



SCRA
SOCIETY FOR COMMUNITY
RESEARCH AND ACTION

Society for Community Research and Action (SCRA) Student Membership Report 2026

Survey data collected between December 2024-July 2025

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Key Terms

BIPOC: a term for Black, Indigenous, and People of Colour.

Burnout: state of physical, emotional, and mental exhaustion caused by unmanaged stress.

Global North and Global South: a “framework for understanding and analyzing the relative prosperity and international power of countries around the world;” Source:

<https://www.britannica.com/topic/Global-North-and-Global-South>



Intersectionality: a Black feminist framework for understanding how various social and political identities—such as race, gender, class, sexuality, and disability—overlap and intersect to create unique modes of discrimination, privilege, and inequality.

LGBTQIA+: a term for representing diverse sexual orientation, gender identities, and gender expression (e.g., Lesbian, Gay, Bisexual, Trans, Queer, Intersex, Asexual, et cetera).

Minority Serving Institution (MSI): universities (institutions) that enroll a significant percentage of students of color or were created to serve specific, historically marginalized populations. Predominately Black institutions and Hispanic-serving institutions are included under this term.

Non-normative identities: sexual orientations, gender identities, or other identities that diverge from established societal norms and expectations. LGBTQIA+, BIPOC, disability, and lower socio-economic status (SES) are included under this term.

Peer networking opportunities: structured and specific groups or informal gatherings that build connections between students to exchange knowledge, foster collaboration, and gain fresh insights.

Predominantly White Institution (PWI): universities (institutions) where white students constitute 50% or more of the student enrollment.

Who We Are

General Characteristics

32 students participated in our student survey. The majority were pursuing doctorate degrees (81%) with three students pursuing their Master's:

- The majority (53%) reported exclusively being in a non-clinical **community psychology** degree program (11) or concentration (6).
- A quarter (25%) were in a **clinical psychology** program exclusively.
- Three students (9%) reported being in either a clinical psychology program with a dual community psychology degree or concentration (2), or a clinical-community psychology program (1).
- Four students (13%) reported **another type of program**, including public health, educational psychology, social-personality psychology, and I-O psychology.

Origins

Most students reported their national origin as in the **Global North** (91%; Global North is defined as including US, Canada, Western Europe, Australia, New Zealand, Japan, and South Korea). Two students had **Global South origins** (i.e., Caribbean and East Asia).

Institution Type

Half of students were attending a **Predominately White Institution (PWI)**. The other half attended a **Minority Serving Institution (MSI)** in some fashion, including predominately Black institutions (9%), Hispanic-serving institutions (13%), and one student attending an institution outside of the Global North.

Diversity

In terms of demographics, the students participating were diverse. 53% indicated a disability, 41% identified as BIPOC, 34% LGBTQIA+, and 25% were lower socio-economic status. See Figures 1-5.

Figure 1. Number of respondents reporting in each race/ethnicity category, and whether race/ethnicity was reported exclusively (only race/ethnicity) or in conjunction with another (more than one).

