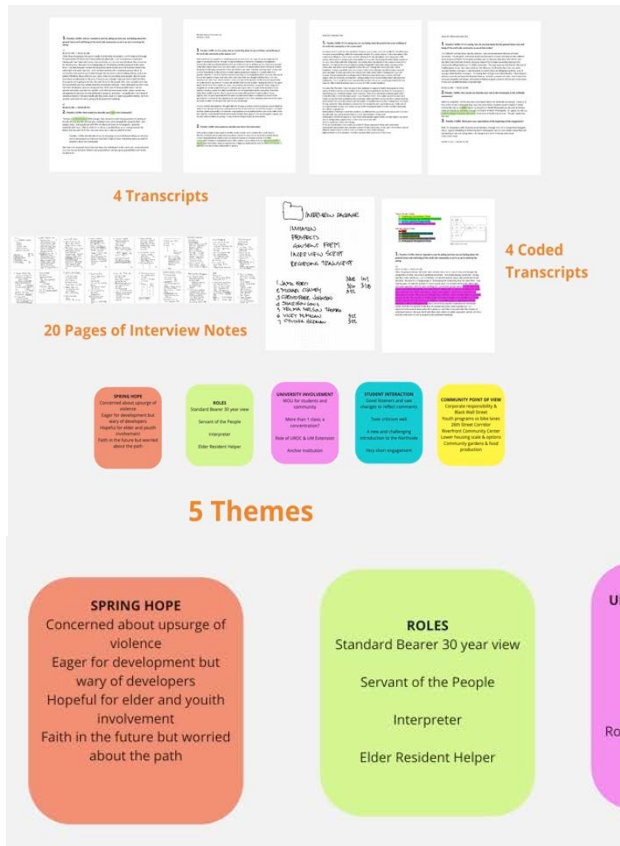


Interview Process Diagram

1. It's spring. How are you feeling about the general future and wellbeing of the Northside community?
2. What is your role in the community?
3. What were your expectations at the beginning of your involvement?
4. How did you explain the impact of violence on the Northside community to people not familiar with the area?
5. How did you suggest to the students that the local point of view of the Northsides future may differ from government and real estate developer plans in term of housing density, street design, and Black business development?
6. What is your opinion of the term masterplan or urban design plan? Should it be used?
7. What were the highlights of your involvement?
8. Would you recommend repeating this engagement activity?
9. What did I miss?

Data Analysis and Coding

The data was collected and organized on a Miro digital whiteboard. It included four pdf interview ZOOM transcripts that could be paged through and annotated; 20 pages of handwritten interview notes; and 4 coded transcripts identifying level 1, 2 and 3 coding from which the themes emerged and the 5 themes themselves that were used to organize the study findings.

