

productivity that do not exist at Ball State. In this regard, rather than focusing exclusively on community service, the Initiative expanded into evidence-informed intervention design, grant development, and other traditional research activities. By the end of Year 1, the leadership team had contributed to more than \$6 million in federal grant submissions related to addiction prevention, treatment, and recovery, and were in the process of submitting several manuscripts for review in academic journals. This trajectory further illustrates how an endowed chair can strategically link scholarship, community engagement, and institutional resources to support both scaling and sustainability, while benefiting both the university and the community.

Year 2 Planning

Looking ahead, Year 2 priorities will focus on strengthening evaluation, deepening community engagement, and expanding the Initiative's reach. A comprehensive outcomes evaluation framework will be developed to monitor implementation and impact across academic, service, and community dimensions. Membership growth, the launch of the Duvall Training Institute, and other service initiatives will provide additional platforms for training and engagement with community partners. Collectively, these strategies will test the Initiative's capacity to generate sustainable community and institutional impact and position it as a replicable model for universities seeking to establish or scale CAPs on satellite campuses.

Limitations

Several limitations exist when interpreting the early outcomes and development processes of the Initiative. First, the chairholder who founded the Duvall Initiative had substantial prior experience developing community-academic partnerships, including formal training from SAMHSA on coalition development. Further, the chairholder's background also included senior roles in both academia and state government, which offered a unique blend of expertise in service delivery and policy-oriented public health work. This combination of competencies likely influenced the design, credibility, and momentum of the Duvall Initiative in ways that may not be easily replicable by groups who lack leadership with comparable professional experience or institutional

positioning.

Second, the availability of discretionary funding through the endowed Chair significantly shaped the Initiative's development and reach. These funds supported participation incentives for planning committee members, such as invitations to the Duvall Dinner hosted at a high-end local restaurant, and branded thank-you items including water bottles and T-shirts. Discretionary funding also supported the successful launch of the Duvall Conference, enabling the provision of continuing education credits across multiple professional fields, the hosting of a recovery art competition, coordination of student poster sessions, and catering of a complimentary lunch, all of which enhanced attendance and stakeholder engagement.

The Ball State CAP demonstrated the feasibility of launching and sustaining a partnership with minimal financial resources; however, it remains unclear whether a satellite campus could replicate these outcomes without dedicated funding. Although this question was not explored in the current study, insights from the implementation team and direct consultation with the Ball State CAP developers affirmed the critical importance of offering continuing education credits and providing meals to secure participation and initial buy-in. Individuals aiming to replicate the CAP model in other settings should consider these resource-related factors in their planning.

Finally, the success of the Duvall Initiative during its first year was due in large part to the strength and dedication of its leadership team. As with the Ball State model, the Initiative benefited from a committed and capable team that was deeply invested in the development of the CAP. The presence of this organizational element is an essential, yet often variable and context-dependent, factor in CAP structures that represents a significant determinant of programmatic success that can be hard to replicate universally across environments.

Conclusion

This study provides preliminary evidence that the formation of a CAP is possible within a smaller, satellite campus setting. Further, the formation of an 80-member CAP representing 22 university and community organizations within a 12-month period offers a practical benchmark for institutions seeking to establish similar

initiatives. First-year outputs and process data also highlight the value of leveraging an endowed chair position to facilitate development, promote growth, and support sustainability. For organizations seeking to replicate the success of the Duvall Initiative, three specific recommendations are presented for consideration:

1. Use existing systems. Integrating into established behavioral health networks reduced duplication, allowed the Initiative to add value quickly, and limited administrative burden.
2. Tailor student engagement. Where undergraduate pipelines are limited, targeted fellowships for graduate students and faculty can sustain meaningful involvement.
3. Leverage endowed, or other internal/community, resources. The discretionary funds and research expectations tied to the Chair role created capacity to support programming while positioning the Initiative to compete for external

funding. This structure also enabled the Initiative to benefit both the community and university simultaneously.

Finally, despite early successes, the Initiative's first year also revealed several challenges. These issues included limited student involvement, heavy administrative burden, and the need for additional systematic evaluation, all of which shaped the development of Year 2 priorities. In this regard, the Initiative will focus on expanding fellowships, embedding into additional health service systems, and developing a comprehensive evaluation framework to document outcomes. These strategies reflect an intentional response to Year 1 challenges and will strengthen the Initiative's role as a regional infrastructure for addressing emerging health needs.

Overall, in a period of shifting public health priorities and uncertain funding streams, this study contributes to the literature on scalable, high-impact CAPs and provides transferable guidance for universities seeking to adapt the model to their own contexts.



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Shaping Cities, Shaping Lives: The A+STEM Summer Camp Promising Journey

Mihwa Park, Kuhn Park, and Bernard J. Wekullo

Abstract

The A+STEM summer camp introduced high school students to design thinking and architectural model design while integrating STEM concepts. Participants engaged in hands-on activities aimed at revitalizing downtown Lubbock, Texas, focusing on empathy, ideation, prototyping, and testing as a design thinking process. Under the mentorship of Texas Tech University undergraduate students, camp participants developed architectural models addressing community challenges, which were later showcased at the Texas Tech University Museum. The camp successfully enhanced students' design thinking, STEM and architectural knowledge, skills, and interest in architecture while fostering a community engagement mindset. Proposed improvements include extending the camp duration and involving public officials to enrich the learning experience and promote real changes within their communities.

Keywords: summer camp, STEM, architecture, design thinking, city design



In 2023, the City of Lubbock, Texas, had a population of over 260,000, representing diverse racial and ethnic backgrounds. The population included 47.6% non-Hispanic White, 35.6% Hispanic or Latino, and 9.6% Black or African American. The city has been experiencing steady growth, with a projected 3% increase by 2028 (Lubbock Economic Development Alliance, 2024). One of the main attractions in the City of Lubbock is Texas Tech University, a Hispanic-Serving Institution with an enrollment of over 40,000 students and a faculty of more than 2,000. Texas Tech University also boasts a statewide economic impact of \$3.5 billion (Texas Tech University Institutional Research, 2024). As both the city of Lubbock and Texas Tech University continue to grow, the revitalization of downtown Lubbock has become a priority (PlanLubbock 2040, n.d.). To align with the city's initiatives, address community needs, and inspire high school students through a community-engaged project, the first author proposed a summer camp project focused on revitalizing downtown Lubbock. More specifically, the

summer camp was developed in response to observed conditions in downtown Lubbock and was informed by consultation with local expertise and publicly available planning documents. As residents of the city and through repeated site visits, the authors observed that many historic buildings and large areas of downtown consisted of vacant or underutilized parcels, with relatively few visible family-oriented gathering spaces. These observations were further contextualized through discussions with a colleague who is an architecture expert, who identified similar patterns of aging infrastructure, limited public activation, and unrealized potential within the downtown built environment. In addition, municipal planning documents and public reporting, including the Downtown Lubbock initiative (PlanLubbock 2040, n.d.), explicitly frame downtown revitalization, public space activation, and reinvestment as civic priorities.

