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Sandra Sgoutas-Emch
University of San Diego, USA

Kevin Guerrieri
University of San Diego, USA

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Utilizing a Model of Social Change to Examine and Foster Equitable, Democratic, and Mutually Beneficial Networked Community Partnerships

Sandra Sgoutas-Emch
University of San Diego, USA

Kevin Guerrieri
University of San Diego, USA

Establishing a networked framework of equitable, democratic, and mutually beneficial partnerships in campus–community collaboration is essential for promoting positive social change. Furthermore, the utilization of tools developed to assess both the network and the individual partnerships, with the purpose of improvement over time, is necessary, especially in the context of ever-changing circumstances. This article discusses a study that examined the efficacy of using a model of social change created by stakeholders at one institution as a lens for examining a range of initiatives aimed at producing positive and holistic impact in the community. Perceptions were analyzed using mixed methods and triangulation of both qualitative and quantitative data from faculty and community partners. Overall, the model was useful in the design and implementation of the assessment of both individual partnerships and the network of initiatives. Furthermore, the model's components effectively guided participants in their reflection on how to strengthen their collaboration and enhance the future positive impact.

Keywords*: campus–community partnership assessment, model of change, network of partnerships*

Utilización de un modelo de cambio social para examinar y fomentar asociaciones equitativas, democráticas y mutuamente beneficiosas

Establecer un marco de trabajo en red de asociaciones equitativas, democráticas y mutuamente beneficiosas de colaboración entre la universidad y la comunidad es esencial para promover un cambio social positivo. Además, es necesario utilizar herramientas creadas específicamente para evaluar tanto la red como las asociaciones individuales, con vistas a mejorar con el tiempo, especialmente en el contexto de circunstancias cambiantes. Este artículo analiza un estudio que examinó la eficacia de uso de un modelo de cambio social creado por las partes interesadas de una institución como lente para examinar una variedad de iniciativas destinadas a producir un impacto positivo y holístico en la comunidad. Las percepciones se analizaron utilizando métodos mixtos y triangulación de datos tanto cualitativos como cuantitativos del profesorado y los socios comunitarios. En general, el modelo fue útil en el diseño y la implementación de la evaluación tanto de las asociaciones individuales como de la red de iniciativas. Además, los componentes del modelo guiaron eficazmente a los participantes en su reflexión sobre cómo fortalecer su colaboración y mejorar el impacto positivo futuro.

Palabras clave: *evaluación de asociaciones universidad-comunidad, modelo de cambio, red de asociaciones*

Editors' Note: Translation by **Beatriz Calvo-Peña**
Department of English and Foreign Languages
Barry University, USA

While there have always been thinkers and practitioners of service-learning and community engagement with a vision of social transformation (Stanton et al., 1999), over the past two decades, literature in the field has been increasingly more self-reflective and focused on framing the work within a paradigm of social justice; community impact; and equitable, democratic, and mutually beneficial partnerships. Mitchell (2008, 2017), for example, stated the need to develop a more critical and intersectional approach to the work aimed at producing positive social change, confronting inequality and inequity, and disrupting interconnected systems of power. Grain and Lund (2016) traced an overall "social justice turn" in service-learning during this period, informed by such areas as social justice pedagogy, critical race feminism, and participatory action research, among others. In parallel with this social justice and critical shift in service-learning and community engagement, a number of different models and approaches at the institutional level have emerged. These models seek to reframe the university's relationship to the broader community and its role in society in general. These include asset-based community development (ABCD) (Kretzmann & McKnight, 1993; Plaut & Hamerlinck, 2014), anchor institution mission (Birch et al., 2013; Hodges & Dubb, 2012), collective impact (Kania & Kramer, 2011; Lane, 2015; Orphan et al., 2018; Smith et al., 2017), and place-based community engagement (Yamamura & Koth, 2018), among others. While there are significant distinctions and emphases among these approaches, they all involve the establishment and nurturing of a network of campus–community partnerships. Indeed, as the essential link between higher education and the broader society, such a network arguably plays the most important role in the enactment of community engagement's social justice focus aimed at systemic social transformation.