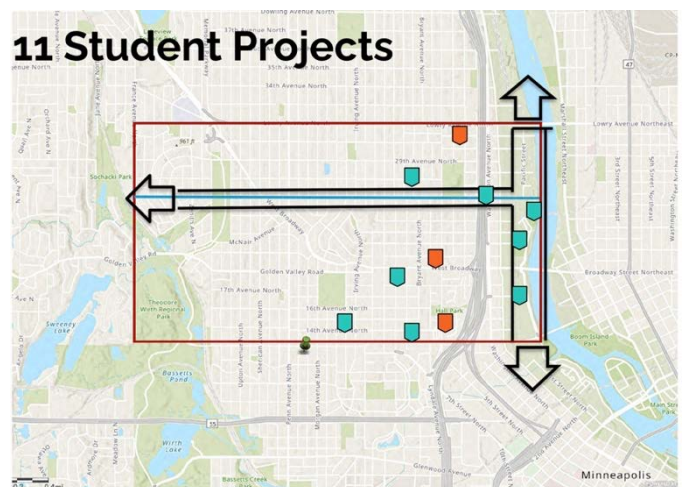


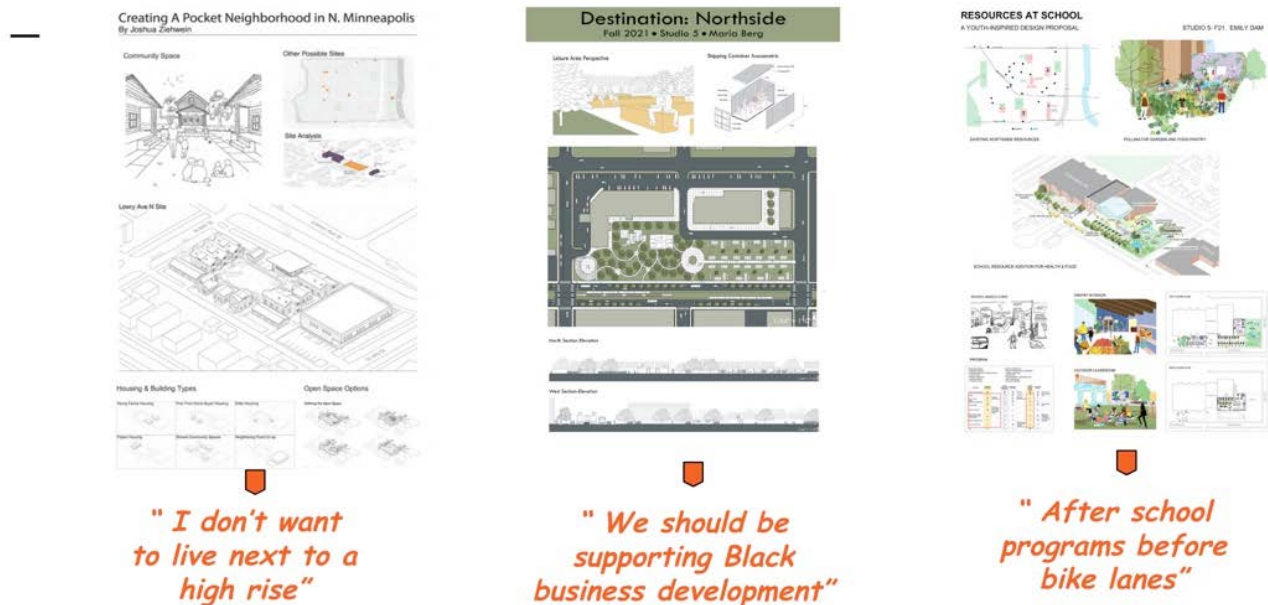
THEMES

- 1.Spring brings reflection on the Future
- 2.Participant Roles in the Community
- 3.University of Minnesota Involvement
- 4.Interaction Experience with Students
- 5.North Minneapolis Community Point of View

Miro Research Coding Dashboard

Case Study. Student drawings and exhibits from the Fall 2021 undergraduate architectural studio were gathered and analyzed to see how they responded or reflected comments made by participants in the interviews. The projects are located on the map to the right. The orange markers are shown on the next page to illustrate the types of ideas generated by three students. This initial exploration could be expanded into a longitudinal case study showing a cumulative summary of Professor Robinson's work over several years and other examples of the University's engagement footprint in North Minneapolis in the areas of planning, social justice, and community wealth building.





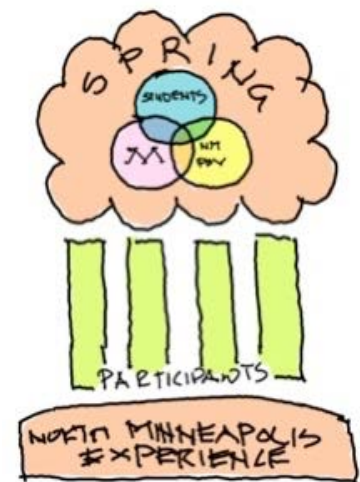
Student projects supporting a North Minneapolis Point of View

3.00 FINDINGS

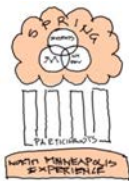
Interpretation and Discussion

This section presents the key findings of the interviews and an initial correlation to the student work done during the fall semester. The themes organize into a diagram, shown to the right, that puts them in context with each other. The participants shared North Minneapolis experience is the foundation of this engagement. Their notions and aspirations for North Minneapolis are reflected in the spring ice breaker discussion. The participant's descriptions of their respective roles in the community connect their experience to the past and the future.

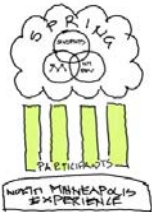
This relationship provides the participant's perspective on three discussion points: 1) the participants interaction with the 13 University of Minnesota undergraduate architecture students during the fall 2021 Northside Connections design studio 2) their point of view on the future development of North Minneapolis, that they communicated to the students 3) their opinion about North Minneapolis engagement with the University of Minnesota in general, and this engagement with students specifically.



