



Undergraduate Community Psychology Research Practice:
The Story of the Community Narrative Research Project at Rhodes College

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experiences meaningful in a cultural community. *Anna Manoogian*, J.D. candidate at Boston University School of Law. Anna recently graduated from Rhodes College in Memphis, Tennessee where she earned a B.A. in psychology and participated on the Community Narrative Research Team from 2016-2018. *Anna Baker-Olson*, fourth-year undergraduate student at Rhodes College. She will graduate in the Spring of 2019 with a B.A. in psychology and political science, in addition to a minor in gender and sexuality studies. She has been a member of the Community Narrative Research Team for three years and is currently conducting honors research using this data in order to examine Bonner students' navigation of personal and societal boundaries during their community engagement. *Bianca Branch*, native Memphian and senior at Rhodes College majoring in Psychology. She became a member of the Community Narrative Research Team as part of summer fellowship in 2017 and has since presented alongside her team at the 2017 AME conference in St. Louis and in a community psychology webinar focused on undergraduate competences and practices. After graduation, Bianca is considering a career in clinical counseling. *Adele V. Malpert*, doctoral student in Community Research and Action at Vanderbilt University Peabody College specializing in Education and Youth Development. Prior to her graduate studies, Adele earned a B.A. with Honors (2015) in psychology from Rhodes College. Adele's research centers on promoting positive youth development and youth voice through out-of-school time programming and youth participatory action research. Additional research interests include: youth narrative and storytelling, attendance and engagement, community engagement, youth academic and professional development, and evaluation. *Karina Henderson*, alum of Rhodes College, class of 2018. At Rhodes she studied English literature and creative writing, as well as anthropology and sociology. Additionally, Karina served as a Bonner Scholar during her four years at Rhodes. As a Bonner Scholar, Karina worked with the Refugee Empowerment Program and served as a Rhodes Bonner Scholar Intern her senior year. Through the Community Narratives Research Project (CNRP), Karina focused on understanding the relationships between Bonner Scholars and their mentors and supervisors. Her involvement with the CNRP strengthened her passion for service learning and her work as a Bonner Scholar. Karina now attends Northwestern University,

and is working towards receiving a Master's degree in Higher Education Administration and Policy. *Remi Parker*, junior psychology major and religious studies minor on the pre-medicine track at Rhodes College, Memphis, TN. Parker is also a Bonner Scholar recipient, which has enabled her to complete 280 hours of service per academic year, as well as two summers of service dedicated to her academic and personal interests, such as women's reproductive health. Through her service she has had the opportunity to write grants, act as a patient advocate and educator, work under both midwives and OBGYNs, and train as a birthing doula. These experiences as a Bonner scholar guide Parker in her contributions to the Community Narratives Research Team.

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Abstract

The Community Narrative Research Project (CNRP) is an undergraduate action research initiative focused on undergraduate students' experiences of community engagement over time. At the center of the project is the collection and analysis of narratives written by Bonner Scholars at Rhodes College over their four years working in Memphis communities as part of their scholarship. This paper describes the participatory community research model that has evolved in the CNRP, including the voices of undergraduate student leaders in the Bonner Scholars program and undergraduate researchers in developmental and community psychology. We focus on the community of practice that has emerged in our team, and how this community grounds our interpretive and longitudinal analysis of the narratives we examine. Our discussion of the data analysis process, including students' engagement with coding and reliability, illustrates the methodological repertoire that undergraduates develop in a community of practice and that is scaffolded by more experienced faculty and senior student researchers. Undergraduate students build the community psychology research and practice competencies that are often understood to be part of graduate student development. We are able to ask creative research questions informed by our unique and shared experiences, as well as our deep understanding of the data. We feature individual accounts by each of the six student authors to illustrate our research practice and share the experiences of team members. We offer practices that may be adapted to other undergraduate research contexts, and we discuss challenges and supports needed to sustain participatory action research with undergraduate students.

Over the last decade, community psychologists have elaborated an understanding of research and practice competencies for our field, as well as the types of academic training and field experiences students need to develop these competencies (Dalton & Wolfe, 2012; Haber et al., 2017). These conversations have largely focused on graduate education, describing effective models and generating ideas for building capacity within masters and doctoral programs (Faust, Haber, Christens, & Legler, 2017). Here, in the story of the Community Narrative Research Project told collectively by undergraduate students and faculty on our

team – and in individual accounts by team members – we extend this discussion to the development of research and practice skills in community psychology at the undergraduate level.