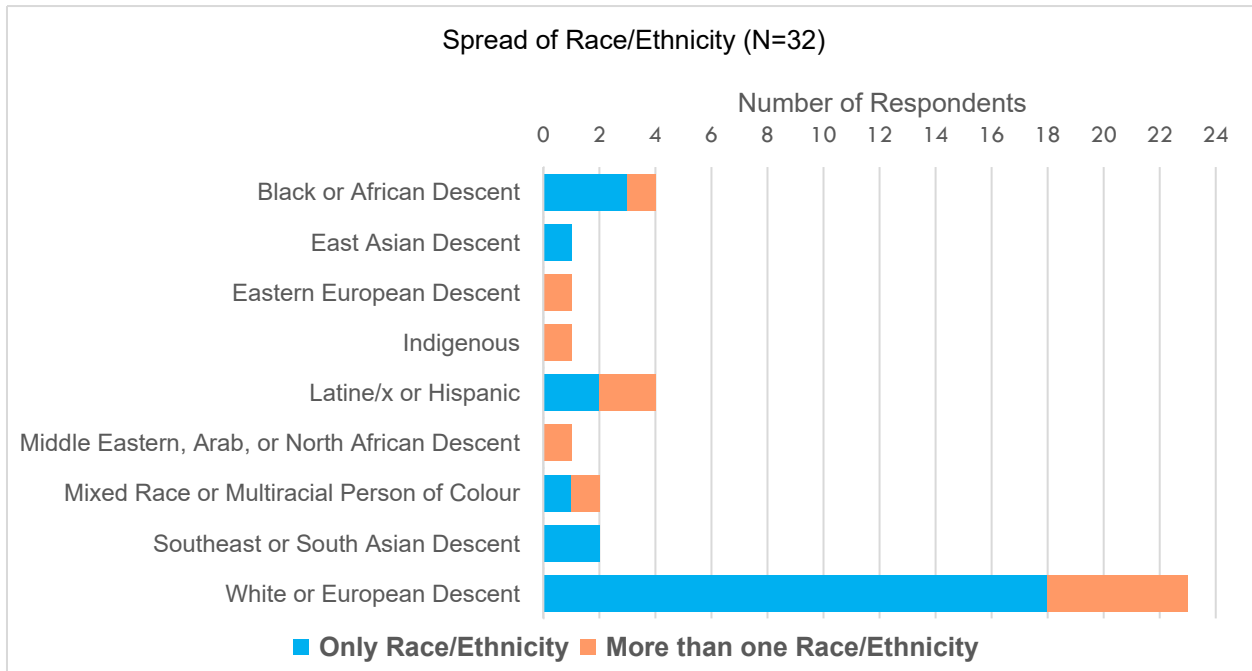


Figure 2: Number of respondents reporting in each gender/sexuality category, and whether respondents identified as women, men, non-binary, or not specified.

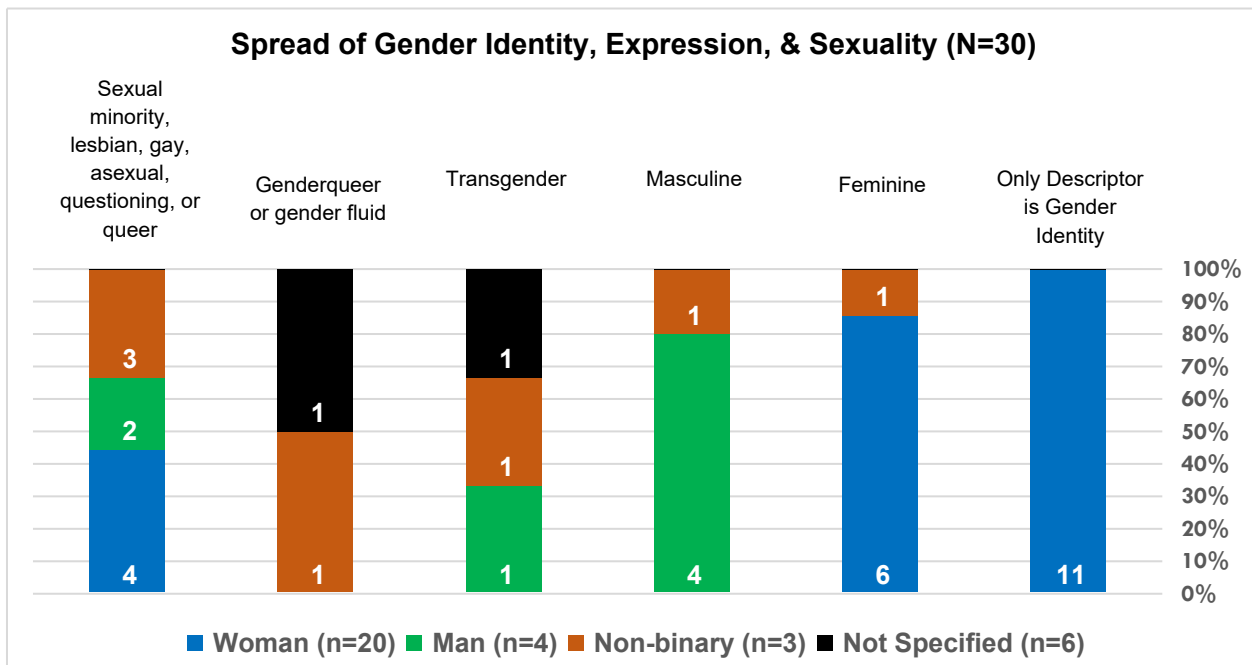


Figure 3: Number of respondents reporting a disability (n=17; sometimes or always), or having no disability.