"I am optimistic about a wide variety of African American owned entities that are being developed by Blacks from the Community."



"Hoping to demonstrate indigenous leadership for African Americans, in particular, but low income communities in general."



"I was looking for an opportunity to dream big look at the blue sky and the larger possibilities around impact in North Minneapolis."

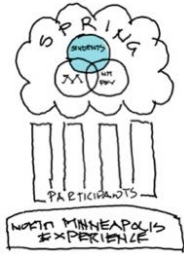


Spring Reflections. The question about spring as a time for new beginnings was meant as an icebreaker but it quickly touched on many of the topics of the other interview questions. Participants were concerned about the upsurge of violence that comes with warmer weather. The need for after school programs for youth and job training were noted. They were eager for development but wary of developers and the lack of opportunity for local community entrepreneurs to participate in projects, particularly the way the North Harbor Terminal project has progressed. They were hopeful for elder and youth opportunities to remain in the community but noted the lack of housing options for those individuals and the gentrification of the neighborhood as many noncommunity members are attracted to the affordable single family housing stock. They were concerned about housing density being built in, or adjacent to, their neighborhoods. They are upset with the media image of North Minneapolis, which overlooks many positive community assets including proximity to the Mississippi riverfront, which will change from industrial to neighborhood development and parkland in the fullness of time.

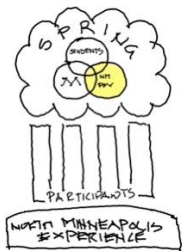
Community Participant Roles. While all were grounded in the North Minneapolis community, the interview participants described themselves in uniquely different ways. One saw themselves as a **standard bearer** who takes a long view and vision for the future of North Minneapolis. They compared the future to planting trees and see them grow over time, which they had in fact done in their neighborhood. Another defined their role as a **servant of the people**, organizing and advocating for community wealth and equity. The third viewed themselves as an **interpreter** of community needs and improvements to make North Minneapolis a prosperous and equitable place. The fourth is a **helper** who is active in their church and community and values North Minneapolis' diversity and residential architectural character. Housing and inclusion of elders and youth in community life is a priority.

University Involvement. The University of Minnesota is active in North Minneapolis with a variety of Extension, academic and research efforts, many of which use the Robert J. Jones Urban Research and Outreach-Engagement Center (UROC) as a program base. The Northside Connections studio held weekly classes, began tours and conducted project reviews there, but because of the pandemic, community meetings were not held in person, but by zoom where students and participants interacted in breakout sessions. Whether in person or remote, participants felt there needed to be a more formal understanding for students and community members about the expectations and outcomes in the community engagement process. This understanding could be in the form of a memorandum of understanding (MOU) for all parties. Additionally, 15 weeks is a very short time to build a relationship between the students and the community. Participants suggested that the engagement be a group of classes that could result in a concentration or certificate for students and community members. The engagement and literature review also raised questions about the role of UROC and UM Extension role as a North Minneapolis anchor institution (Ehlenz, 21).

"The students were respectful and listened to our ideas."



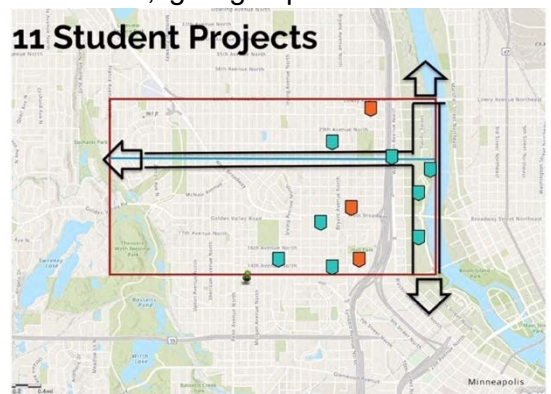
"There are some businesses in North Minneapolis that have been here for a while that need to be taken into consideration."