We begin with a brief review of recent conversations among community psychologists that support our efforts to include undergraduate students as collaborators in a research project. Following this, we describe how our research has evolved over five years, focusing on six features of our practice, and explaining how each of these has been enhanced by the inclusion of undergraduates on our research

Raelin (2016) wrote that a collaborative effort is “seldom orderly; it is irregular and provisional. The activity chain may shift, may be broken, or may even end in an unresolved conflict as new structures, data, and relations become salient. However, activity may resume as participants decide whether or not to negotiate a new set of understandings to continue the effort” (p. 143).

In order to engage in a collaborative effort then, we must be willing to confront and embrace uncertainty. Raelin (2016) wrote that people freely engaging may “disrupt the efficient order of things or they may challenge individual security, but it is through the confronting of uncertainty that they recognize the interdependence of themselves and others” (p. 137-138). On our team, the activity chain has shifted, and the efficient order of things has been disrupted many times. The CNRP has developed and evolved, first looking at benefit finding in the narratives, then exploring civic identity, implications for service learning, boundaries, and power and agency.

Sometimes it feels as if each time we identify a new theme or possible area for exploration, we are set back in our analysis process. However, being open to these “disruptions” fosters an environment in which collaborative agency thrives, and it makes the data analyses richer in the long run. It is a balancing act, however, as we do need to move the work forward and finish discrete projects. College support for student summer undergraduate research fellowships has enabled us to move forward considerably. Undergraduate honors research projects and the structures surrounding them, including college and department deadlines, have also been useful. Anna Baker-Olson’s story below represents both forms of support and emphasizes the undergraduate student as collaborator and colleague.

Students as collaborators on the team: experience of a third-year team member.

As part of my (Anna Baker-Olson’s) summer work with the team, I had the opportunity to go to Saint Louis University and meet with their community engagement office and with Dr. Bryan Sokol, a developmental psychologist who directs the program. His office had produced papers that we had read over the summer that spoke to some of the key connections we were seeing in the stories between agency and service learning, and Dr. Walton suggested that we should try to get a better understanding of their program and their approach to their scholarship. This made sense to me until she said that I should go to SLU as part of my summer fellowship. I found the idea of going alone to represent the team and discuss our work with other “real” researchers to be very daunting. While I was used to being taken seriously within the confines of our team, I assumed that once we left the office or the campus, the task of discussing our work and exchanging new ideas with other scholars would be for Dr. Thomas and Dr. Walton. The trust and confidence with which they sent me to SLU showed me that equal participation and collaboration extended beyond our team meetings not just in theory, but in practice as well. As a collaborator on the CNRP team, I have come to understand that being undergraduate students does not have to limit the kind of work we can do, and that we can both learn from, and contribute to, the research project at the same time.

Since that summer visit to St. Louis, I’ve had the opportunity to develop and investigate my own question concerning the data, in preparation for an honors thesis. Building on the team’s work around agency, I became interested in the way power and agency played out in the relationships between Bonner scholars and patrons at community sites. In some stories, Bonners would refer to patrons as friends, in others, Bonners were harassed by patrons. Sometimes moments of

patron self-disclosure were reciprocated by the Bonners, and other times the Bonner felt uncomfortable. I became interested in investigating the ways in which Bonners navigated relational intimacy in their service sites in a way that maintained personal boundaries while also performing the social justice work that inherently involves social boundary-crossing.

D. Building our Methodological “Chops”: Reliability in an Interpretive Community

Undergraduate students can become collaborators and colleagues in community psychology practice and research, yet the training process is necessarily intensive and may not be supported fully by undergraduate psychology curricula. Work with narrative data presents a different set of challenges to reliability and validity, for example, than the challenges faced by researchers who construct surveys or questionnaires that establish in advance the categories of responses that participants can make. Interdisciplinary collaboration and perspectives have served us well. The methodological and epistemological questions that arise when we face these challenges with student researchers from different liberal arts disciplines have been important to our research process and to the professional development of student, staff, and faculty members of the team.