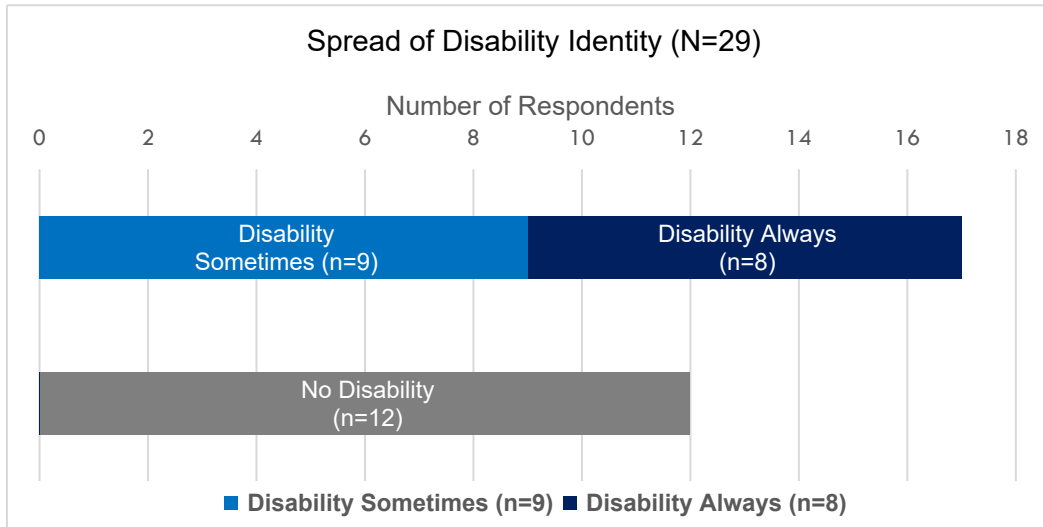


Figure 4: Number of respondents reporting a socio-economic status (SES) indicator* (0 to 6).

*Indicators included:

- First generation college student
- First generation graduate student (master's or doctoral)
- Lower socio-economic status (family, background, or upbringing)
- My family cannot financially support me in an emergency without experiencing hardship
- In general, I cannot afford to put 20% of my income towards savings
- In general, I spend over half of my monthly income on essentials (e.g., housing, groceries, gas)

Respondents reporting 4 or more indicators were considered **lower SES (n=8)**.

