UNIVERSITIES AS CATALYSTS FOR EQUITY AND SOCIAL JUSTICE

Moderator - Scott Lanyon, Vice Provost & Dean of Graduate Education, Univ. of Minnesota
Dr. Karen Hanson
Executive Vice President & Provost Emeritus
Catalysts for Change

Using Strategic Planning and Embracing Grand Challenges

DRIVING TOMORROW
Our plan to lead and innovate
Grand Challenges Research

UNIVERSITY OF MINNESOTA
The Four Pillars of Our Strategic Plan

1. Leverage our breadth and depth to take on society’s Grand Challenges through Research, Creative Work and Curriculum
2. Support excellence and reject complacency
3. Aggressively recruit, retain, and promote field-shaping researchers and teachers
4. Build a culture of reciprocal engagement that capitalizes on our location
Campus community-based process:

Engage external partners and students, as well as faculty and staff

For the University of Minnesota, five interrelated Grand Challenges:

• *Feeding the World Sustainably*
• *Assuring Clean Water and Sustainable Ecosystems*
• *Fostering Just and Equitable Communities*
• *Enhancing Individual and Community Capacity for a Changing World*
• *Advancing Health through Tailored Solutions*
Criteria for Research Grand Challenges

- Global impact, local relevance
- Disciplinary diversity
- Suitability for a land-grant research university
- Engagement of external constituencies
- Build on current faculty strength
- Impact on the University and its reputation
- Interconnection with education
- Sustainability
Leverage our location--

• Build a culture that strongly supports community engaged scholarship and dynamic university-community partnerships

• (“Must-do’s” and “Quick Wins”— with action steps)
Implementation

first up:
• Fostering Just and Equitable Communities
• Assuring Clean Water and Sustainable Ecosystems
Oversight and Evaluation

- Provost’s office
- Schools, colleges, and departments
- External funders
- UMN Office of Measurement Services
Dr. Heidi Lasley Barajas
Interim Associate Vice President for Public Engagement
Associate Professor, Organizational Leadership, Policy and Development
President’s Community-Engaged Scholar Award

• The University of Minnesota President's Community-Engaged Scholar Award recognizes one faculty or P&A individual annually.

• The faculty or P&A recipients have demonstrated a longstanding academic career that embodies the University of Minnesota’s definition of public engagement.

• Partnership between the Office for Public Engagement and the Vice Provost for Faculty and Academic Affairs.
P&T Efforts

• Promotion and Tenure Engaged Scholar Workshops
  • Three-part series: Context and Overview; Documenting Engaged Scholarship; Enhancing Your Dossier for P&T

• Review Committee on Community-Engaged Scholarship
  • Develop community-engaged scholars’ capacity to present scholarship in dossiers
  • Educate P&T committees about standards for high-quality community-engaged scholarship
  • Provide internal reviews
Community Engaged Learning Attribute

• CEL—instructional strategy that integrates community-based learning into the course experience

• Attribute allows students to search for courses and assists in tracking

• More information at: https://engagement.umn.edu/teaching-learning/community-engaged-learning-course-attribute
Public Engagement Footprint

• MPact 2025: “Develop unified service, outreach, and engagement database and map.”

• Includes research, teaching, and/or service efforts that partners with external partners

• Map: https://system.umn.edu/your-community
Continuous improvement

- Customized Workshops; [https://engagement.umn.edu/research-scholarship/events-workshops](https://engagement.umn.edu/research-scholarship/events-workshops)


- Carnegie Community Engaged Classification MPact 2025: All campuses designated by 2025
Dr. Rhonda Jones-Webb
Graduate School Assistant Dean Emeritus
Professor, Epidemiology and Community Health
Perceptions of Violent Encounters Between Police and Young Black Men

Investigators: Collin Calvert, MPH, PhD
Sonya Brady, PhD
Rhonda Jones-Webb, DrPH
Overview of Presentation

• Impetus for our study

• Overview of study and key findings

• Implications of our study for
  Developing university/community research partnerships
  Communicating the benefits of our research within and outside our University communities
  Graduate training
Impetus for Study

- Personal
- Professional
Aims

• Examine perspectives of the causes of violent encounters between police and young black men
• Explore attitudes regarding local law enforcement officers
• Examine experiences with police
Study Communities

• North Minneapolis (9.59 square miles)
  – 43% African American
  – Poverty/unemployment rates are greater than Minneapolis overall

• East Saint Paul (3.91 square miles)
  – 14% African American
  – Poverty/unemployment rates are also greater than St Paul overall
Sample

- N=48; 24 per city

<table>
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<tr>
<th>Target Group</th>
<th>Planned Interviews</th>
<th>Completed Interviews</th>
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<tr>
<td>Law enforcement</td>
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Themes: Causes of Violent Encounters Between Police and Young Black Men

• Police lack a connection with predominately black communities they serve
• Racism among police officers
• Distrust and fear of each other
Themes: Descriptions of Police

• Positive perceptions: police have a strong work ethic; overtaxed with work.

• Negative perceptions: Aggressive behavior, racist attitudes
Differences Across Stakeholder Groups

• Police did not recognize police violence as a cause of negative interactions while youth and other stakeholder groups did so.

• All stakeholder groups except police felt officers lacked a connection with communities they served.
Implications for Communities

• More attention is needed to address implicit bias among police.

• More attention is also needed to better connect police with the communities they serve.
Implications for Communities

• Given that distrust was perceived as an important contributor to police-youth violence, this lends support to focusing on building mutual trust to reduce future violent encounters.

• Ideally, efforts to develop trust will involve collaborative work across multiple stakeholder groups – including city agencies (e.g., police departments, parks and recreation departments), youth, and community organizations.
Implications for Communities

• Results from our study highlight the diversity in perspectives across different stakeholder groups when it comes to the issue of police-youth violence, but also areas of common ground that may be fruitful for mobilizing community action.

• Results set the stage for local community mobilization efforts, e.g., identifying allies and opponents
Implications for Universities

- Developing collaborations with community partners
  - Boys and Girls Clubs
  - City Parks and Recreation
  - Local media
  - Minneapolis Office of Violence Prevention
- Building Trust with Community Partners
Implications for Universities

• Transparency and Sharing Study Results

Papers


Social Media, e.g., Twitter
Implications for Universities

• Transparency and Sharing Study Results
  Local Radio
  KMOJ (Spring 2017, Spring 2019)
  MNPR (Winter 2019)

  Local Newspapers and Magazines
  Minnesota Daily
  Public Health Advances (SPH alumni)

• Greater presence and engagement in communities, e.g., community festivals, National Night Out
Implications for Universities

• Real World Experience and Training for Graduate Students
  - Interfacing with communities
  - Instrument design and data collection
  - Ethical issues in conducting research
  - Manuscript development
  - Presentations at local and national meetings