Several student members of our research teams over the past four years have been psychology majors, whose courses in statistics and research methods have encouraged them to think about inter-rater reliability and predictive validity, but these courses have rarely encouraged them to question the questions posed or the selection of possible responses imposed by the researchers. Other student members of the research team have been English, educational studies, economics, political science, and urban studies majors. These students are

learning different methods of inquiry and when such a diverse group sits around a table to consider how we will approach our data, we find ourselves discussing epistemological underpinnings of different research traditions. We are not just developing skills in research methods; we are investigating research methodologies. We have formed an electronic folder for a growing collection of articles we felt that we needed to read and discuss about the many ways that other researchers have worked with narrative and other free-response data.

Our methods have evolved as we revived these discussions every time seniors graduated and new students joined our team. Faculty on the team (who do not graduate and get replaced) were tempted to see the repeats of these discussions as impediments to progress, but we have come to understand that regular discussions about how our methods of inquiry are related to our research goals and to our epistemological grounding have turned out to be a critical part of the research.

As we focus our attention on more and more specific research questions, we attempt to identify recurring themes and to find ways to identify those reliably. Although we do not conceive of our work as hypothesis testing, we do find it useful in some cases to count features of stories and to consider how those counts may differ at different points in the students' college career or in different types of service activities. We attempt to ground this more quantitative work with an assessment of coding reliability. Our approach to reliability, however, is guided by an interpretive bent.

Once we have identified features of the stories we wish to code (for example, an author's concern with collaborative agency), we select a sample of stories and independently code for these features. Discussion of our independent coding leads to

the development and refinement of a written coding manual. See Appendix B for an example of a coding manual that we developed for coding collaborative agency in the narratives.

Then we utilize the coding manual that we have developed to code an additional set of the stories. We bring these coded stories to a team discussion in which we identify all disagreements in our coding. These coding 'misses' are classified in three types. Sometimes we find disagreements we call *sleepiness errors*, where all team members can clearly see which coder missed the feature we were coding. A second set of disagreements are a result of *genuine ambiguity* in the author's narrative, where each coder can clearly see both ways of interpreting the text, and where we suspect that the author may have intended either meaning or may have been deliberately ambiguous. The third kind of coding disagreement occurs when we have not been clear among ourselves about what we are trying to do. *Category vagueness* misses bring us to a recognition that we need to refine our thinking about what we mean by the categories we established. Once a discussion of our interpretive differences leads us to clarify our categories, we select a new set of stories to code independently, and we repeat the above process. We continue to do this until none of our misses fall into the third category, and we are confident that our coding system is reflecting what we believe our authors are communicating in their narratives.

The procedure described above is similar to procedures that psychologists often use to document the reliability of their analysis. Our use of the procedure serves a different end; we seek to refine our understanding and to maximize the benefits that accrue from having members of our research team who approach the stories from different positions. With the exception of the occasional 'sleepiness errors,' we do not understand

disagreements between independent coders to be reliability failures. We are respectful of genuine ambiguity in the stories our authors share, and we are respectful of the possibilities for multiple interpretations of various features of those stories. Our practice of independent coding, followed by discussion of differences, repeats until we are satisfied that the differences among us have been discussed and incorporated into our analysis. The procedure is a hybrid of consensus coding and inter-coder reliability assessment.

The procedures for assessing reliability refine our understandings as a team, and they rely on the strengths of individual team members. These themes are illustrated in Bianca's account, highlighting some of the struggles she faced to identify these strengths in her own contributions. In sharing this account, we emphasize the real challenges and investments made in an intensive process of becoming an experienced researcher and contributing member of an interpretive community.

Data analysis in an interpretive community: Experiences of a second-year team member and graduating senior. My (Bianca's) experience as part of the CNRP has been one characterized by continual personal negotiation and reinterpretation. Officially, I started working with data during a summer fellowship, but I began my introduction by joining the prior semester weekly research meetings to become more familiar with the team as well as observing their community of practice. During the summer, my peers and I began by trying to establish reliability coding for relational features within the stories and then moved into independent close reading. Working with qualitative data was not only novel but so drastically different from the research methods employed in my previous research courses. As I began working, I found myself without a framework and unsure about how to approach analyzing the data.

Many days I walked away with more questions than when I began and few concrete results, or so I thought, to present at meetings. Often, I was plagued by a feeling that I was not producing substantive work. Truthfully, I was intimidated by how naturally my peer researchers discoursed with Dr. Walton and Dr. Thomas. They seemed so confident in their knowledge of the data and theoretical framework and their contribution was evident. I became dejected that my work and progress did not mirror that of my co-researchers and indicated so in my weekly fellowship logs. After one meeting, I broached my insecurities with Dr. Thomas and she shared a narrative of her own experience. This conversation reinforced my understanding that the very nature of this work is characterized and strengthened by the differences that each member brings. Although my work may evolve differently, it is this difference that gives our work the nuance that is critical to its substance.