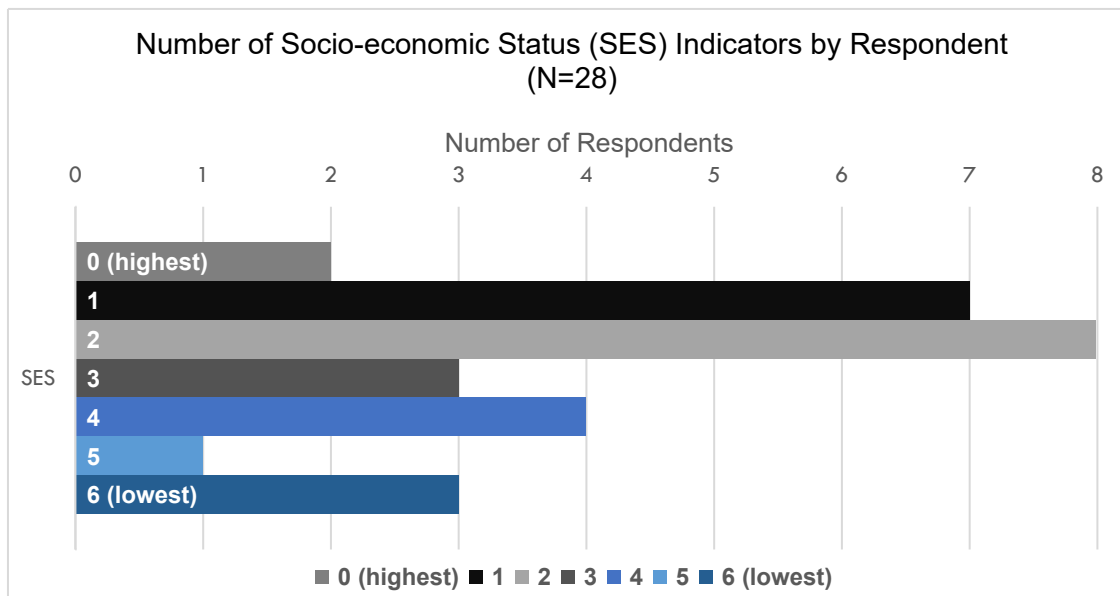
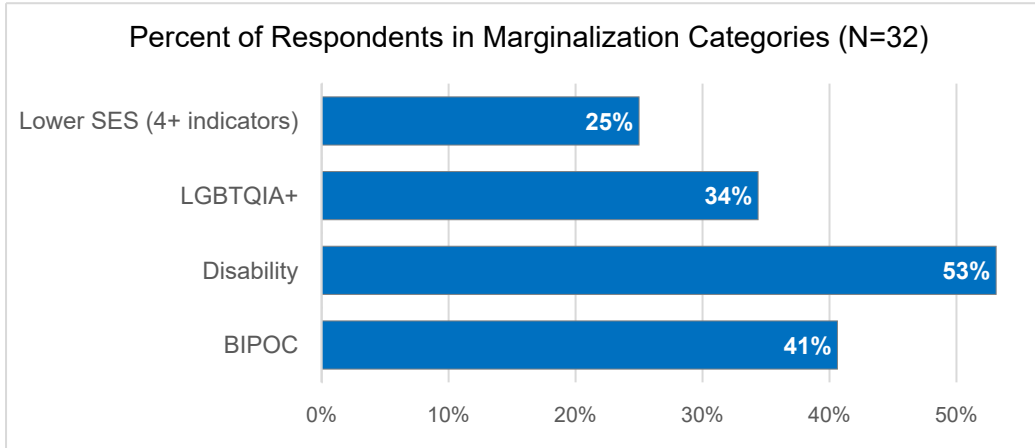


Figure 5: Percent of respondents reporting a non-normative marginalization category*.

*Non-normative marginalization categories included:

- Lower SES: Having 4 or more SES indicators.
- LGBTQIA+: Sexual or gender minorities (e.g., queer, trans, non-binary)
- Disability: Reporting a disability sometimes or always.
- BIPOC: Identifying marginalized race/ethnicity (e.g., Black, Indigenous, Latine/x, Middle Eastern, Asian)



Intersectionality

Overall, around a quarter of students reported none (22%) or one (25%) marginalization each. A little over one third reported two intersecting marginalizations (38%), with the rest falling into three or four categories (see Figures 6 and 7).

For intersectional comparisons, students were split into those with one or less non-normative, marginalized identity (47%; i.e., disability, BIPOC, LGBTQIA+, lower SES), or two or more non-normative, marginalized identities (53%).

Figure 6: Percent of respondents reporting 0 to 4 non-normative marginalization categories.