Guided by an asset-based perspective, these conditions were interpreted not as deficits but as latent community assets—such as historic structures, centrally located public

spaces, and ongoing revitalization efforts—that could be engaged through new architectural installations and educational programming. Although the initial identification of need emerged from observation, lived experience as city residents, expert consultation, and document analysis rather than from direct community interviews, the summer camp was intentionally designed to create opportunities for youth and community members to actively engage with and reinterpret these existing assets. The camp thus functioned as an exploratory, place-based initiative that aligned with documented civic priorities and leveraged local expertise to support more inclusive and intergenerational engagement in downtown Lubbock.

In 2023, the first author led the project's design and grant proposal and secured funding from the Helen Jones Foundation, Inc. The project offered a one-week summer camp for high school students in the city, providing participants with authentic experience in community-based architectural design. The camp aimed to strengthen students' design thinking skills, cultivate a disposition toward community engagement, and foster positive attitudes toward science, technology, engineering, and mathematics (STEM) and architecture.

Design thinking (DT), developed by Stanford's Design School (d.school) and IDEO, is a holistic and iterative approach to creative problem-solving (Auernhammer & Roth, 2021). DT integrates diverse disciplines in both practice and research and focuses on empathizing with users' experiences, generating innovative ideas, and finding solutions within an interdisciplinary context (Rauth et al., 2010). In this project, architecture was selected as the interdisciplinary and human-centered learning context, as it inherently transcends multiple disciplines such as art, STEM, and social science (Rendell, 2004).

During the 2024 A+STEM (Architecture plus STEM) summer camp, high school students were introduced to how STEM and architecture could create more human-centered and environmentally friendly communities. They engaged in hands-on activities to solve real-world problems using DT. Specifically, we guided camp participants through the DT process, encouraging them to (1) empathize with community members' experiences and challenges that could be addressed through architectural designs, (2) define meaningful

and actionable problems, (3) ideate creative solutions, (4) create prototype models of their most feasible ideas, and (5) test their models to improve their design. After the summer camp, the students' architectural models were showcased at the Texas Tech University Museum, providing community members with broad community engagement opportunities.

In the following sections, we explore the intersection of three aspects of architecture: sustainability, well-being, and community engagement.

Sustainability in Architecture

In architecture, sustainable practices aim to minimize environmental impact throughout a building's life cycle (Givoni, 1998). Implementation of these practices includes reducing embodied energy and the environmental footprint during construction (Nainggolan et al., 2020) while considering factors such as design, materials, energy use, cost, and environmental concerns (Varma et al., 2014). Sustainable elements like passive solar design, green roofs, natural ventilation, and the use of recycled materials can address climate change while promoting environmental stewardship (Fernando et al., 2023). Recently, the importance of climate literacy and sustainable design techniques in architectural education has been drawing attention (Schiano-Phan & Soares Gonçalves, 2022). In designing the A+STEM summer camp project, we emphasized understanding local environmental and social challenges, such as water conservation, energy efficiency, and public transportation accessibility in the city of Lubbock, as this understanding enables community members to recognize and address sustainability needs within their communities (Farzaneh et al., 2009).

Promoting Well-Being Through Architectural Design

Innovative architectural interventions can enhance community well-being by promoting social inclusion and improving the quality of life (Scott, 2015). Well-designed community spaces foster a sense of belonging for community members, which, in turn, boosts overall well-being for them. Ryan et al. (2014) highlighted the importance of integrating well-being principles into architectural education. They emphasized the need for spaces that enhance comfort, productivity, and emotional wellness. Similarly,

Mohamed and Ibrahim (2024) stressed the importance of designing environments that prioritize human comfort and happiness, which contributes to healthier and more fulfilling living spaces. Therefore, we incorporated a workshop into the camp curriculum specifically focusing on this aspect, well-being, of architectural design.

Community Engagement in Architecture

Community-based architectural projects provide students with opportunities to engage with community members and consider community needs in the design processes (Scott, 2015). This approach underlines the importance of incorporating multiple voices to develop functional, cost-effective, and secure spaces while addressing equity, inclusivity, and environmental sustainability, potentially shaping public policies. Diefenthaler et al. (2017) argued that DT, when applied to real-world problems, fosters student collaboration and integrates creative and analytical skills essential for community engagement and the architectural design process.

With these three aspects of architecture, as previously mentioned, we adopted the DT process in creating architectural models for a community-based project during the summer camp.

Integrating Architecture and Design Thinking in the Summer Camp Project

We designed the A+STEM summer camp curriculum, combining community engagement, sustainability, and well-being goals with DT’s real-life problem-solving approach. Below, we provide details on the camp curriculum.

Camp Curriculum Design

In 2024, we offered a 5-day summer camp

for high school students in the city of Lubbock. We collaborated with a university-based outreach STEM center and local school districts to recruit students interested in participating in the camp. Working in partnership with three school districts and the outreach center, prospective students were invited to submit brief applications describing their interests and motivations for joining the camp. After reviewing the applications, we selected eight local high school students based on demonstrated interest and alignment with the camp’s goals. One eligibility criterion for participation was that students had to be residents of the local area. Those high school students (mentees) were paired with seven undergraduate architecture majoring students (mentors) from Texas Tech University. Each mentee was paired with one mentor, except for one team with two mentees and one mentor. Table 1 provides each day’s DT process and the main activities of the camp.

Day 1. Introduction to DT and Architecture’s Role in Urban Spaces (Empathize)

The first day of camp focused on understanding DT and exploring the relationship between cities/towns and architecture. As part of the first process of DT, “Empathize,” students participated in activities that helped them understand how city designs and architecture impact community members’ daily life. A faculty member with expertise in embodiment, perception, and social processes in the built environment led a workshop on this topic. The workshop explored how cities are designed differently across regions and countries and how they impact human life.

During the session, mentee students reimaged downtown Lubbock using a collage method with city maps, envisioning a more equitable city for all citizens. Afterward,

Table 1. A+STEM Summer Camp

	Day 1	Day 2	Day 3	Day 4	Day 5
DT process	Empathize	Empathize-Define-Ideate	Ideate-Prototype	Prototype-Test	Test
Main activities	Workshop 1: Design Thinking	Workshop 2: Sustainable Society	Designing prototype	Evaluate the prototype	Present the revised model
	Field trip to TTU campus	Workshop 3: Public Wellness	Creating a prototype model	Revise the prototype model	Evaluate the model
					Award ceremony

mentees, mentors, and the project team walked around Texas Tech University campus to observe architectural installations and landscapes designed to promote human life and well-being. For example, mentees were asked how three rows of trees planted on campus influenced the environment, and they answered that the specific landscape design provided shaded spaces where people could relax between the trees and avoid the city's intense summer sunlight.