Dr. Walton, Dr. Thomas, and the entire CNRP team helped me see that someone else's strength was not my weakness and that what made our work so diverse was that we each approached the process differently and that it was this dialogue of differences that brought greater depth and evaluation. Our process of working with narrative data is not linear but is constituted by a continuous, reiterative process of interpretation, negotiation, and collaboration. This type of work naturally engenders a high level of interdependence on one's co-researchers that is critical for creating an interpretive community that broadens the scope of our evaluation. Throughout the summer, I learned to lean on my peers, to dialogue and value collaboration with my team, and to trust my own observations and knowledge about the stories. Yet, it is important to note that this, like our work, is never complete but rather a continual process which I am constantly navigating. What I have come to appreciate most about the CNRP is that our team is a

space of boundary crossing with traditional professor and student power dynamics in which students are encouraged to take ownership of the collaborative and creative process of shaping and evolving the research.

E. Our Participatory Model Evolving Over Time

The participatory nature of the CNRP is something that continues to evolve over time, and it has been a process of adaptation. Bonner Scholars are essential to the team, yet some students who have wanted to participate have also had multiple academic and leadership commitments that made it impossible to commit to weekly research practice and meetings. Over time, we have created formal roles and they have become advisors and consultants to the project. We have also been intentional in assessing our practice over time. We rely on ongoing collaborative partnerships with multiple stakeholders and a model that promotes program accountability and improvement (Dalton & Wolfe, 2012). Adele completed an honors thesis three years ago that identified strengths of our participatory model, but also a need for greater dialogue with the larger Bonner Scholar community. This honors project led to a number of improvements in our practice, including more meaningful engagement with the team. Adele describes that project, and our evolution as a team, in the account below.

Reflections from the beginning of the project: a former team member and graduate student's account. Nearly 5 years after joining the CNRP team as an undergraduate student, and three years after leaving the CNRP to pursue a career in community psychology, I (Adele) often find myself reflecting on the CNRP and its lasting effects on my personal and professional development. My experience in the CNRP was transformative and allowed me to build lasting connections between my

undergraduate coursework, research methodology, personal and professional relationships, and my emerging identity as an academic researcher. This transformational quality in my education was unique to the CNRP and emerged directly from the structure and methods of the project.

The CNRP felt vastly different from my past experiences. The team-based structure and participatory methodologies of the team allowed me to shed disempowering roles of student or research assistant and take on the group's shared role of team members. Encouraged to openly share differences in understanding, values, and epistemology as they emerged in the research process, I became an active contributor to knowledge creation and an expert in my own experiences. I found myself engaging more meaningfully with faculty and staff, but most importantly with peers both within the research team and in the Bonner Program. I began to value other students as experts, and I recognized that our learning trajectories could run together rather than in parallel.

As I grew aware of my own learning and transformation within the CNRP team, I also recognized that the project was having transformative effects on the individuals and groups around me. I became increasingly interested in studying the ways in which the narrative and participatory methodologies undergirding the CNRP were shaping project stakeholders (within the team, in connections with the Bonner Program, and in the university more broadly). I was encouraged to capitalize on this interest by completing an honors thesis to intentionally evaluate our practice. I conducted in-depth interviews with all members of the CNRP, focus groups with Bonner Scholars, and an analysis of Bonner narratives to triangulate understanding of the effects of the project on learning. I emphasized connections between learning and action, identifying opportunities

for CNRP methods to promote change within the team and the Bonner Scholars program.

Overall, findings identified strengths with the CNRP. However, findings also supported a need for stronger connection with the larger Bonner Scholar community. Bonner Scholar participants reported feeling disconnected from the research process, while Bonner Scholars research team members felt overconnected to the research process (e.g., uncomfortable about access to data about their peers, unbalanced power and knowledge about the research). When I presented my findings to the research team, they served as a catalyst for collaborative change. We began formal discussions with the Bonner Community to brainstorm effective ways to restructure our process, ultimately creating a new advisory board for the project. We also began to discuss future processes for reflexive practice within the CNRP, opening the door for future evaluative projects. For the first time in my academic history, I was able to envision both actual and potential impacts of my work.