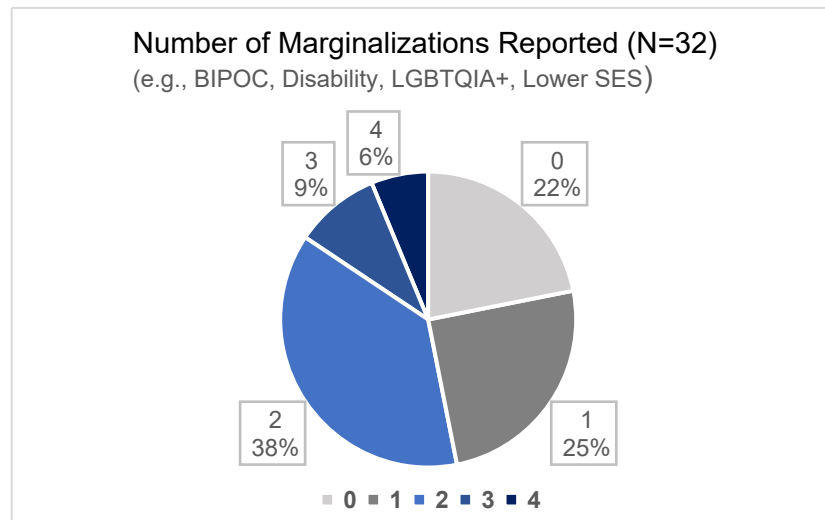


Figure 7: Number (n) distributions of marginalization categories (i.e., BIPOC, Disability, LGBTQIA+, Lower SES) across whether respondents (n) reported 0 to 4 marginalizations.

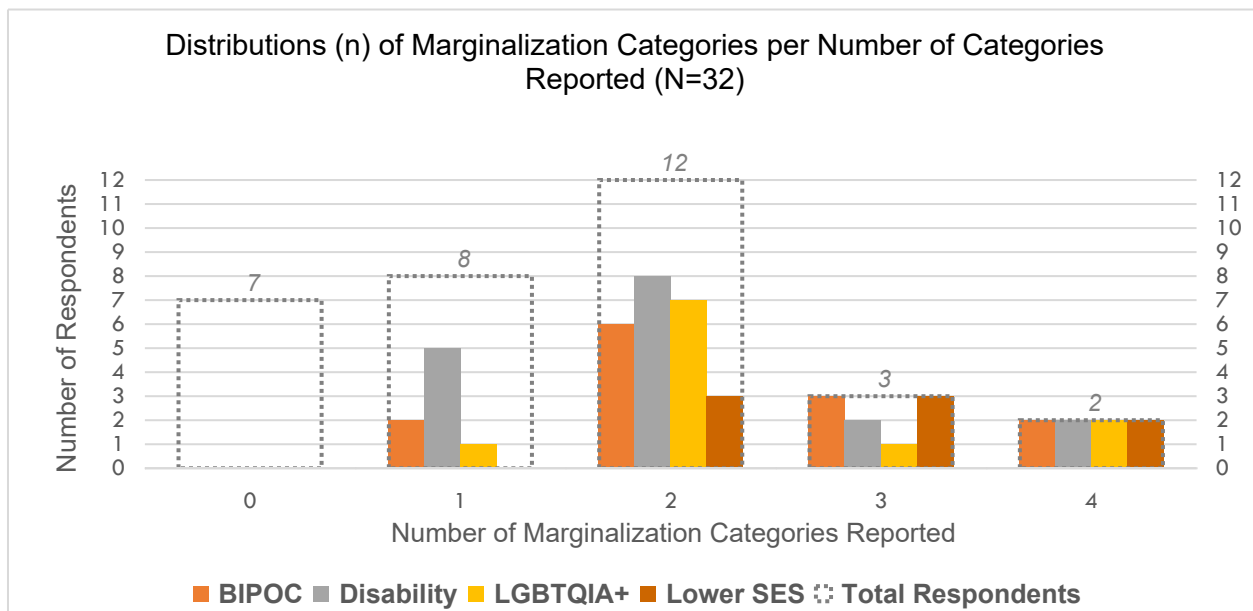
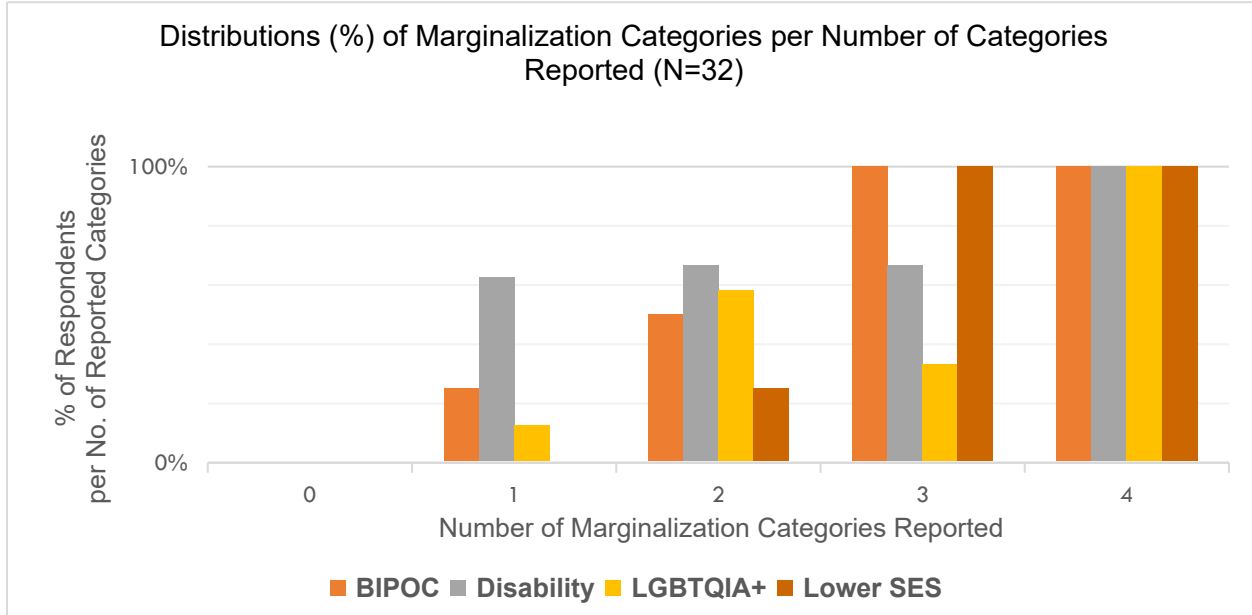
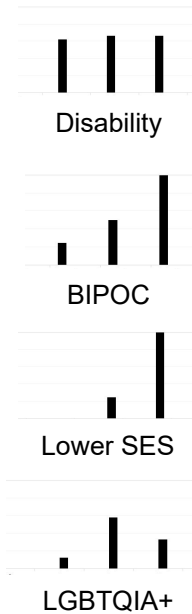