In the efforts to assess the effectiveness of service-learning and community engagement, the greatest needs continue to be found in the areas of community impact and partnerships. In their study of partnerships, for instance, Bringle et al., (2009) called for more research focused on developmental models for the creation of networks: "Therefore, for practitioners and institutions interested in developing long-term, transformational partnerships, the challenge is to identity strategies that develop individual partnerships into social networks that achieve a critical mass and develop the capacity to assist many individuals" (p. 15). However, once community change efforts have been networked, oftentimes the network of relationships itself is not formally examined by participants, as indicated by Lawlor and Neal (2016). Gelmon et al. (2018), in turn, recently reiterated the need to gather more feedback from community partners: "The understanding of community perspective on project design, implementation, and views of the cost/benefit of their effort and outcomes (if any) is historically the weakest aspect of attempts at data collection" (p. 6).

The present study was carried out in the context of the implementation of a model of social change (Guerrieri & Sgoutas-Emch, 2016) that aligns with different aspects of the aforementioned approaches to institutional engagement—asset-based, place-based, anchor institution, and collective impact—in the configuration of a network of diverse campus–community partnerships through a course-based program called Impact Linda Vista Initiative (ILVI). In particular, the focus was placed on evaluating the perception of the collaboration by both faculty members and community partners involved in the initiative. Specifically, this study had three research questions:

1. What is the perception of faculty members and community partners of their collaboration within the framework of the Impact Linda Vista Initiative (ILVI)?
2. How effective is the model of change as a tool for helping individual participants to reflect on their collaboration in a holistic manner?
3. How can this study provide direct feedback to participants in order to improve the individual partnerships, the configuration of the overall initiative, and the network of partnerships aimed at producing long-term positive social change?

Theoretical Framework

At a basic level, asset-based community development can be understood as an alternative to a common deficiency orientation that drives much needs analysis, focused on identifying problems and social issues in neighborhoods. On the contrary, through a bottom-up and inside-out approach, ABCD seeks to map the community's assets, capacities, and abilities at three primary levels: individuals, associations, and institutions (Krezmann & McKnight, 1993). This is a relationship-driven approach, and it emphasizes the connective function in which individual assets are linked to collective activity. A collective impact framework, on the other hand, centers networking around a complex problem; Kania and Kramer (2011) defined this concept as "the commitment of a group of important actors from different sectors to a common agenda for solving a specific social problem" (p. 36). The authors identified five conditions of collective impact: (a) common agenda; (b) shared measurement; (c) mutually reinforcing activities; (d) continuous communication; and (e) backbone support (Kania & Kramer, 2013). A significant feature of this framework is the emphasis on process rather than predetermined solutions; through collective vigilance, learning, and action, different types of emergent opportunities are combined with the intentionality that comes from the development of a common agenda (Kania & Kramer, 2013, p. 6).

Place-based community engagement, in turn, draws upon the principles of collective impact in addition to four other key concepts: (a) a geographic focus; (b) equal emphasis on campus and community impact; (c) long-term vision and commitment; and (d) university-wide engagement that animates the mission and develops the institution (Yamamura & Koth, 2018, p. 19). These authors underscore a key characteristic of this framework: "[P]lace-based community engagement moves service-learning from isolated individual actions to an institution-wide strategy embracing long-term reciprocal community partnerships" (p. 12).

Finally, in the anchor institution framework, the focus is shifted to leveraging the economic capacity of urban universities such that, as Hodges and Dubb (2012) have indicated, they "*consciously and strategically apply their long-term, place-based economic power, in combination with their human and intellectual resources, to better the welfare of the communities in which they reside*" (italics in original, pp. xix–xx). These four frameworks of networked collaboration, briefly defined here, provide some key aspects that align with the model of change utilized in the present study, as will be made evident.

The model of change consists of seven "essential capacities" (structures, systems, actions, embodiment, discovery, awareness, and mission and values), six "leaves of change" (learning, community, practice, reflection, synthesis, and interdependence), and multiple levels of enactment (personal, local, regional, national, and global) (Guerrieri & Sgoutas-Emch, 2016). This model—which aims at meaningful, long-term, and holistic positive social change —was created collectively by a diverse and interdisciplinary group of participants with the shared objective of envisioning a broader, more inclusive framework for understanding positive social change. Informed by actionable postcolonial theory (Andreotti, 2007, 2011, 2012), the model's guiding principles include working in ethical solidarity with others through an asset-based approach that values the resources, knowledge, and skills of all participants. Additionally, it "resists ahistorical and depoliticized approaches, while encouraging a (self-)reflective and critical analysis of power relations, privilege, the legacy of colonialism, and ongoing colonialities" (Guerrieri & Sgoutas-Emch, 2016, p. 2). A summary of the model, with definitions of the terms and a graphic, is found in Appendix A.