Day 2. Empathize, Define, and Ideate

The second day started with the "Empathize" stage to reemphasize the importance of understanding the community context. Next, the camp activity was designed to transition into identifying problems within their community, "Define," and generating initial solutions, "Ideate." To achieve these goals, two workshops were held on that day.

The first workshop on Day 2, led by an expert specializing in sustainability and material resonance in architecture, introduced mentees to the concept of sustainability in architectural design. Mentees explored how different building materials create economic, environmental, and political challenges and interact with various construction materials while comparing their sustainability and cost-effectiveness.

The second workshop on Day 2 focused on architectural design for well-being, inclusivity, and accessibility. A health and wellness design expert demonstrated how designs can promote people's well-being. Through hands-on activities, mentees experienced challenges faced by individuals with special needs, such as visual impairments or mobility difficulties, and learned how thoughtful design can improve their quality of life. These hands-on activities included wearing glasses designed to simulate visual impairment and navigating hallways in a wheelchair, among others. When architectural or object designs are created to be more inclusive for a broader population—for example, doors that are easy to open, ramps with lower slopes, or the use of bright colors to highlight potential hazards—these features benefit not only people with disabilities but also the general public. For instance, families with young children can use lower ramps more easily when pushing strollers, and bright, visible designs can help prevent accidents for everyone. Inclusive design, therefore, enhances accessibility, safety, and convenience for all users, not just those with

mobility challenges or visual impairments.

After the two workshops, mentees were presented with an image of an underutilized area in downtown Lubbock (see Figure 1) and asked to identify problems or issues in the space. The mentee students then defined problems and ideated potential solutions for revitalizing the area, incorporating the concepts they had learned from all workshops. In this process, we did not ask or require students to design their models for a specific population; rather, we encouraged them to create more inclusive designs that could serve a broader range of people, for example, from children to older adults. This stage helped the students develop awareness of local challenges and begin the process of ideating solutions.

Day 3. Ideate and Prototype

On the third day, the focus shifted to refining ideas and creating prototype models (see Figure 2). Each team (mentor and mentee[s]) developed a new design for the alley to make it more accessible, equitable for all populations, and culturally vibrant. Mentors guided their mentees in articulating and visualizing their ideas without directly imposing their own suggestions. This allowed each team to create their first prototype models, mostly using paper materials.

Day 4. Prototype and Test

Day 4 was dedicated to receiving feedback and refining prototypes. Each team presented their designs to mentors, peer campers, and the project leaders, including authors and an architectural designer with extensive urban architecture experience. The mentors and project leaders asked questions about the motivations, purpose, and expected outcomes of each design, while also offering suggestions on key considerations such as street layout, visitor flow, noise levels, seasonal weather, and potential city events. This feedback process aligned with the "Test" phase of the DT process. After receiving feedback, the teams revised their models and printed them using 3D printers, with the printed models available for pickup the next day.

Day 5. Final Test and Presentation

On the final day of the camp, students picked up their 3D-printed models from a printing room and returned to the classroom to prepare their presentations. Each team presented their project to all the members

Figure 1. An Underutilized Alley in Downtown Lubbock



Figure 2. Designing Prototype Models

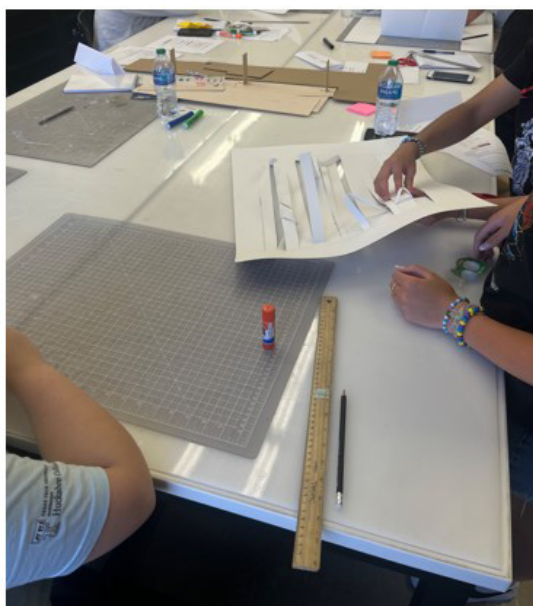


Figure 3. Circa Park, Its 3D Model and Presentation



Table 2. Survey Participant Student Information

Gender	Race	Grade
Male = 2	Either Hispanic or Latino = 3	11th grade = 2
Female = 3	White = 2	10th grade = 2
		9th grade = 1

of the camp. Figure 3 highlights one of the presentations: “Circa Park.” This project proposed a trampoline park for all ages, featuring nine slides of various sizes, three drink stations, and two interconnected slides at the northern end. The design included an upper level soda bar, adding a fun way for visitors to descend to the ground floor. To address the city’s intense summer sunlight, the team designed trampolines using perforated, skinlike tubing and added safety nets to prevent accidents. Bold colors were chosen to enhance visibility, especially for senior citizens. To address the issue of dehydration in the city’s dry climate, the design included hydration stations with water dispensers. The goal of the design was to create a space where families and children could enjoy time together without paying extra money, with a variety of beverage options available at the soda bar and free water available at hydration stations. The mentee who designed the park mentioned that the city lacked a space where children could play with their families, and most family entertainment places are costly. Therefore, he wanted to address the issue in his design.

Potential Impacts on Students and Community

With the approval of the IRB at Texas Tech University, five mentee students participated in both a survey and individual interviews with the first author. The survey was administered at the beginning of the camp, and the interviews took place on the final day of the camp.

Survey Design and Results

The survey aimed to explore participants’ motivation for applying to the summer camp, their expectations about the camp, and their perceptions about themselves. All items utilized a Likert scale, such as participants indicating their level of agreement with statements by selecting from five choices: strongly agree, agree, neutral, disagree, or strongly disagree. Table 2 shows the survey participants’ information.

Regarding their motivation for applying to the camp and expectations about the camp, the survey results showed a mix of enthusiasm and uncertainty among participants. Specifically, all five students expressed

optimism about their chances of success in the camp and were excited to learn the information and skills necessary for the camp's final project. They found the camp engaging, especially the hands-on activities, and showed a strong interest in participating. However, despite their initial excitement, they expressed doubts about applying knowledge and skills gained from the camp to their everyday lives. This result suggests that, although they viewed the camp as a fun and enriching experience, they did not view the activities as directly relevant and impactful for their lives or communities. Consequently, they had low expectations that they could apply the skills and experiences from the camp to contribute to their community. These findings highlighted an opportunity for the project team to foster self-efficacy and confidence in mentees by guiding them to engage in community-based projects through the DT process. Providing local high school students with opportunities to work with mentors and engage in a carefully designed curriculum helped mentees develop a community engagement mindset and self-efficacy, enabling them to see how they could contribute to their local community.