Student Interaction. The participants interacted with 13 students during seven virtual Zoom community meetings over the semester. The participants described their experience with the student's reflection of community issues, needs, and opportunities in their work; ideas that were helpful to furthering the North Minneapolis agenda; and how the student/community relationship changed over the course of the semester. The participants noted that this was a new and challenging introduction for predominantly white students to the predominantly Black North Minneapolis community. They felt the students were good listeners and noticed how designs responded to comments showing that they took criticism well and constructively. Local and world examples of design innovations that may be considered in North Minneapolis were appreciated. The participants felt that this was a very short engagement - too short. It was complicated by needing to meet remotely on ZOOM during the pandemic and there is a need to improve these virtual community meeting technology experiences in the future. There was hope that more BIPOC students and faculty could be recruited in the future. The University's elimination of the General College was noted as one reason for fewer BIPOC students attending the university and participating in these and similar activities.

Community Point of View. The community point of view is frequently not as well articulated as adopted government plans and development proposals. The purpose of this conversation was to identify and illustrate specific community priorities they felt should be reflected more than the current plans do. There was an opportunity for the participants to interact with the students to shape and guide the students designs in a way that gave form, placement, and life to these ideas. Sub themes emerged that gave dimension to a community point of view. The need for corporate responsibility and investment was stated. The closure of the Broadway Target is an example of the impact of these decisions. A new riverfront Black Wall Street is the kind of investment participants would like to see including BIPOC business incubators, community gardens, food production and distribution facilities and space for community gathering and meals. Staying on the riverfront, a Riverfront Community Center should anchor new parkland and the transition from industrial to mixed residential and commercial between Lowrey and Plymouth Avenue. Continued development of 26th Avenue North as a green corridor would overcome the I-94 barrier and connect the neighborhoods to the Mississippi River and Theodore Worth Parks, giving equitable access and enjoyment of the Grand Rounds. This could help prioritize youth programs and job training over bike lane investment. The participants would also like to see more housing options throughout the area, particularly for seniors and at risk youth, which could be lower density than the five story, or taller, market rate developments one currently sees. The following table describes the projects:

11 Student Projects














PROJECT	Title	Program	Student	Interview Quote
	Creating a Pocket Neighborhood in North Minneapolis	Missing middle cooperative housing with community courtyard on land trust property.	Joshua Ziehwein Arch 5212 Fall 2021	<i>"I don't want to live next to a high rise"</i>
	Destination Northside	Light rail stop, performance amphitheater and BIPOC incubator market.	Maria Berg Arch 5212 Fall 2021	<i>"We should be supporting Black business development"</i>
	A School Resource Center	Youth driven program addressing disparities in services provided at elementary and middle schools.	Emily Dam Arch 5212 Fall 2021	<i>"After school programs before bike lanes"</i>
	Food Production Enhancement	Land bridge for urban farming + greenhouses connecting to riverfront.	Chris Chayet Arch 5212 Fall 2021	<i>"I was looking for an opportunity to dream big"</i>
	North Minneapolis Community COOP	Mixed use development with COOP, community center, and housing.	Riley Houlihan Dan Ogranovich Arch 5212 Fall 2021	<i>"Meet the community leaders and learn their ethos"</i>
	NEON Food Hall (Northside Economic Opportunity Network)	Worked with NEON idea to illustrate business incubator and food hall concept.	Jack Foley Arch 5212 Fall 2021	<i>"Work with businesses that have been here for a while"</i>
	Green Art Streets	Improving streets to foster community gathering, reduce gun crime, and expand existing art programs.	Rachel Forseen Arch 5212 Fall 2021	<i>"Develop public art and get youth involved"</i>
	Healing through Learning	North High safe collaborative space for study, music, food, and overnight stay.	Olivia Manstsch Arch 5212 Fall 2021	<i>"Mental health has not been dealt with in most cases"</i>
	Farview Connections	Farview Park Riverfront Loop waking, bike, and art trail.	Naomi Schroeder Arch 5212 Fall 2021	<i>"Reconnecting to water as the common community asset"</i>
	Riverside Community Center	Riverside master plan with community center, park, housing and commercial district.	David Sheldon Cody Cashmark Arch 5212 Fall 2021	<i>"We need a great community center on the riverfront"</i>
	Regrowing Distribution	Precedent based food distribution hub with warehouse, offices commercial kitchen and retail/community meals.	Robert Gay Arch 5212 Fall 2021	<i>"Urban farming AND local food production is the pathway to the stars"</i>

TABLE
Student Projects
2021 Northside Community Connections Studio

4.00 CONCLUSIONS + IMPLICATIONS

Conclusions

The conclusions align with the initial research questions regarding the North Minneapolis participants in the 2021 Northside Connections Design Studio. The participant experience was positive and worthwhile. Participants indicated a willingness to continue and recruit others for future class engagements. There is a strong desire to have students and teachers of color involved in the future. Community issues, needs and opportunities were represented in student work and student projects reflected community comments and illustrated ideas for a community agenda. These exhibits of student work can create a catalog for community members and organizations to advocate specific development projects and redevelopment policies. While too short a time to build a true relationship, there was time for a respectful introduction of students and community participants.