ILVI is a grant-based program initiated in 2014 with the support of external funding from U.S. Bank and sponsored by the Changemaker Hub and the Mulvaney Center for Community, Awareness, and Social Action at the University of San Diego. The overall purpose of ILVI is to bring USD faculty and students together with community partners to co-create and develop innovative and sustainable course-based collaborations in Linda Vista. As indicated by Yamamura and Koth (2018), this initiative forms part of a wider place-based strategy that evolved organically over two decades at USD; and, in this case, it specifically focuses on community engagement in the neighborhood where the university is located. In ILVI's third year, the program was reconfigured significantly such that it operationalized the aforementioned model of change. At this point, some key modifications were implemented in order to

make the program more democratic and equitable with regard to leadership, resource allocation, proposal development, and knowledge production. The first step entailed inviting a faculty member and a community partner to assume the role of co-directors. Subsequently, equal stipends are allocated to faculty and community partners, and each course-based initiative is actively co-created by all participants in the partnership. The determination of expectations and desired outcomes, the framing of the actual engagement and activities, and the evaluation of each partnership are mutually carried out in a deliberative process and, accordingly, they enact the type of democratic civic engagement described by Saltmarsh et al. (2009).

Typically, there are 8–10 course-based initiatives in ILVI each academic year, and they involve a wide array of academic departments, disciplines, and community organizations. As part of the key changes implemented in 2016, ILVI began to establish a network of place-based collaboration by periodically convening collective gatherings of all the participants. This aligns with the university's stated anchor mission with regard to the "convener" role by which the institution seeks to bring together different organizations, sectors, and disciplines to address community concerns (Hodges & Dubb, 2012). However, while some approaches to networked community change tend to insist on the importance of determining a common issue or a complex—or "wicked"—problem around which to organize efforts (Kania & Kramer, 2011; Lawlor & Neal, 2016), ILVI's convening function is focused primarily on contributing to the community's ecosystem of knowledge production and network of relationships in which participants inform one another of their projects, share ideas, and potentially identify opportunities for cross-fertilization and wider collaboration. In other words, ILVI provides a networked structure within a geographically defined space in which participation is not constricted by a partnership's relevance to a single predetermined problem or a predetermined solution. In this sense, the collaboration reflects a collective impact approach to complexity in that both the process and results are framed as emergent while, paradoxically, the program emphasizes intentionality through the collective development of a common agenda for each partnership (Kania & Kramer, 2013).

The strength and capacity of a network aimed at positive social change is contingent in large part upon the individual partnerships that collectively constitute that structure. In response to the need to examine partnerships in service-learning and community engagement in a more differentiated and granular manner, Bringle et al. (2009) developed the SOFAR model in which 10 different dyadic relationships are identified among the five basic constituencies of a given partnership: students, organizations in the community, faculty, administrators on campus, and residents in the community. While all 10 relationships are important and any of them can potentially contribute to or harm the development of reciprocal and mutually beneficial partnerships, our working premise for this study was that the faculty–organization dyad is at the core of maximizing both student learning and community impact within the course-based community engagement of ILVI. In contrast to the evaluation tool developed by Srinivas et al. (2015), which focused on measuring partnership outcomes as perceived solely by the community partners, or to the application of the SOFAR and TRES models by Clayton et al. (2010), which considered only faculty perspectives, the present study aimed at gathering evidence from both perspectives of the dyad. This is especially significant, given ILVI's co-creation structure in which the community partner and the faculty member are viewed as both co-educators and collaborators in the work of social change. Precisely for this reason, the regular examination of their different perceptions of the dyadic relationship, the overall network of partnerships, and the impact of the collaboration is essential. The model of change has served here to help inform, modify, and guide both the individual partnerships and the network as a whole.

Methods

Procedure

All faculty and community partners involved in ILVI were sent an e-mail invitation to participate in the study. This took place near the end of the academic year, and, accordingly, participation in the study had

no impact on current or future participation in ILVI. Those who agreed to participate in the study were then sent a link to an online survey and given a code number that was provided by an outside researcher such that the directors of the initiative were blind to their responses. All those who completed the online survey were then sent an e-mail invitation to schedule a follow-up interview by the outside researcher as well as the summary of the model of change (Appendix A). All interviews were conducted and recorded by individuals who were blind to the purpose of the study. Recordings were then transcribed for analysis by an outside firm.