They also rated themselves highly in several areas of confidence, including producing high-quality work, respecting their peers, making independent decisions, and collaborating with others. However, the survey results revealed low self-perceptions in leadership and interpersonal skills. These findings emphasized to mentors the importance of facilitating the design process rather than leading it to ensure that mentees took ownership of the project. Further, to build rapport, mentors were encouraged to engage with mentees in meaningful ways, such as greeting them at the drop-off location in the morning, having lunch together, and accompanying them to their pickup location every day. Additionally, the camp curriculum included activities like team reflection sessions, classroom presentations, and group discussions to foster collaboration and communication throughout the program.

Interview With Mentee Students

We asked five mentee students—Adrian, Milo, Camila, Gemma, and Miranda (all pseudonyms)—about their reasons for applying to the camp, their experiences during the camp and with their mentors, and how the camp had impacted them in their career

path and in any way. They explained that their goal in attending the camp was to get a sense of the architecture field, interact with professionals and mentors to understand career paths in architecture and STEM, and use the camp experience to determine if STEM and/or architecture were the right fit for them.

When asked what resonated with them most, Adrian said, “The camp has allowed me to unleash my creativity.” Similarly, Milo expressed his enthusiasm to “learn how to design,” indicating his excitement to learn architectural design. Camila and Gemma found exploring Texas Tech University campus and several architectural structures inspiring for their final projects. Miranda shared that building relationships with her mentor was essential in deepening her understanding of architecture, developing relevant skills, preparing her for future educational pursuits, and making valuable connections in architecture.

The students were also asked if the camp influenced their interest in pursuing a STEM or architecture-related career. They agreed that the camp influenced their decision to pursue that career path. For instance, Adrian said, “I changed my viewpoint on architecture a little bit, getting to know the benefits of going into architecture and how it impacts society.” This shift highlights his growing recognition of architecture's broader role in shaping communities and addressing societal challenges. Camila shared her desire for creative design work, saying, “I want to do floor plans, like do all the measurements, and things like that, just to create my own building, like from my mind, and what I think what that space would be like. Especially including like the landscape.” Similarly, Milo noted that the camp had made him “more like keen to continue with architecture because it is kind of really showed me what you will be like doing. And it gave me a good insight of what it will be like going through school with architecture,” as it provided clear insight into what to expect in the field.

Regarding their experience with mentors, they commonly expressed their appreciation for the guidance they received. Adrian said,

My mentor was really, really helpful because although he gave me like maybe some advice, he didn't really like take control. He really gave me like that freedom to use my own

mind and figure out how to make things better.

As previously mentioned, roles of mentors were emphasized, which included not giving their mentees answers or ideas, but guiding them to identify problems, ideating their design, and finding where and how to improve their prototype of design so that they would have ownership of their projects. Camila said,

She [Mentor] really helped me like think more like, about how people are going to move around the space, what the space is going to be used for, and really helped me like with the design of the canopy, and how like each line will affect the design that's going to be shown on the floor with the sun.

This response affirms that mentors played a key role in fostering critical thinking, creativity, and problem-solving, while still giving students autonomy to develop their ideas. Miranda also appreciated her mentor's balance between professionalism and approachability, saying, "She's like a great mentor and has a good work ethic that I like to learn from because she can still have fun and likes jokes and likes to laugh around but also gets what she needs to do." This description highlights the importance of building rapport between mentor and mentee while maintaining professional boundaries.

Regarding the most challenging aspects of the project, most students identified the initial design phase as the most complex process. Milo said, "Probably the designing part because there were like many times I really, I did not really know what I was doing and so my mentor really helped me with that." Not just Milo, but other mentees also mentioned similar experiences, highlighting the importance of mentors' roles.

When asked about their plans and views to contribute to their communities, the mentees offered thoughtful responses. Miranda mentioned that the camp had taught her to identify places that needed improvements, reflecting a growing understanding of how her experience through the camp could be applied to real-world challenges. Milo noted, "I see myself contributing to my community because my idea was like a trampoline park because in that area like near LHUCA (The

Louise Hopkins Underwood Center for the Arts, Lubbock), there is like nothing for children to do." His idea demonstrated an awareness of local needs and a desire to address them through design. Adrian emphasized both function and aesthetics, saying,

I think in my community, it's less focused about how architecture looks and more focused on what architecture does. So, in my community, I can help with both and sort of be able to do architecture that has a good function but also good design.

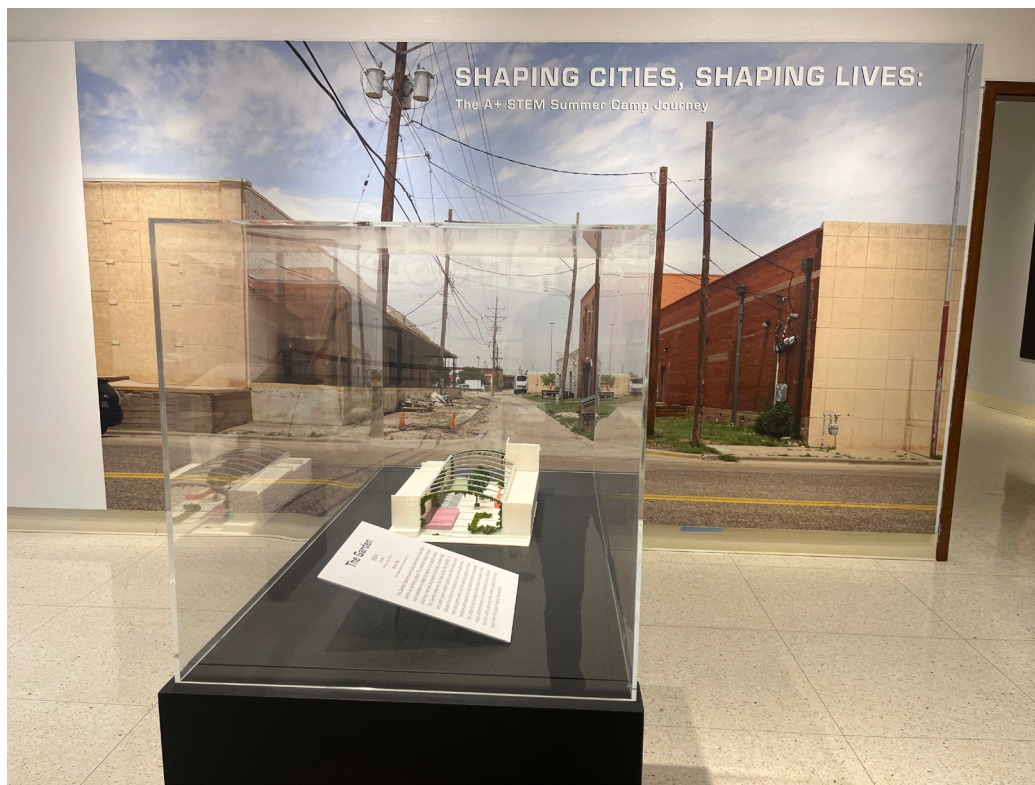
These responses align with contemporary views on socially responsible architecture, where design serves both practical and aesthetic purposes to improve people's lives and communities' well-being (Schiano-Phan & Soares Gonçalves, 2022).