Figure 8: Percentage (%) distributions of marginalization categories (i.e., BIPOC, Disability, LGBTQIA+, Lower SES) across whether respondents (n) reported 0 to 4 marginalizations.



We can look at **data between 1 to 3 reported marginalizations** to hypothesize differences in distributions of represented identities across number of intersections (see Figure 8):

- **Disability (n=17)** was more or less evenly distributed (63-67%) whether respondents reported 1, 2, or 3 marginalization categories.
- **BIPOC (n=13) & Lower SES (n=8)** categories increased their overall distribution across respondents as the number of reported marginalization categories increased. BIPOC increased by a quarter each time (25-100%). Lower SES rose sharpest, from 1 (0%) to 3 (100%) reported categories.
- Interestingly, **LGBTQIA+ (n=11)** was somewhat normally distributed between 1 to 3 categories, clustered among those with only two marginalizations.



Conclusions

What we can glean from these observations is that graduate student programs may benefit from identity-based supports in different ways.

Disability

In general, disability supports can be more standard and global in nature, which aligns well with approaches like Universal Design for Learning (<https://www.cast.org/>).

Race/ethnicity & Class

On the other hand, when programming for cultural inclusivity across a variety of racial and ethnic identities, a more concerted effort to incorporate intersectional perspectives may be beneficial given the suggested preponderance for these identities to coexist with other marginalizations, particularly class. Similarly, lower SES may coexist with a greater number of intersecting identities than other categories.

LGBTQIA+

Like race/ethnicity and class, LGBTQIA+ inclusivity may also benefit from tailored intersectional approaches. For these students, special attention could be paid to how experiences related to being a sexual and gender minority may be more distinct from those of marginalized race/ethnicity and class, than the latter two are from one another.

What Students Want & Need

General Preferences

Training Supports

A majority of students, regardless of identity, tended to desire that their programs increase training support through **greater representation** of work, professionals, and epistemologies associated with minoritized identities (53%).

Students also desired that programs increase understanding for the general (44%) and minoritized identity-related (59%) **challenges and strengths of students** going through a graduate program.