Participants

Participants included both faculty members and community partners who were part of ILVI in 2016-2017, the academic year in which the aforementioned modifications to the program were implemented as informed by the model of change. All 10 faculty members completed the online version of the study, and all but one faculty completed the interview process (N = 9). Eleven out of 14 community partners completed the online version of the study. One community partner left their organization before the end of the initiative, and two others never responded to e-mails. Ten out of 11 partners who completed the online survey also completed the interview. Community partners from the same organization working with the same faculty member were interviewed separately. If community partners were involved in more than one initiative—this occurred for one organization—they were interviewed only once. Human subjects approval was obtained from the university's IRB, and all those who agreed to participate in the study gave their consent before completing the online survey.

Online Surveys. Survey data were collected during the initial stage of the study; it was important to collect data on the level of experience of our participants with community engagement and their perceived experience with ILVI. The data would help us gauge whether there were any differences in experience with ILVI between faculty and community partners. In addition, the survey was designed to examine the level to which faculty perceived that the initiative helped to support the learning outcomes for their courses. Questions for the online survey were developed using a 7-point Likert scale, and faculty questionnaires included extra questions focused on student learning for their courses. The online survey was distributed by e-mail using Qualtrics. The questions for both faculty and community partners appear in Appendix B.

Interviews. Follow-up interviews were conducted to dive deeper into the components of the aforementioned model of change and provide more detailed explanations of some of the ratings reported during the online survey. Interview questions were structured in alignment with the different components of the model: the capacities, leaves of change, and levels. Both faculty and community partners received the same 5 questions, listed in Appendix C. In addition, follow-up questions were included if the participants did not understand what a particular question was asking or if they provided limited responses.

Scoring. Transcripts were coded using the components of the model as a way to categorize different themes contained in the interviews. This form of analysis is commonly used as a method to draw out overlapping concepts and themes within the text of the interviews (Gibbs, 2007). Frequency counts of these help to identify the themes that were most salient for participants. The two ILVI co-directors and one individual who was outside the initiative scored several transcripts together for norming purposes. The rest of the transcripts were assigned to two of the three scorers to check for inter-rater reliability. When discrepancies appeared, the pair discussed the scoring and came to a consensus. Finally, quotations that closely aligned with the reported theme were selected. In order to keep the interviewees anonymous, code numbers were used to identify the speaker. (The letter F represented faculty while C represented community partners.) Data were triangulated to evaluate the quality of the relationship and areas of needs for sustainability and partnership improvement.

Results

Online Survey Data

Table 1 summarizes the data from the survey for both faculty and community partners. Both groups reported a range of experience with USD and with community work in general. Years of experience did not relate to measures of satisfaction with ILVI or its partnerships. Overall, both faculty and partners were *satisfied* to *very satisfied* with ILVI, with a couple of exceptions. Similarly, the majority of both populations reported that they would like to continue with the initiative in the future. The data were somewhat mixed when it came to rating whether the resources, support, and stipend provided by the initiative were important. Community partners were more likely to report that the stipend was *very* to *extremely important*, but, compared to faculty, they were less satisfied with the resources provided by the initiative to support the goals of the partnerships.

As for the course-specific questions (asked only to faculty), 8 faculty members reported that they believed the partnership aligned *extremely well* to *very well* with the course outcomes. The same number of faculty felt that students were able to demonstrate the learning outcomes of the course *extremely well* to *well*. Only one faculty member indicated that the alignment was not there. In addition, 3 faculty members reported that they were *extremely likely*, 3 were *likely*, and 2 were *somewhat* or *not at all likely* to modify their courses in the future to better align the community engagement work.