Broadening Community Engagement

To expand community engagement, the final products were showcased at the Texas Tech University Museum in Fall 2024 (see Figure 4). As of the submission of this manuscript, the exhibition was ongoing, having started on November 13, 2024, and scheduled to conclude on January 31, 2025.

Conclusion

The primary goal of this project was to offer high school students the opportunity to design architectural models that positively contribute to their neighborhoods and communities. Using DT as a central framework, the A+STEM summer camp was created to raise awareness of community issues that can be addressed through architectural design, while also promoting the integration of STEM knowledge and skills. This inaugural summer camp successfully brought together local students and experts, yielding promising results that support the three main goals of the project: enhancing students' design thinking skills, cultivating a mindset for community engagement, and fostering positive attitudes toward STEM and architecture. Participating students (mentees) were highly engaged in all camp activities through the iterative DT process and successfully created their own architectural models. Interviews further revealed an increased awareness of community challenges and enhanced career interests, especially in architecture. The project aimed

Figure 4. Texas Tech University Museum Exhibition

to inspire and nurture students' confidence in their ability to contribute to their communities while sparking career aspirations in STEM and architecture through authentic, hands-on, community-engaged projects. The project is noteworthy in that it aimed not only to address community needs but also to cultivate youth participation and awareness of community-engaged work. From our perspective, community-engaged projects are most effective when they are collaboratively designed with community partners to address clearly identified needs. At the same time, it is equally important to support young people in recognizing community needs and to provide opportunities for them to develop the mindset, skills, and interest necessary to contribute meaningfully to their communities. Community-based and place-based projects can play a critical role in fostering this development while also supporting broader community well-being. In this regard, we argue that the summer camp offered a unique and successful opportunity for local youth to engage as emerging community partners and to envision themselves as active contributors to future community-engaged initiatives.

The exhibition at the Texas Tech University Museum provided a broader platform for community members to engage with these issues, showcasing how architectural designs can address local problems. At the time of submitting this manuscript, the exhibition was still ongoing, and we expect that feedback from visitors will offer valuable insights, as a designated station at the museum allows them to leave comments specifically about the project.

Through participation in A+STEM summer camp and close mentorship from undergraduate architecture students, the high school students were able to enhance their skills, competence, and interest in architecture. We believe that this project provided a valuable opportunity for students to connect architectural and STEM knowledge with a community-based project, demonstrating how these skills contribute to building stronger and healthier neighborhoods.

In summary, the summer camp provided participating high school students with hands-on experience in architectural design using the DT process, offering educational opportunities not typically available in a

standard school curriculum. The rapport between students and their mentors fostered a supportive and encouraging learning environment. One of the key aspects of this project was its public outreach effort, with the museum exhibition serving as a platform to showcase the students' achievements and learning journeys to the broader community. The final architectural models created by the students demonstrated the potential of community-based design solutions to improve local neighborhoods.

However, there are areas we aim to improve in the future. Although the students successfully incorporated STEM concepts such as the sun's motion, thermal energy transfer, color visibility, motions, force, and so on into their design, they often failed to explicitly mention these concepts in their presentations. Moving forward, we will place greater emphasis on the integration of STEM aspects into their final products. We administered a survey to see participant students' motivation in joining the camp at the beginning of the camp. In the future, incorporating pre- and postsurveys on participants' design thinking skills, attitudes and career aspirations toward STEM and architecture, as well as their self-perceptions and expectations of the camp, would provide valuable insight into how the camp influences students in these areas. Additionally, the 5-day camp schedule felt rushed, with only one day allocated for revisions of their models. Extending the camp to 2 weeks would allow mentors and mentees more time for exploration, ideation, and refinement of their prototype models. We also would like to include field trips beyond the campus to help students identify real-world issues firsthand, giving them greater ownership over their projects and encouraging more diverse solutions.

We note that the invitation and advertising for the exhibition were not marketed broadly to the public. In the future, the exhibition should be promoted earlier and more widely, with targeted outreach and invitations to community members, public officials, and professionals. We would like to invite representatives from the City of Lubbock and the Lubbock Economic Development office to participate in the summer camp, with the hope that they will share the city's plans and vision with the campers. Their involvement would enhance students' learning by providing expert insights into city planning and design. The foundation's support was limited to one year without the option for extension; therefore, we are currently seeking additional grants to support this project. We have been exploring funding opportunities that offer longer term support and allow for possible modifications to ensure the project's continuity. Since exhibition costs in a museum represent a significant portion of the budget, we are considering an online showcase featuring student video presentations as a more sustainable alternative. Additionally, we plan to restructure the summer camp as a low-cost program—covering only materials and lunch—for high school students, which will help reduce overall expenses while maintaining meaningful learning experiences. With this reduced budget, we are optimistic that securing a grant to support the project will be easier.

Ultimately, the showcase of students' activities and products during the A+STEM summer camp will serve as a strong foundation for future versions of the camp. We look forward to expanding the camp's reach beyond the city of Lubbock and continuing to inspire and empower students to contribute to their communities through the intersection of architecture and STEM.



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A Feminist Phenomenological Analysis of Community Engaged Researchers' Experience of Institutional Support (Dissertation Overview)

Emily Phaup

Abstract

Community-engaged scholars play an important role in public universities' mission to serve the public good, yet their experiences in the academy are not well understood. Although scholarly literature advocates for broad forms of support for community engagement, little is known about how faculty actually experience support strategies. This dissertation (Phaup, 2022) explored and described how community-engaged researchers at a public institution experienced institutional support. Using a hermeneutic qualitative phenomenological design, the study examined faculty experiences through a phenomenological lens. Gender emerged as a significant dimension during analysis, prompting the incorporation of a feminist theoretical lens to interpret power dynamics, inequities, and gendered patterns in the data. This complementary framework enabled a deeper understanding of how institutional structures, positionality, and gender shaped access to and experiences of support. Findings revealed a range of experiences, suggesting that more tailored support, particularly for women and other groups with shared identities, is needed.

Keywords: faculty, institutional support, feminist, phenomenology, community engagement



Existing research about higher education community engagement has explored institutionalization (Colbeck & Weaver, 2008; Franz et al., 2012; Holland, 2009; Moore & Ward, 2010; Vogelgesang et al., 2010) and promotion and tenure systems (Ellison & Eatman, 2008; Foster, 2010; O'Meara, 2006; Vuong et al., 2017) as methods of support for this work. However, these methods take an undifferentiated approach to support for this influential group without understanding the nuanced lived experiences of the individuals affected. Current research overlooks what broader conceptualizations of institutional support mean to the faculty themselves. This study addresses this consequential gap, investigating the experiences of community-engaged scholars at a broad access institution as they relate to institutional support.