Student Programming Priorities

Overall, **the top 3 SCRA student programming priorities** were indicated to be (1) Political safety, academic freedom resources or advice (53%), (2) Informal mentorship, career chats, or profession advice (47%), and (3) Difficult conversations 101 (e.g., authorship, training goals, methodological/epistemological approach, identity issues; 41%).

In terms of what prevented students from engaging with programming, the most common reason was being **unaware** of it (59%), followed by a **shortage of time** (50%).

Connection Desires

In general, students overwhelmingly desired greater connection in the form of both **informal mentorship** in navigating the profession (69%) and **with other students** who share their interests in community research/practice (78%).

Burnout

To garner how students were fairing psychologically/emotionally in their graduate programs, we administered brief three-item burnout scale, drawn from the Maslach Burnout Inventory (MBI; using a scale ranging from 0-Never to 6-Always):

- On average, students reported **“often” feeling used up at the end of a workday** (M=4.21, SD=1.21).
- Students also reported, on average, **“often” feeling they have accomplished worthwhile things at work** (M=4.36, SD=0.81).
- Students **“almost never” reported feeling callous toward people in the workplace** (M=1.96, SD=1.15).



Intersectionality

Desires for training supports and burnout averages tended to be consistent regardless of the number of marginalized identities students reported. However, programming priorities, desires for connection, and reasons for not attending student programming all shifted depending on the number of marginalizations.

Student Programming Priorities

Students who indicated **one or less marginalized identit(ies)** (n=15) tended to prefer more *professional networking activities*, indicating support for the following top 3 priorities:

- | | |
|---|---------------------------|
| 1(tie): Informal mentorship, career chats, profession advice (53%) | } Professional Networking |
| 1(tie): Difficult conversations 101 (authorship, training goals, methodological/epistemological approach, identity issues; 53%) | |
| 2: Political safety, academic freedom resources or advice (47%) | } Safety/ Care |
| 3: Teaching resources or advice (27%) | } Professional Networking |

On the other hand, students with **two or more intersecting marginalized identities** (n=17) preferred more *peer networking activities*, with their top 3 priorities thus:

- | | |
|---|---------------------------|
| 1: Political safety, academic freedom resources or advice (59%) | } Safety/ Care |
| 2: Protected writing space (virtual body-doubling with students; 53%) | } Peer Networking |
| 3(tie): Book or reading clubs (41%) | |
| 3(tie): Informal mentorship, career chats, profession advice (41%) | } Professional Networking |

Student Programming — Major Differences

Some differences reached the level of statistical significance at a marketing alpha of 0.10. Given that this survey is being used to guide programming, rather than make assertions about student experiences in general, we find it valuable to report the following:

Using chi-square comparisons, those with **two or more intersecting marginalized identities were more likely to support:**

- Protected writing space (virtual body-doubling with students); $\chi^2(1, N=32) = 3.637, p = 0.057$
- Book or reading clubs; $\chi^2(1, N=32) = 3.796, p = 0.051$

} Peer
Networking

Those with intersecting marginalizations also tended to support (29%)—more than peers with fewer marginalizations (7%)—:

- Wellness, self-care, community-care resources or advice; $\chi^2(1, N=32) = 2.199, p = 0.138$

} Safety/ Care

Differences were evident in reasons that students selected for not attending programming. Those with two or more marginalizations were **far more likely to report being unaware of programming** (82%) than their peers without intersecting marginalizations (33%): $\chi^2(1, N=32) = 3.225, p = 0.073$.

Connection Desires

The trend for those with less marginalized identities (0-1) to more often choose *professional networking activities*, while those with more intersecting marginalizations (2+) choose more *peer networking activities* was also observed in the types of connections that students desired:

- Those with **zero to one marginalized identit(ies)** indicated slightly more support for desiring to connect with informal mentorship than connecting with other students (a 7% difference in support)
- Those with **two or more marginalized identities** indicated a great deal more support for desiring to connect with students compared to informal mentorship (a 24% difference in support).

Connection Desires — Identity Alignment

As might be expected, those with two or more marginalized identities (n=17) also indicated more support for connections with both informal mentors (65%) and students (65%) who **shared their identities**.

Desire for identity-alignment in either mentorship or peers only reached 27% for students with zero to one marginalized identit(ies) (n=15).

