



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

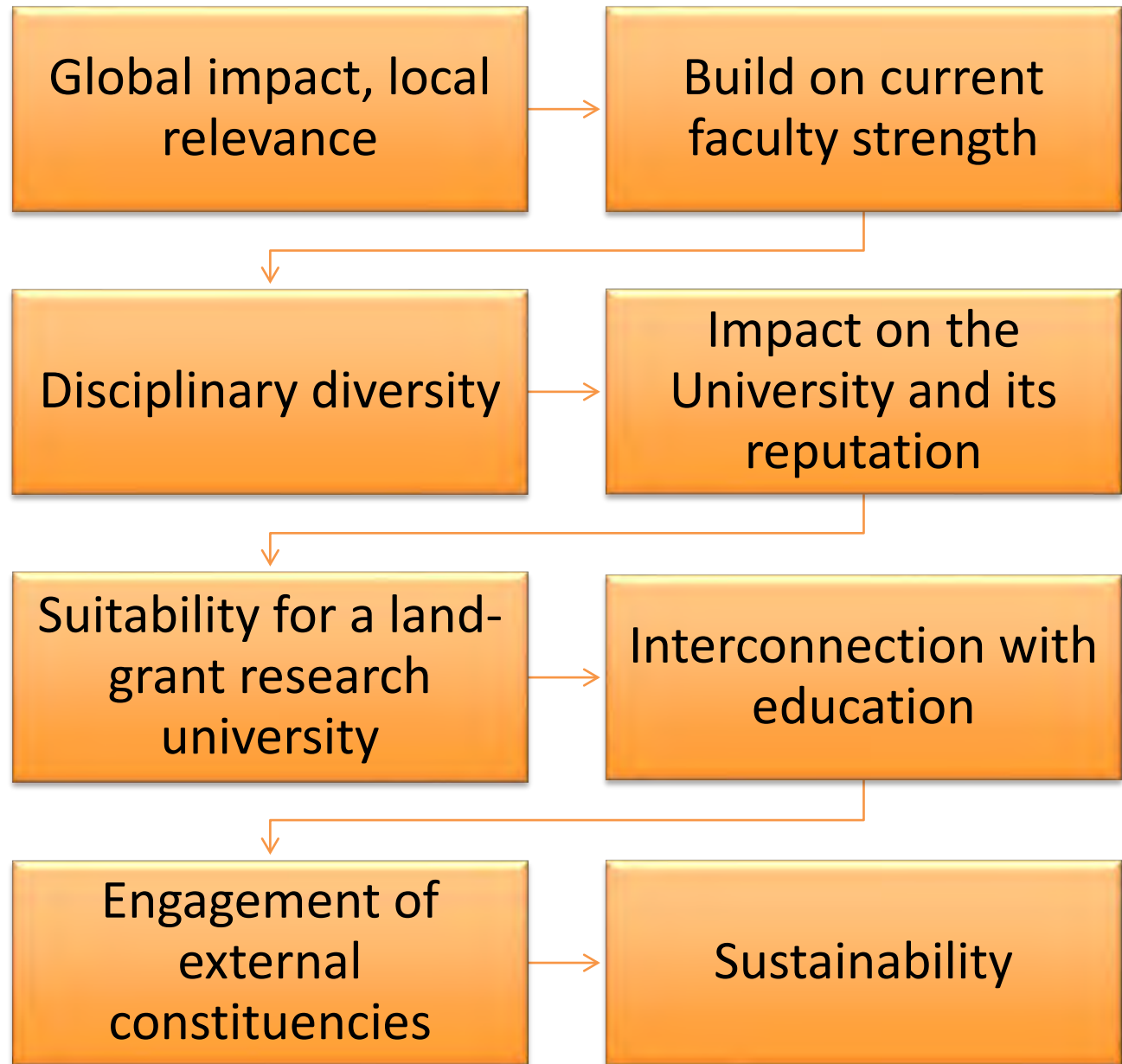
Campus
community-based
process:

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



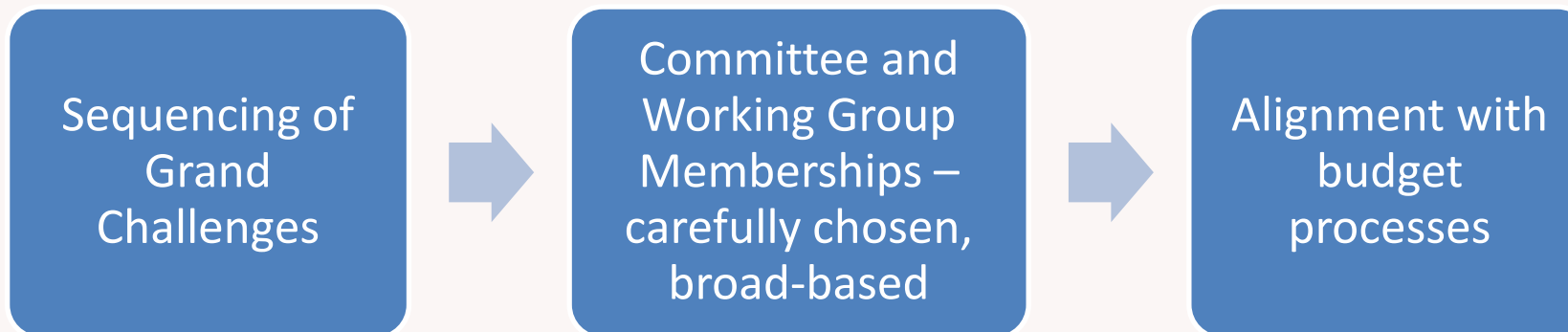
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Reciprocal Engagement

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**

Office for Public Engagement

CGS Summer Workshop

July 10, 2022

Minneapolis, Minnesota

OFFICE FOR
PUBLIC ENGAGEMENT

UNIVERSITY OF MINNESOTA

Driven to Discover™

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>



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Continuous improvement

- Customized Workshops;
<https://engagement.umn.edu/research-scholarship/events-workshops>
- Critical Community Engaged Roundtables
<https://engagement.umn.edu/inititatives/critical-community-engagement-roundtable>
- 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

Target Group	Planned Interviews	Completed Interviews
African American males (14-24 yrs.)	12	12
Parents and educators	12	12
Staff working in youth-serving organizations	12	12
Law enforcement	12	12

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

Jones-Webb, RJ, Calvert C, Brady S. Preventing violent encounters between police and young black men: A comparative case study. *AJMP*, 55(5), 2019.

Calvert C, Brady S, Jones-Webb, RJ. Perceptions of violent encounters between police and young black men. *JUH*, 97(2), 2020.

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