The purpose of this hermeneutic qualita-

tive phenomenological study was to explore and describe the way community-engaged researchers experienced institutional support as they worked through unexpected changes associated with the COVID-19 pandemic. The study describes the essence of the experience among community-engaged scholars, emphasizing their subjective experiences, which are grounded in sociocultural contexts. Providing richer understandings of engaged scholars' lived experiences contributes to tailored support for faculty in the field. The central research question explored in the dissertation was, During the COVID-19 pandemic, how do community-engaged researchers at a public research university experience institutional support?

Philosophical Framework

The purpose of this study required a framework attentive to how individuals make meaning of their lived experiences. Through

phenomenological research methodology, the researcher gains insight into the complexities of human experience by slowing down to understand how people interpret the world around them (Finlay, 2009). Hermeneutic phenomenology, grounded in social constructivism, aligns with this emphasis on contextualized meaning-making and therefore served as the philosophical foundation for this research.

Four of the five study participants were women, making gender a salient contextual factor in the study. During analysis, gender emerged as an important dimension of participants' experiences. In response, a feminist theoretical lens was incorporated to interpret the power dynamics, inequities, and gendered patterns revealed in the data. This emergent feminist lens complemented the phenomenological attention to sociocultural context and enabled a deeper understanding of how institutional structures, positionality, and gender shaped access to and experiences of support.

Research Methods

In accordance with the philosophical framework, qualitative methods were employed, including participant interviews and interpretive phenomenological analysis for data collection and analysis. In-depth interviews offered the ability to get as close as possible to the essence of participants' lived experiences to explore their meaning-making. Employing a phenomenological approach, this study identified the essence of life for a community-engaged scholar as described by those who live it.

Data analysis was guided by Heidegger's interpretive phenomenology, with an emphasis on the subjectivity and temporal nature of lived experience (Moran, 2000), and interpretive phenomenological analysis, or IPA, from the field of psychology (Smith & Osborn, 2003). The purpose of IPA is to explore in detail how participants are making sense of their personal and social world, with close attention to the meanings particular experiences and events hold for participants.

Study participants were five faculty members at a broad access institution in the Pacific Northwest. Participants were selected from the same institution to ensure similar cultural contexts. Parameters included a full-time faculty position, scholarship that has been primarily community-engaged, and efforts to engage with community

partners that continued through the crisis events of 2020. Participants were identified by a key community engagement professional at the institution.

Data collection included semistructured interviews in two rounds with each participant, consistent with IPA guidelines for eliciting rich, first-person accounts (Pietkiewicz & Smith, 2014; Smith & Osborn, 2003). Interviews varied in length and were followed by reflective journal/memos and analytic note-taking, which supported an iterative, interpretive engagement with the data throughout the study.

Data analysis for this study followed the four steps of interpretive phenomenological analysis (Smith & Nizza, 2022). These steps included reading and exploratory notes, formulating experiential statements, finding connections and clustering experiential statements, and compiling the table of personal experiential themes.

Results

Participants represented a diverse faculty population spanning five different departments and five different position types, as shown in Table 1. Although all held full-time faculty positions at the same institution with a reputation for a culture of engagement, their experiences with institutional support for their community-engaged research were highly diverse.

Data was analyzed through cross-case thematic analysis using an iterative, interpretive phenomenological process. Multiple readings of transcripts, reflexive memoing, and clustering of experiential statements supported the development of four overarching thematic categories (see Table 2).

Study participants found the most meaning in a supportive campus culture, collaborative relationships, and access to campus resources. However, their access to these institutional supports was inequitable. When they had access to the support they needed, study participants experienced feelings of inclusion, validation, security, and ease in their work, whereas a lack of access to necessary forms of support led to feelings of exclusion, frustration, instability, and devaluation of their work. The COVID-19 pandemic highlighted the inequities among them and drew attention to factors influencing their experiences with support. These factors included faculty position type,

Table 1. Participants' Demographic Data

Participant (pseudonym)	Years in role	Gender	Position	Discipline
Susan	15	Female	Associate professor (non-tenure)	Art
Carol	6	Female	Research associate (non-tenure)	Environmental studies
Steven	12	Male	Professor	Architecture
Mary	5	Female	Assistant professor (non-tenure)	Education
Ashley	3	Female	Assistant professor (tenure-track)	Social work

Table 2. Essential Themes

Categories	Essential themes
“Support is . . .”	Access to resources
	Supportive campus culture
	Relationships
“Support means . . .”	Inclusion or exclusion
	Validation for work that is meaningful
	Frustration or ease
	Equity
	Stability and security
“Support is influenced by . . .”	Discipline and department
	Type of institution
	Faculty position type
	Gender
The COVID-19 context	Transition to virtual interactions
	Changing plans
	Access to resources
	Time factors
	New protocols
	Missing personal connections

academic department, and the culture of engagement at the institution.

Some themes were common across all cases, including the significance of campus culture, access to resources, and the influence of the discipline, department, and institution type on their experience. However, other themes were less common and more important for specific individuals, such as the influence of gender and privilege. The discussion that follows considers the implications of both types of themes in a broader context.

Discussion

This study extends the conversation in the literature by highlighting the lived experience of five community-engaged researchers, adding texture and nuance to the existing understanding of institutional support for community-engaged scholars.

Interviews were often dominated by conversations about factors that influence the participants’ experience. For that reason, findings were interpreted, in part, through a

lens of equity, inclusion, and privilege, particularly related to gender. Correspondingly, critical feminist theory views gender as an omnipresent feature of social life and personal identity, making it inextricable from an analysis of social life (Taylor et al., 2007). Phenomenology centers the voices and lived experiences of participants, who in this case were loud and clear about their experiences being shaped by issues of equity.

Not only does hermeneutic phenomenology support attention to social, cultural, and historic aspects of one's identity, but critique and challenge of power structures are embedded in the foundations of higher education community engagement (Dolgon et al., 2017). The symmetry between the philosophical foundation of this study, the phenomenon itself, and the researcher's identity affirmed the necessity of attending to the inequities among faculty members exposed through data analysis. Specifically, the influence of gender on experiences with institutional support was highlighted in faculty members' stories. For these reasons, the dissertation centered on the experiences of women faculty in community engagement, with a focus on gendered dimensions of institutional support.

Key Arguments

According to the data, the essence of the experience with support for community-engaged research is highly individualized, and making any generalizations would be superficial at best and harmful at worst. Four primary arguments support this understanding: (1) Women's experiences are different, (2) relationships are crucial, (3) context matters, and (4) undifferentiated forms of support are insufficient. The discussion that follows offers rationales for these four arguments and contextualizes them within the existing literature.