F. New Forms of Participatory Practice

Adele's honors project led us to create a new advisory committee that enabled Bonner scholars to participate more fully in the research processes without working directly with data. In keeping with the community psychology practice competency of Ethical Reflective Practice, we consulted with them extensively around data collection and the ethics of our practice (Dalton & Wolfe, 2012). Confidentiality is something we have always taken very seriously. Stories are stripped of the author's name and assigned a number instead. But as new Bonner Scholars joined the team, we were not sure what measures would be adequate to make sure that students were not reading peer stories and identifying authors. The advisory committee helped us to think about an appropriate time delay, so that the stories we are reading are

not written by students currently on campus with us.

The greatest aspect of the CNRP continues to be the diversity of the team. It is important to have Bonner Scholars on the research team, especially Bonners who hold positions in leadership, such as the Bonner senior interns. Not only do Bonners provide nuanced insight into the program, but they use the CNRP data to inform how they make steps to improve the Bonner Scholars program as a whole. Challenges that students experience and observe in the sites of their community engagement emerge clearly in the narratives. Yet the narratives do not provide instructions for how to address these challenges. This requires nuanced, contextual understanding. For example, sexual harassment emerged as an issue that many students grappled with in community sites. In the university context, there are clear policies and procedures that can be enacted to create safer campus climates and adjudicate violations. This is a much more complex thing to navigate with multiple community partners and sites, and it requires cultural humility and sensitivity. Karina, a member of our research team and a Bonner Senior Leader, shares how the work of the CNRP has been taken up by the Bonner Program in her account below.

Bonner student leadership: experience of a second-year team member and

graduating Bonner senior leader. Due to confidentiality requirements, I (Karina) was unable to read the narratives written by my current Bonner peers. Despite this, I found reading the narratives from past Bonners helpful, more so than I initially expected. As a senior Bonner intern, I have extensive knowledge of the nonprofits Bonners work with in Memphis. It was easy for me to recognize which service sites the Bonners wrote about in their narratives, even when the site was not explicitly named. I became interested in looking at the ways in which Bonners interact with their service sites and

site supervisors. After reading only a few waves of data collection, I found consistent patterns of students at particular service sites having similar conflicts, typically conflicts involving site supervisors and/or the patrons. One such conflict concerned sexual harassment experienced by Bonner students. As an intern, I used these patterns from past Bonners to explore whether or not current Bonners were having the same conflicts. Many current Bonners were experiencing or had experienced some form of sexual harassment or uncomfortable situation at the service site I recognized from the data. Using the data as support, I was then able to work with the Bonner director to develop programming to address the problem. Together, we led a meeting for Bonners to discuss how to report sexual harassment or assault on campus, as well as how to handle such a situation at their service sites. As a result of my work with the CNRP, the Bonner Scholars program will now have a mandatory training on sexual harassment and assault during first-year Bonners' orientation week. While such an issue should be addressed regardless of supporting data, the narratives made it easier to locate which sites were having the most problems. As a result, the Bonner director knew which service sites to schedule meetings with to speak with their executive directors in order to further investigate the issues.

Our participatory model continues to evolve. Since the Bonner program at Rhodes recently hired a new director, collaboration with the CNRP will give the new director a sturdy foundation. Collaboration in the future will stress the importance of maintaining relationships with Rhodes's community partners. Patterns in data have already indicated that there are common themes of satisfaction and dissatisfaction within specific service sites. Support from the CNRP data on service sites has, and may continue to, improve the Bonner Scholars program's relationships with its partners. Finally,

through the support of the CNRP, the college has evidence of the importance of the Bonner Scholars to the campus and the greater Memphis community.

Challenges and Supports Needed to Sustain Our Work

Karina's student leadership provides an example of how the CNRP connects to organizational learning and change in our campus community. The CNRP continues to work with Bonner staff and student leaders to strengthen community partnerships in Memphis and strengthen support for the Bonner scholars and the scholarship program at Rhodes. Yet sustaining the project can be a challenge.

Undergraduate students are often introduced to research or find their own interests in research as juniors or seniors. To faculty and students alike, it can feel like just as we get going, it is time for graduation. We are challenged to make sure that knowledge and skills that are developed in the team are passed down through peer mentoring and training. In the CNRP, for example, students on the team develop nuanced understandings around coding written narratives, and they come to make expert judgments around reliability issues. This expertise must be passed down in structured and regular practice between students to be a sustainable model for research.