Table 1
Descriptive Data from Online Survey for Faculty and Community Partners

	Faculty (N = 10)		Community Partners (N = 11)	
Years of experience with USD	5–34 years		6 months–20 years	
Years of experience with community engagement	6 months–over 25 years		6 months–25 years	
Would you continue with ILVI partnership?	Yes	8	Yes	8
	Maybe	2	Maybe	1
			No	2
Rate ILVI program	Neutral	1	Neutral	1
	Moderately Satisfied	5	Moderately Satisfied	5
	Extremely Satisfied	4	Extremely Satisfied	4
Experience with partner	Moderately Dissatisfied	1	Slightly Dissatisfied	1
	Moderately Satisfied	1	Moderately Satisfied	4
	Extremely Satisfied	8	Extremely Satisfied	6
ILVI provided enough resources for goals	Slightly Satisfied	1	Extremely Dissatisfied	1
	Moderate	3	Slightly Dissatisfied	1
	Extremely	6	Moderately Satisfied	4
			Extremely	4
Importance of monetary resources and stipends provided	Not at all to Slightly Satisfied	2	Very Important	6
	Moderately	1	Extremely Important	5
	Very to Extremely	7		

Interview Data

While the survey data clearly showed that both faculty and community partners were satisfied with ILVI and its partnerships, the data did not give us much information about why the partnerships and ILVI worked or what might be needed to improve the initiative when ratings were reported as unsatisfactory. Follow-up interviews provided more information to address areas of strengths and areas of improvement, using the model of change as the framework.

Faculty Reflections

Strengths in essential capacities. There were a variety of themes represented under the capacity components of the model. The action component represented the courses they were teaching, such as applying learning, as a platform for ESL teachers, curricular development, and sharing knowledge. The collaborative process was the most reported action. In addition, one faculty member reported the integration that took place through the initiative: "The project that my students were working on really helped integrate students into the Linda Vista community as well as bringing the community on campus in a certain way, simply based on the reflection that the students did" (F3). No single theme stood out for awareness; however, faculty did discuss such aspects as building mutual understanding, gaining different degrees of awareness, acknowledging power structures, and avoiding imposing on the community. For example, one faculty member stated:

> So, I started to work in the community and one of the hesitations was that we impose in some ways the academic calendar into community projects, and that has been something that community members have told me and students even. (F1)

The most reported theme for discovery was using mutual needs assessment, followed by going outside the university bubble. Other important themes included sharing knowledge with community and recognizing self-role in community. Themes for embodiment included applying learning to the real world, personal investment, and changing the language of community engagement. Under mission and values, the faculty concentrated on issues like collaboration as an anchor institution, building mutual understanding, and setting common objectives. One faculty member summed up ILVI in the following way:

> The initiative has allowed for the university and community to come together in spaces for dialogue and to discuss common problems, common issues that affect what the community says—the university community and the Linda Vista community. I have heard from people in the community that they feel heard by the university, they feel the university cares. (F1)

The most common structure reported was the community engagement embedded into the courses, ILVI itself, and the pre-planning orientation. System themes included partnership sustainability as well as collaboration between the university and the community.

Barriers and weaknesses in essential capacities. This question elicited fewer responses overall. Themes for action included building patience, the lack of follow-through, and students not delivering. Awareness included self-perception and the lack of acknowledgement of community knowledge. No themes were present for discovery and embodiment. As for mission and values, the only comment made was about differences in perspective of time. The structures capacity component had the most responses. For example, as a structural issue, the theme most reported was scheduling, logistics, and support at community site. One faculty participant indicated that a lack of consistent attendance in their ESL course by community residents was an issue (F8). Other barriers or weaknesses mentioned were semester length, student placement and turnover, lack of flexibility, time commitment, language barrier, students who are unprepared to work in community, and the challenge of matching course needs with community needs.

Leaves of change and levels of impact. Tables 2 and 3, respectively, focus on the outcomes represented in the leaves of change and the levels of impact that are the focus on the initiatives. Faculty repeatedly mentioned the importance of building bridges with the community, learning from the community, and establishing connections between the community and the classroom. Empathy building

was one of the skills highlighted, along with reflection. One faculty member brought up an issue of great importance when describing the institution and its potential role as a harmful force: "So, all these things raised questions about to what extent USD is partnering with this organization versus colonizing this organization" (F7). For faculty, building skills, building connections, and raising awareness were reported impacts at the personal level. At the local level, engagement with the community, sustaining relationships, innovation, and reflection were identified. One faculty member discussed the impact on both the personal and local levels:

> Initially, I was feeling like a lone entity doing this work. I was working with a couple of people from different organizations. But when ILVI got involved, ... we were all sitting around the table talking about how best to approach this, here are our challenges; how do we overcome these challenges. I think it builds that sense of community for me. (F8)