1. Women's Experiences Are Different

Through the analysis process, the data revealed gendered dynamics, making a feminist lens the most coherent and rigorous interpretive frame. The results were clear about gender's influence on community-engaged researchers' experience with institutional support. They reinforce Ward's (2010) findings that women's experiences are different. Plaxton-Moore (2021) demonstrated the need for alignment between women's ways of engagement and reward and recognition for community engagement,

and this study expands on her findings to suggest a need for alignment throughout all facets of institutional support. Women carry the weight of community engagement for the institution (Doberneck et al., 2011), yet the institution may not recognize and respond to their unique needs with regard to support.

Despite a lack of attention to gender in participant recruitment, four out of five faculty members in this study were women. Previous literature confirms that this ratio is not a coincidence. Women are, in fact, participating in community engagement in higher education with greater intensity and to a greater degree than their male colleagues (Antonio et al., 2000; Doberneck et al., 2011; Fairbairn, 2019; Turner, 2002). Not only are they participating more, but their ways of engagement, epistemological values, and experiences with community engagement are different (Holland, 2016; O'Meara, 2008; Turner, 2002; Ward, 2010).

During the data analysis process, evidence of the gendered patterns in how community-engaged researchers experienced institutional support was undeniable. The male participant reported institutional freedom and support and did not report feelings of inclusion or exclusion. In contrast, women consistently described navigating limited support through resilience, relational labor, and self-sufficiency. This discrepancy speaks to the intersecting biases experienced by women practicing community-engaged forms of scholarship (Turner, 2002).

Pursuing nontraditional work in the academy while holding marginalized identities presents compounding barriers for women engaged scholars. Not only are women marginalized in the academy for their gender identity, but community-engaged scholarship is often seen as unconnected to core academic work (Checkoway, 2001; O'Meara & Rice, 2005; Rice, 2002) and is also marginalized as a nontraditional academic pursuit. In the face of these challenges, however, women persist. Previous research argues that they do so because they are more committed to the collective than the individual (Ward, 2010). The women in this study have evidenced this commitment by consistently referring back to the institutional motto and values that ground their work within the larger web.

Women are attracted to community-engaged scholarship because its values and

principles are aligned with theirs (Antonio et al., 2000). Reciprocity, social justice, and social accountability (Beaulieu et al., 2018) are driving motivators for women scholars and also align with the public purpose mission of the institution in this study. This alignment should provide insight for institutional leaders to recognize and respond to the unique forms of support that are meaningful for women.

Strengthening the institution's community engagement agenda requires closer attention to the women who are performing a significant amount of the work. They need institutional support that accommodates relationship building and facilitates a sense of belonging in their work setting. Considering support through the lens of community-engaged scholarship would attend to reciprocity, sustainable relationships, reflection, equity, and centering marginalized voices. This approach would bring greater alignment between the institution's aspirational mission and the actual work and needs of the women shouldering the weight of the work. An authentic approach to institutional support would provide greater attention to the marginalized faculty persisting through intersecting barriers. Women should not have to be "scrappy" and resilient to be successful in their community-engaged scholarship that holds up the legacy of the institution.

2. Relationships Are Crucial

The women in this study consistently described their relationships with colleagues and community partners as valuable sources of support. Although they could look past challenges with funding and administrative offices, it was their relationships that appeared to have the greatest influence on their experiences. Undoubtedly, Plaxton-Moore (2021) was right when she argued that a sense of connectedness is highly valued in women's community-engaged scholarship.

In addition to explicit descriptions of the valuable relationships in their work lives, there was a conspicuous difference in the way the women spoke about their work compared to the male participant, who described support for his community engagement work from an individual perspective. The women, on the other hand, described their work collectively. The relationships women have in their community-engaged research were connected to feelings of joy,

comfort, and security. When the relationships were absent, they experienced despair, instability, and isolation. These differing experiences speak to women's need for rootedness and connectedness, as Plaxton-Moore (2021) asserted.

Higher education settings, generally, can cause feelings of social isolation (Pifer, 2011), with a common narrative of faculty as lone rangers (O'Meara et al., 2008). Adding marginalized identities and non-traditional approaches to scholarly work to this equation only exacerbates the feelings of marginality for women engaged scholars (Lindholm, 2003). Furthermore, women who pursue community-engaged scholarly agendas identify with the field's values, like reciprocity, contributing to the significance of relationships in their work. Previous research in higher education is clear that communal factors like academic department (Campbell & O'Meara, 2014), sense of community (van Lankveld et al., 2017), and group norms (Hora, 2008) influence faculty experiences. The data in this study suggest these factors are particularly salient for women engaged scholars.

There is evidence that social support for faculty improves their experiences and that relationships are of utmost importance for women participating in community-engaged research. Not only are relationships a crucial form of support for women, but they are an essential component of community-engaged research. Nonetheless, there are disparities in access to supportive relationships and networks among faculty. One of the clearest disparities, for this group of faculty, was in the departmental context. An approach to institutional support that honors the needs of women would prioritize resources and environments that facilitate and accommodate relationship building.

3. Context Matters

The contextual setting surrounding the community-engaged researchers in this study influenced their experience of institutional support. The most prominent factors included the type of institution, the disciplinary department, and the type of faculty position. For women in particular, a sense of rootedness and deep belonging are important factors in their experience with community engagement (Plaxton-Moore, 2021). Although literature in the higher education field broadly is clear about the significance of contextual factors (Englund

et al., 2018; Jawitz, 2009; Lee, 2004; Pifer et al., 2015) the scholarship of engagement has yet to fully investigate their influence on the experience of community-engaged scholars specifically.

Institution Type. The type of institution makes a difference in faculty experiences with support. The faculty in this study were drawn to this campus because it was a broad access institution with a mission supportive of community engagement. Faculty felt grounded in the campus culture associated with those distinctions. Broad access institutions play a crucial role in increasing educational equity by expanding access to postsecondary education for students who have historically been excluded (Klempin & Karp, 2018). It comes as no surprise that educators who identify with the core values of community engagement, including social justice and social responsibility, would feel at home in this type of educational setting. Ward (2010) explained that community-engaged scholarship is motivated, for women, by their sense of rootedness in place and an overpowering sense of responsibility to others. A broad access institution with a commitment to community engagement offers alignment with these values and lends itself to this sense of rootedness.

The institution in this study has a notable history and reputation for community engagement. A strength at this institution was the true commitment to community engagement and faculty members who stood firmly behind that mission. This commitment came through in nearly all interviews with faculty members as they routinely mentioned the university's motto and its significance in their work and in the lives of their students. However, the institutional values do not seem to translate through to the departmental level, where faculty are most impacted. Although the faculty expressed empathy and understanding for the constraints at the institutional level, they were not as forgiving in the departmental context.