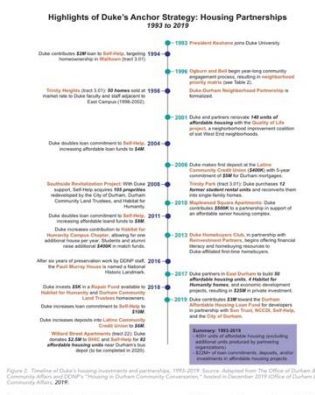
Implications

The implications of this initiative involve student experience, community benefits and the University public engagement approach. The student community relationship could in fact be developed with more time in the community through additional class, research, and social engagement. North Minneapolis community wealth and overall wellbeing could improve with increased interaction with students and access to University resources to propose and support community development. Over time, a stronger community co-design tradition could emerge for University of Minnesota students and other institutions with more diverse student populations, such as Metropolitan State and Dunwoody, collaborating with community resident groups including youth and elders. Finally, the University of Minnesota's anchor institution role could learn from the Duke Anchor Strategy Partnership and the current effort to map the University's engagement footprint to deliver more inclusive and better outcomes for design students and North Minneapolis residents and organizations (Ehlrenz, 21).

Study Limitations

Study limitations were interview sample size, potential interviewer cultural bias and connection, and remote community meeting engagement challenges. Only four interviews were conducted, but people were willing to participate and more could have been done with more time and interviewers, which also speaks to the point that BIPOC interviewers may make the participants more forthcoming and comfortable in their interviews. Remote meeting capacity must improve, however it is important to have other social contact to build relationships and trust in this engagement process.

Opportunities for Future Research



**Duke Anchor Strategy
Longitudinal Case Study**

There are opportunities for additional research that address the limitations identified in the previous section. Additional Interviews of participants, community institutions and organizations, students, studio presenters and reviewers, city, county and state officials, University of Minnesota staff, and public and private investors could be conducted to develop a larger sample size of N=25, which would resemble the Duke Anchor Strategy Partnership. A Longitudinal Case Study of the University of Minnesota's role as a North Minneapolis anchor institution compared to other Universities could be conducted to locate and measure the University of Minnesota's community design and economic development impact in North Minneapolis over the past 10 years (Ehlrenz, 21).

References

- American Institute of Architects Minnesota, Center for Sustainable Building Research and Colloqate Design. 2018. Twenty-first Century Development Website. <https://www.21stcenturydevelopment.org/>
- Bell, R. R., and P. D. Bauknight Jr. "Revamp the Upper Harbor project" Minneapolis Star Tribune, C June 22, 2021.
- LISC, Twin Cities & Center for Urban & Regional Affairs. 2014. Moving Beyond the Gap: Racial Disparities in North Minneapolis. northsidefunders.org/wp-content/uploads/2014/03/Racial-Disparities-in-North-Mpls.pdf.
- Blackspace Manifesto. Pdf. 2020.
- Ehlenz, M. M. (2021). "Can You Imagine What's Happened in Durham?" Duke University and a New University—Community Engagement Model. *Journal of the American Planning Association*, 87(1), 45-61
- Fisher, Thomas, Orland, Brian, and Steinitz, Carl. *The International Geodesign Collaboration: Changing Geography by Design*. Redlands, CA: Esri Press, 2020.
- Foth, Marcus, Bhishna Bajracharya, Ross Brown, and Greg Hearn. "The Second Life of urban planning? Using NeoGeography tools for community engagement." *Journal of Location-based Services* 3, no. 2 (2009): 97-117.
- Hays, R. A. (2007). "Community Activists' Perceptions of Citizenship Roles in an Urban Community: A Case Study of Attitudes they Affect Community Engagement". *Journal of Urban Affairs*, 29(4), 401-424.
- Hickey, A., Reynolds, P., & McDonald, L. (2015). "Understanding community to engage community: The use of qualitative research techniques in local government community engagement". *Asia Pacific Journal of Public Administration*, 37(1), 4-17.
- Robinson, J. W., Griffin, T., Ford, J., Spann, C., and Champeau, B. 2022. "Neighborhood Design with Community". *Resilient City: Proceedings of the Architectural Research Centers Consortium (ARCC) 2022 International Conference (Virtual)*, Miami.
- Steinitz, C. 2012. *A Framework for Geodesign: Changing Geography by Design*. Redlands, CA: Esri Press.