In response to the final question, focused on suggestions for strengthening the partnerships, the most commonly reported item was addressing the challenge of the academic calendar and scheduling. There was the need to be more intentional about matching community needs with pedagogical needs. The need to develop more community engagement classes, holding more classes in the community, and developing internships in the community were also repeatedly mentioned. Faculty suggested that there needed to be more thought put into the continuity of projects and plans for when there are changes in staff at the community organizations. With regard to the effectiveness of ILVI, faculty listed clear expectations for faculty and links with community partners who want to work with USD as the most effective components. One faculty member underscored the importance of one's commitment to the work and to using an asset-based lens:

> I will continue [this collaboration] if I can because it's just what I am: in my values, in my philosophy ... I believe that we need to collaborate and we need to look at the community as community experts and having so many assets. (F4)

Community Partner Reflections

Strengths in essential capacities. Themes for action were more common for community partners (compared with faculty), including relationship and collaboration building. For awareness, themes of challenging assumptions, open-mindedness to local thought, and awareness of other community activities were reported. Discovery was represented by themes of learning from different cultures, learning from each other, and finding new opportunities in the community. Embodiment was discussed in terms of characteristics of the professors and the co-directors of ILVI, the thoughtful engagement with the community, as well as inclusion and collaboration. One community partner mentioned that "we work as a group, and as an inclusive instead of exclusive [unit]—the whole group of the people that we work with and not as individuals as the model explained here" (C2b). Collaboration was also mentioned under mission and values, along with the importance of aligning the mission and values of the university with those of the community. For example, one partner stated the following:

> I feel like in our collaboration with the ILVI grant around ESL, everybody really had that shared mission and shared values in that it was critical to strengthening our families and the community to give them access to English classes when they needed them, when it was convenient for them. (C8a)

This interviewee also explained that the participants in the partnership all realized that the two main barriers to the initiative were the lack of childcare for the parents and time constraints. Collectively, they found a way to resolve these issues and implement the initiative. A number of key structures were identified: supportive faculty, strong relationships, and the diversity of participants as well as the alignment of curriculum and community, well-designed initiatives, and the connecting of resources. Finally, the systems mentioned included the schools and the co-creation sessions.

Barriers and weaknesses in essential capacities. For action, community partners reported the need for creating more space for dialogue across projects and for pre-planning to research community preferences; this is similar with regard to the area of awareness. Unlike faculty, community partners indicated that more dialogue was needed for discovery and for the translation of different ways of knowing. They also emphasized the need for co-creation at earlier stages in the process in order to reduce frustration. Related to this, one partner emphasized the ongoing nature of discovery through being present and engaged in the work: "You can write about it and you can speak about it in academic terms, about social change, or you can actually witness the work and actually witness the change happening while it's happening" (C5). For mission and values, one theme indicated was that there were different values and expectations among the participants. Similar to the faculty's perception, there were many themes recognized under structures such as issues of logistical flexibility, time, and class schedules, which garnered the highest number of responses. The continual need for greater funding, more staff time, and better communication were all mentioned repeatedly. Finally, partners listed themes of discrimination, delegating responsibilities, and understanding rules under systems.

Leaves of Change and levels of impact. As mentioned previously, the leaves of change (outcomes/impact) and levels of impact are represented in Tables 2 and 3, respectively. The general sentiment was similar between faculty and community partners in response to Question 3, as reflected in some overlapping themes: the focus on community connections, co-creation of experiences, mutual learning, and linking course material to real-world settings. Nonetheless, the language they used revealed some key nuances as evident in the following tables.

One partner discussed a non-hierarchical notion of learning that valued multiple sources of knowledge:

> Learning is not only going to school, and learning things is just more broader in a sense that you learn from anyone who has that knowledge, like in this case, in the gardens, the community gardener We're learning from all those who have this knowledge back from many years. (C2b)

Another participant described interdependence as learning: "I think the learning that took place was really on both ends. I mean I learned from them, they learned from me" (C10). For Question 4, at the personal level, community partners listed leadership skills, feeling valued and important, and building skills as impacts. The same partner who indicated interdependence also emphasized that the university students were "really engaged in person to person, interested, and connecting on a human level" (C10). For the local level, connections, sharing ideas, and empowerment were some of the themes mentioned. The levels of impact were limited to the personal, local, and regional and excluded national and global levels, most likely due to the local place-based nature of ILVI.