The scholarship of engagement continues to explore the various approaches to institutionalizing community engagement, and this university has been successful in creating a culture of engagement. The faculty in this study stand behind the institution's mission and values and describe supportive elements at the institutional level. However, public broad access institutions are dependent on limited public funding, are often

underresourced, and are vulnerable to economic downturns (Jenkins & Rodriguez, 2013). Indeed, funding was a common challenge described by faculty in this study. Nonetheless, the faculty were invested in the institutional mission and were sensitive to the financial constraints. Consequently, they were willing to be self-sufficient and find resources for their projects when institutional support was lacking.

Institutional Infrastructure. Although the faculty in this study found the campus culture and characteristics of a broad access institution to be supportive of their community-engaged research in a general sense, the institutional infrastructure had a greater influence on the day-to-day experience for most. Finding suitable logistical support for their research and a supportive socio-cultural climate were both connected to the departmental context. The differences between faculty members' home departments led to great variability in their experience with institutional support, making it more or less difficult to pursue their community-engaged research.

Not surprisingly, all faculty in this study mentioned administrative offices on campus as potential sources of support for their work. The institution's research office and business office were seen as necessary logistical resources to carry out their grant-funded research projects. However, faculty described these offices as unstable, inefficient, and not functional. These challenges contributed to strong feelings of frustration and even mystery and confusion. Uniquely, Ashley's department was equipped with its own robust research support infrastructure. This office provided individualized support with accessible staff and resources that contributed to a sense of ease and comfort in the research process.

Ashley's unique experience highlights the significance of the departmental context. For the women in the study, more than logistical support, the sociocultural conditions in the department had a meaningful influence on their experience. Feelings of inclusion or exclusion were associated with the relational climate of the department. Recognizing that women participating in community engagement seek deep belonging (Plaxton-Moore, 2021), the outcasting and exclusion that several women in this study experienced in their department suggests a harmful misalignment between their values and their daily contextual setting.

Faculty need both logistical support and social support at the departmental level. The significance of the structural and sociocultural conditions of the department is acknowledged in the higher education literature (Englund et al., 2018) but is underrecognized in the scholarship of engagement. The organizational structure of the university is included in key factors for institutionalizing community engagement (Furco et al., 2009; Gelmon et al., 2005; Holland, 1997; Kecskes, 2008; Saltmarsh, 2019), but the magnitude of the department's influence on faculty experiences is not explicitly identified. This omission is, perhaps, a result of the literature focusing on a universal approach to support while overlooking the distinct needs of women in the field.

Position Type. The faculty in this study held position types across the academic spectrum, and the difference among their experiences was undeniable. Whereas Steven experienced a compelling sense of freedom as an endowed professor, Mary described an inequitable distribution of labor that impacted how she spent her time. The type of position either supports or inhibits the faculty member's ability to participate in community-engaged research.

Faculty with secure and sustainable funding for their position, like the male participant, have more time available to pursue grant funding for their research projects. Meanwhile, faculty who must fund their own position have added restrictions on their time. Similarly, non-tenure-track faculty have more teaching responsibilities, especially when tenure-track faculty have course buy-outs to accommodate their research. Beyond time and availability, these differences contribute to the consequential experiences of inclusion and exclusion in their department, at least for the women in this study. Those with secure funding and tenure-track status experienced more legitimacy and recognition in their department than others.

Although the non-tenure-track faculty in this study felt their experience with community-engaged research would be improved if they held tenure-track positions, previous research found that lower ranking faculty demonstrate the highest levels of commitment to community engagement activities (Antonio et al., 2000). Similar to the discrepancy found between gender and institutional support, this juxtaposition

contributes to the misalignment between the values and contexts of community-engaged researchers. If lower ranking faculty are most committed to community engagement, attention needs to be given to their particular needs for support to reduce the difficulty they experience.

The contextual setting plays an important role in faculty experiences with institutional support for their community-engaged research. However, a supportive campus culture and institutional leadership are not enough. Faculty need support throughout the institutional infrastructure, including administrative offices and disciplinary departments. Additionally, the way faculty positions are funded and situated within the university contributes to, or detracts from, faculty's ability to access institutional support. Faculty experiences would be improved with a coordinated effort to align all campus offices and departments with the institution's advocacy for community engagement. Such alignment would ensure all faculty have equitable access to the support they need to carry out their community-engaged research.

4. Undifferentiated Forms of Support Are Insufficient

The faculty in this study each had distinct needs concerning institutional support, with a lack of consistency in their experiences. These needs are influenced by a variety of factors, including their personal lives and identities, as well as contextual factors in their work environment. Research about institutional support for community-engaged faculty has largely focused on institution-wide support from the leadership level while neglecting to understand the nuanced experience of individual faculty members. This study highlights the unique experiences of five faculty members and the factors that influence them. The differences among them point to the need to reconsider the undifferentiated approach and consider more tailored forms of support that promote equitable access among all faculty.

The research reinforced that experiences among faculty vary based on their faculty position type and their department, among other contextual factors. Those with endowed positions and tenured professor ranks experience a sense of security, freedom, and validation, whereas those with a non-tenure-track position without a collegial group struggled. In yet a different experience, a

participant in a department with a research office of its own received specialized support for research. The contextual environments often determined the support available to each and their process of accessing needed forms of support, which was easier for some than others.

The inequities resulting from these contextual institutional factors are compounded by the marginalized personal identities and lived experiences of the faculty in this study. In addition to the influence of gender, described above, the home life of faculty impacted their experience with support. Most notably, two participants acknowledged the additional challenges women face as mothers. Women's choices and flexibility in their work environment are restricted by their roles as mothers, and the added responsibility can leave them feeling pulled in many directions, impacting their feelings of success.

Two participants in this study did, in fact, name the privilege they experienced in their roles. Among other factors, this privilege was attributed to the exceptional training received in a doctoral program and the freedom in family life, compared to mothers of young children. The male participant expressed gratitude for the unique privilege he experiences in his role at the university. He understands the unique freedom he has with an endowed tenured position. Those with less privilege in their roles need greater access to the institutional support that others are more easily accessing. They may also need differentiated forms of support based on their histories, personal lives, and

contextual positioning at the institution, among other factors.

The literature about institutional support for community-engaged scholars presents a one-size-fits-all approach. However, this study demonstrates how the unique needs of individual faculty members necessitate differentiated forms of support. Faculty members' needs are influenced, in part, by personal identities and positionality within the institution, some of which come with privilege while others are disadvantaged. Certain privileges lead to greater access to and benefits from institutional support, creating inequitable experiences for community-engaged scholars. Therefore, institutional support needs to account for the varied histories and contexts of each individual rather than providing undifferentiated systematic supports to all community-engaged researchers.

Conclusion

This study demonstrates that institutional support for community-engaged researchers is experienced in highly individualized and inequitable ways, shaped by gender, positionality, departments, and roles. The findings highlight the saliency of contextual factors, the significance of relationships, and the individuality of community-engaged researchers' needs. As institutional leaders continue the meaningful work of refining their approach to support for community-engaged faculty, the findings in this study offer important insights to consider in building out more equitable, nuanced strategies.



About the Author

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