Focus Groups Action Items

**Topic A: How can faculty-engaged scholarship that promotes racial justice be better recognized, supported, and valued?**

*Co-Facilitators: Sharon Neal and Martha Buell*

1) The work to support community engaged scholarship focused on diversity, equity and inclusion needs to be recognized as a formal part of P&T. It needs to have a stand-alone place in faculty evaluation.

2) The work that is being done needs to be communicated widely both internally and externally, to all stakeholders. Doing so would support, among other things, student recruitment, informing and rehabilitating UD's image with our community partners, connecting the disparate initiatives, and possibly, improving climate on campus.

3) The administration needs to be forthright in recognizing and working to eliminate systemic racism and bias, with investments of money and their own time. The faculty needs to see evidence that the administration is doing as much work on deepening their understanding of social justice, institutional racism and related issues as they are asking of faculty. At this point, administration pronouncements are often seen as "window dressing." Understanding the position of the board of Trustees would also help in validating the efforts in this regard.

**Topic B: How can UD Community Partnerships better advance racial justice through engaged scholarship?**

*Co-Facilitators: Suzanne Burton and Yasser Payne*

- Expand and advance racial justice and engaged scholarship as an investment into communities and UD community
- Advance and make known upper administration’s support
  - Recognize and reward/incentivize throughout the institution
  - Provision of funding streams for this work
  - Promote value of engaged scholarship to further racial justice
    - Prioritize communities’ needs
    - Re-evaluate the intersection of teaching, research, and service
      - Not as an “add-on” to faculty loads or simply labeled as service
      - Reform P&T practices
        - Use different metrics for evaluation, promotion/tenure
        - Recognize that this work takes time—to earn partners’ trust and build relationships
        - Recognize that scholarship takes many different forms
**Topic C: How can UD Centers and Institutes and Academic Programs better promote racial justice through engaged scholarship?**

*Co-Facilitators: Darryl Chambers and George Irvine*

1. diversify ourselves through recruitment and hiring;
2. educate ourselves and others about racial justice;
3. conduct strategic outreach and “inreach”;
4. get support and clarity from UD (training, money, commitment etc.);
5. include DEIJ in funding proposals;
6. Narrate our DEIJ story to keep the momentum going

**Topic D1: Graduate Students: What expanded opportunities should be created to enable students to participate in engaged scholarship to promote racial justice?**

*Co-Facilitators: Kalyn McDonough and Dianna Ruberto*

1. 20 micro grants for community engaged projects for graduate students conducting community-engaged scholarship focused on anti-racism scholarship.
2. A community engagement fellowship with stipend that would allow graduate students the flexibility to do CES without being accountable to departments that are not as supportive of scholar activism. This fellowship would include pairing the student with a faculty mentor who’s an engaged scholar at the University.
3. Graduate Student Orientation has a component introducing community-engaged scholarship among existing graduate students, their work, professional development opportunities, and funding opportunities.
4. Repository of students, staff, and faculty doing anti-racist engaged scholarship across the University.

**Topic D2: Undergraduate Students: What expanded opportunities should be created to enable students to participate in engaged scholarship to promote racial justice?**

*Facilitator: David Teague*

1. Collect and incorporate student input from existing groups such as SGA, the Black Student Union, etc., regarding undergraduates’ priorities in racial justice engagement
2. Invite these groups to participate in the implementation of engaged scholarship
3. Think statewide
4. Incorporate one engagement with a racial justice issue, be it legal, environmental, educational, healthcare-related, etc., as a UD graduation requirement