Undergraduate research is valued at our primarily undergraduate liberal arts college. Yet the models of undergraduate participation in research in our home department have not included qualitative methods or action research strategies. Interpretive and participatory strategies, while core to the field of community psychology, challenge norms for faculty scholarship and undergrad psychology research at our institution. We have struggled to make our work legible to other faculty and

students, and our curriculum currently is limited in how it prepares students to think about the practice of science in complex social and political contexts. Our research methods courses utilize post-positivist epistemologies and value internal validity in laboratory experimentation above all other standards by which research may be judged. I (Elizabeth) am the only community psychologist in the department, and I believe that the ongoing interdisciplinary collaboration between myself and a developmental psychologist (Marsha), along with strong student leaders in the department, are making space for new conversations. I do not know that I could have facilitated this change on my own; I know it would have been lonely and isolating. As our team presents work at departmental research seminars and at national and international conferences, we are experiencing recognition and growing respect for the work. We feel hopeful that our department is becoming a more welcoming place for diverse research programs.

Larger institutional barriers to undergraduate action research exist as well. Colleges and universities are deeply hierarchical, and our work presents challenges to existing structures. As community psychologists, we work in ways that include power sharing between professors and students and encourage collaboration over individual competition. Additionally, there have been challenges related to turning the lens of our action research on our own campus. Even as we generate insights that are deemed useful by stakeholders on the campus, there are role tensions when offering recommendations. The information we disseminate is not neutral, and it is certainly not perceived that way. As an associate professor and professor (Elizabeth and Marsha), we have some important protections. Assistant professors and administrative staff are less insulated, and we know that at other institutions,

sharing data about students' experiences around power, race, and social class on campus has been perceived as threatening (Langhout, 2015). Assistant professors are told regularly to "wait" to do this kind of integrative work that combines engaged teaching and scholarship, even though this is the creative work that feeds our souls, pushes us to continue to learn and innovate, and contributes directly to setting and organizational change.

Student and faculty voices contributing to organizational learning and change within the university are both a challenge and opportunity. We are encouraged by community psychologists who are more frequently speaking about our own institutional hierarchies and structures and interrogating our own social positions and relationships within the academy (Langhout, 2015; Lichty & Palamaro-Munsell, 2017). Universities themselves are community contexts that are critical as locations of knowledge production. We have a long way to go to more fully realize our potential as empowering settings and sites for enacting democratic practice. Community psychologists have much to offer in interdisciplinary, campus-wide efforts to support learning and scholarship for social justice and change efforts.

Conclusion

In our detailed account of our participatory community narrative research project, we offer perspectives and practices that may be adapted to other undergraduate research contexts. Adaptation is a key theme of our work, as we continue to evolve our model over time. In the context of constant change, the community of practice serves as a center of gravity, providing continuity and a sense of belonging to the team and its mission. The multi-semester nature of the research project is key, and it has many benefits for students and faculty. Moving beyond a single course

enables us to live more fully our educational philosophy of shared critical and engaged inquiry. As a high impact practice, it enables strong contributions and supports an integrated academic identity for undergraduate students. For faculty, it provides a space for ongoing interdisciplinary collaboration and creates a sense of belonging for those of us who are the only community psychologist working in a psychology department or interdisciplinary program.