Appendix 1

Interview Script

Interview begins 0 min. Interview ends 40 min Setting: Zoom

INTRODUCTION (5 minutes or less)

Welcome and thank you for participating in this discussion. My name is Tim Griffin, I am a graduate student at the University of Minnesota enrolled in a qualitative methods class. The information you share today will help me complete a research paper for the class on your experience with the Fall 2021 Northside Community Connections Studio. I invited you to participate in this interview because you attended some, or all, of the community meetings and were active in the conversations with the University of Minnesota architecture students.

I am interested in your honest thoughts and opinions. There are no wrong answers, only points of view. Your opinions are important to me, please do not worry if you are the only one who thinks a certain way. I am interested in understanding a variety of points of view.

explain consent form

Any questions? Okay, let's begin –I am going to begin recording now.

1. Its spring. How are you feeling about the general future and wellbeing of the Northside community?
2. What is your role in the community?
3. What were your expectations at the beginning of your involvement?
4. How did you explain the impact of violence on the Northside community to people not familiar with the area?
5. How did you suggest to the students that the local point of view of the Northsides future may differ from government and real estate developer plans in terms of housing density, street design, and Black business development?
6. What were the highlights of your involvement?
7. Would you recommend repeating this engagement activity?

Is there anything else? Are there questions you think I should be asking that I have not?

Thank you!

Appendix 2

Interviews for Qualitative and Mixed Methods Research Course

You are invited to participate in a research study about the experience of Northside Minneapolis community members in the Northside Connections project in Fall 2021. You were selected as a possible participant because you participated in the community meetings associated with the class. We are seeking your input to better understand what motivates people to participate in student class experiences.

Background Information

The purpose of this research is to describe the experience of Northside Minneapolis community members in The Northside Connections project in Fall 2021. the objectives is to understand the implications / consequences of a largely white University of Minnesota undergraduate architecture class engaging a majority Black community about design futures in the context of a pandemic and increased violence in North Minneapolis. The research will include 4 to 6 community member interviews; review of the project social media and slack accounts to determine themes and issues throughout the engagement; and review of artifacts (drawings) created by the students.

Procedures

If you agree to be in this study, we will ask you to participate in an interview asking about your experience and perspectives. We will not ask anyone to share confidential information about you. Rather, we want your own opinion.

Risks and Benefits of Participating in the Study

The study poses minimal risks. Interview questions will ask for your opinion, along with your personal experience and perspectives. You may refuse to answer any question that may make you uncomfortable.

Compensation

There is no formal compensation offered with this research study.

Confidentiality

Interview answers and observation notes will be kept confidential. No individual will be named on interview or observation sheets, as well as any reports or presentations made. Final reports and presentations will not include any information that would identify a participant.

Research records will be kept in a secure, safe location and only researchers will have access to those materials. All data, records, and potential photographs will be securely destroyed and shredded at the end of Spring semester, or 6/1/2022.

Voluntary Nature of the Study

All participation in this study is voluntary. The decision of whether or not to participate in the study will not affect your relationship with the University of Minnesota. If you decide to participate in the study, you are welcome to refuse any answer or withdraw your participation at any time without affecting the aforementioned relationships.

Contacts and Questions

Any questions or comments you may have about the project, interviews, observations, reports, or presentations may be directed to Dr. Linsey Griffin, lgriffin@umn.edu, (612) 301-1351. Any questions you may have now or later are welcomed. If you have any questions or concerns of the study that you would like to discuss with someone other than Dr. Linsey Griffin, you are encouraged to contact the Research Subjects' Advocate Line, D528 Mayo, 420 Delaware Street SE, Minneapolis, MN 55455, or (612) 625-1650.

Participant signature_____

Date_____

Research signature_____

Date_____