Final Conclusions

Outreach

Looking at these findings intersectionally allows us to tailor our **programming and outreach initiatives** to be more inclusive of students already facing multiple socio-politico-cultural barriers in higher education, research, and clinical practice.

We now understand that our **outreach to students with marginalized identities**, particularly more than one intersecting marginalization, should be improved and tailored to their access needs if we want to be more inclusive of them and their experiences. Our survey also indicated lower engagement from **the Global South**, emphasizing the importance of continuing outreach internationally.

Inclusive Programming

Overall, there is strong support for SCRA student programming to facilitate connections between students, and with informal mentors. Programming that is **inclusive of minoritized perspectives and epistemologies** is also broadly desired.

Findings highlight key differences in preferences for *professional* versus *peer* networking activities. As representatives, we hope to cater to the desires of all students, and this survey gives us insight into the students **who may gravitate towards certain programming** over others.

Importantly, we recognize that both professional and peer networking may serve different roles for different people, and should work to balance programming between the two. We aim to use these results to not just focus on what is generally supported, but to ensure that the **peer networking opportunities** desired by a subset of marginalized students remains a priority in planning.

Student Safety

In general, students tend to feel accomplished, though also commonly indicated feeling “used up” at work, which suggests a relevant **burnout risk**. Advocates, like the National Grad Crisis Line (<https://gradresources.org/crisis/>), have sought to bring attention to the risks among graduate students for psychological and emotional crises. As representatives, we want to be mindful of this and ensure our spaces are conducive to care and healing.

Political threats are a key concern for many students right now, and possibly stronger for students likely to be targeted or directly impacted by anti-DEI policies and attacks on academic freedom. The desire for programming that addresses these safety issues should guide our present initiatives.

Importance of Intersectional Analysis

We hope that this report offers insight for all students, members, and professionals with an interest in supporting the needs and desires of our diverse SCRA student body. We encourage graduate programs and those facilitating resources to consider the intersectional needs of students, which may differ depending on the ways that power and oppression act on different identities (see [conclusions on page 11](#)).

Gratitude

Finally, **we are deeply grateful** for the participation of respondents who have enabled us to delve deeper into these issues. We hope to use this information to lead conversations around supporting students in SCRA and throughout our adjoining networks.

Resources

Intersectionality

- Cho, S., Crenshaw, K. W., & McCall, L. (2013). Toward a Field of Intersectionality Studies: Theory, Applications, and Praxis. *Signs: Journal of Women in Culture and Society*, 38(4), 785–810. <https://doi.org/10.1086/669608>
- Crenshaw, K. (1989). Demarginalizing the intersection of race and sex: A Black Feminist critique of antidiscrimination doctrine, Feminist theory and antiracist politics. *University of Chicago Legal Forum*, 1989(1), 139–167. <https://chicagounbound.uchicago.edu/cgi/viewcontent.cgi?article=1052&context=uclf>
- Del Toro, J., & Yoshikawa, H. (2016). Invited Reflection: Intersectionality in Quantitative and Qualitative Research. *Psychology of Women Quarterly*, 40(3), 347–350. <https://doi.org/10.1177/0361684316655768>
- Fattoracci, E. S. M., Revels-Macalinao, M., & Huynh, Q.-L. (2021). Greater than the sum of racism and heterosexism: Intersectional microaggressions toward racial/ethnic and sexual minority group members. *Cultural Diversity and Ethnic Minority Psychology*, 27(2), 176–188. <https://doi.org/10.1037/cdp0000329>
- McCall, L. (2005). The Complexity of Intersectionality. *Signs: Journal of Women in Culture and Society*, 30(3), 1771–1800. <https://doi.org/10.1086/426800>

Student Mental Health

- The National Grad Crisis Line. <https://gradresources.org/crisis/> (877-GRAD-HLP)
- Bergvall, S., Fernström, C., Ranehill, E., & Sandberg, A. (2025). The impact of PhD studies on mental health—A longitudinal population study. *Journal of Health Economics*, 104, 103070. <https://doi.org/10.1016/j.jhealeco.2025.103070>

Universal Design for Learning (UDL)

- CAST. <https://www.cast.org/>