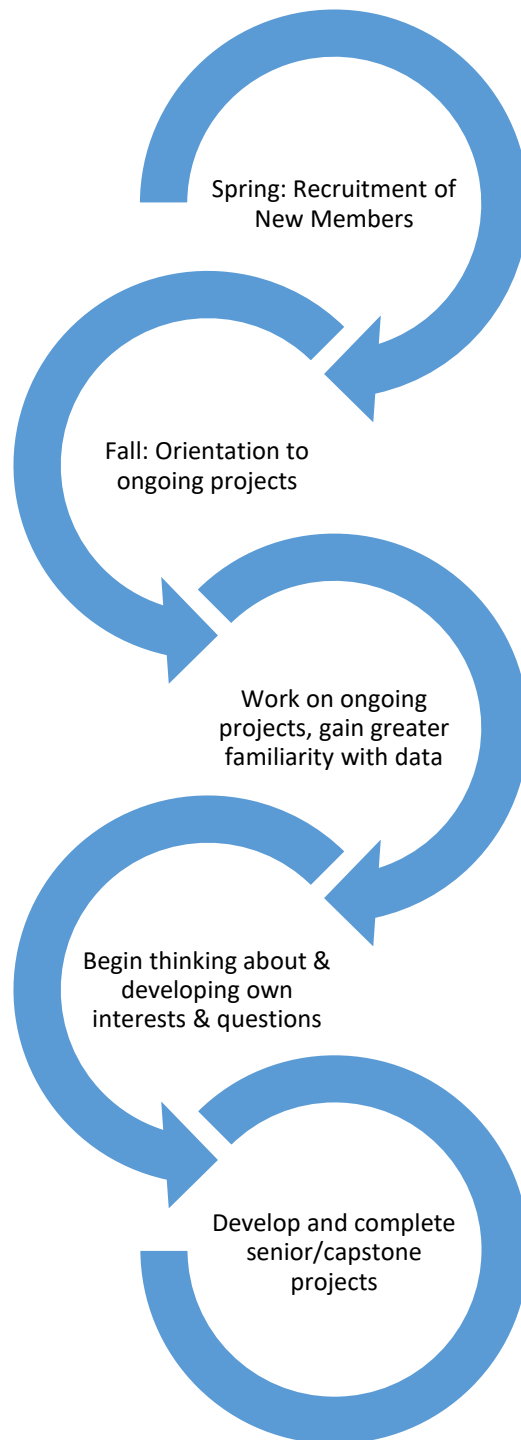
Our discussion of specific aspects of our data analysis process, including our work around coding and reliability, illustrates the methodological work that undergraduates can perform in a community of practice that is scaffolded by more experienced faculty and senior student researchers. Typically understood as part of graduate student development, undergraduate students are able to ask creative research questions informed by their unique and shared experiences, as well as their deep understanding of the data. In the language of community psychology research competencies, they are able to develop foundational skills, as well as research design skills, data analysis skills, and research theories and perspectives. Undergraduate students in community psychology should be recognized as knowledge producers, change agents, and leaders on campus, in communities, and in the field.

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Appendix A
Student Participation in the CNRP over Time



Appendix B

Collaborative Agency Coding Manual

I. Coding process:

Begin coding by reading the entire story through, just listening to the author's meanings. It is better not to code anything on the first reading. Ask yourself what problems the author addresses in the story. What conflict, tension, discomfort, or uncertainty is driving the story?

In a second reading, focus on the presence of collaborative agency as a frame or concern for the narrator. The author may or may not perceive collaborative agency to be achieved in the story. Ask yourself: Does this story concern itself with collaborative agency?

After coding for the presence of collaborative agency framing in the story, note also the category of persons with whom the author is in relationship. Place in one of two categories:

Students/Bonner Scholars

Community Partners

Keep a paper copy of the coding instructions in front of you as you code, and stop to re-read them after every ten stories. (This is necessary to avoid drifts in the way we understand the categories.) Please do not code when you are tired or distracted! Make sure you take regular breaks and stay alert.

Make notes about especially difficult coding decisions and about especially atypical cases or interesting examples. Note especially cases in which our coding system does not seem to 'capture' what is actually going on in the story – that is, where the authors' key meanings seem to be misrepresented by our coding. These stories are very important to us, so hold them aside for discussion with the team.

II. Coding definition:

Collaborative agency emerges in the coordinated activity of individuals with both shared and conflicting interests who engage in genuine dialogue. This dialogue includes sharing, listening, reflection, and a willingness to be changed by the communication. It is marked by a sense of intersubjectivity, shared commitments that are not superimposed by others, and perceptions of collective efficacy or group accomplishment.

We will code for the presence of collaborative agency as a frame or concern for the narrator. The author may or may not perceive collaborative agency to be achieved in the story.

1. stories include a description of "we" or "us" – this is necessary, but not sufficient.

2. stories include a discussion of how responsible and/or effective we are in pursuing our shared commitments, goals, or projects
 - a. The author may be posing the questions, “Can we really do this? Can we be effective?”
 - b. The author may be struggling over whether others share my sense of “we”-ness. “Are we really in this together and accountable to one another?”
3. A story about a relationship with a single individual (e.g., how to define the relationship or what to do about the relationship) will not be coded unless the author is describing the relationship with an individual to illustrate a broader point about creating new forms of “we” relationships and new forms of collaboration or community.