Community partners appreciated the co-director model of ILVI and the opportunity for professional development, the collective meetings, and the support ILVI provided to maintain relationships. One community partner commented on the model of change itself by saying:

> Despite the fact that it's very academic, it's generic enough to where it speaks to all of the different projects because my focus was gardening, my selfish needs were met in having support for the school garden. But if you are looking at real equity and social justice and change, and you take this model, it applies to all the different projects that the folks were working on that I remember meeting around the table. (C5)

Table 2
Themes from Interview Question 3 (Leaves of Change and Outcomes) for Faculty and Community Partners

Leaf of Change	Faculty Themes	Community Partners Themes
Community	Anchor institution	Community-based project in curriculum
	Working in solidarity	Greater interaction with community
	Bridging campus–community divide	Building community through awareness
Interdependence	Community and campus have needs based on each other	Learn from each other
	Rely on community partners to shape curriculum	Both sides' needs were considered
	Learn from each other	
Learning	Applying knowledge to real world	Learning empowers community
	Learn to teach based on needs and deal with evolving needs	Reciprocal learning for university and community
	Connections between community and classroom	Breaking down assumptions
Practice	Empathy building	Collaboration
	Community as professors of practice	Apply knowledge and skills
	Deal with ambiguity	Engaging with people
Reflection	Look back and improve	No hierarchy in the initiative
	University's potential role as colonizer	Learning about oneself
	Personal experience impacts learning outcomes	Use to improve
Synthesis	Apply course material to community project	Whole is greater than the individual
	Apply community knowledge to student thinking	Learning about languages and cultures
	Apply knowledge in the future culmination of a project	Linking community engagement with class project

Table 3
Themes from Interview Question 4 (Levels of Impact) for Faculty and Community Partners

Level	Faculty Themes	Community Partner Themes
Personal	Impact	Leadership development
	Practice Skills	Learning about others
	Empathy Building	Building student skills
	Student Learning	Connecting with community
	Getting off campus	Community partners feeling important
	See things bigger than ourselves	
	Meeting people who are passionate about working with community	
	Building friendships	
	Awareness of each other	
Local	University engagement with local community	Community empowerment
	Students getting out in community	Sharing ideas
	Building leadership	Community members feel connected
	Innovation between university and community	Organizations in same community connect
	Internal organization reflection	Feedback about community
	Continuity in relationship	New way of interacting
Regional	Community fulfillment	

Discussion and Conclusions

As noted in the introduction, there is a need for more studies that examine the impact of partnerships on communities and the nature of the partnerships between institutions and communities. The purpose of this study was to examine the efficacy of the model of social change as a framework for assessing community partnerships with course-based community engagement projects through the Impact Linda Vista Initiative, as one unit of analysis, and using the model to enhance and improve partnerships for the future. Questions created for the study were crafted based on the components of the model (essential capacities,

leaves of change, and levels of impact). The data supported the importance of ILVI in helping to create partnerships that could be sustainable. Concerning the first research question, almost all the faculty members stated that they would readjust their courses to better align with the community partnership. Furthermore, both faculty and community partners were able to easily articulate areas of strengths, areas of improvement, and outcomes (leaves of change) using the components of the model. Thus, the model was a useful tool in framing questions that focused on the various elements of democratic, equitable, and mutually beneficial partnerships represented in the model and provided both faculty and community partners with a critical lens through which to examine their partnerships. Moreover, the faculty members' recognition of the need for better alignment in their course redesign suggests that the model helps participants to make the shift from an approach that prioritizes student learning to a balanced approach that equally emphasizes real or potential community impact in the engagement.

In light of our second research question, the model did provide an effective holistic framework for guiding the evaluation of each initiative precisely because it helped move the reflection among the different aspects represented by the essential capacities, leaves of changes, and levels of impact, in spite of any inclinations that a given participant may have had to focus on a single element of the assessment. In this sense, the model served to highlight both commonalities and divergences in the participants' perceptions such that some key nuances could be identified and addressed. Some commonalities included, for example, the emergence of similar themes such as the need for looking back to improve (reflection), learning from each other (interdependence), and linking community projects to class content (synthesis). On the other hand, in questions 3 and 4, which were formulated around the leaves of change (outcomes) and the levels of impact, faculty tended to have a strong course- and student-based focus, whereas their partners placed more emphasis on community residents, which was not unexpected. An important nuance that became evident under learning, for example, was that faculty reported the theme of applying knowledge but community partners discussed reciprocal learning. In this sense, the model helped surface epistemological differences among participants and thereby created a space for developing greater alignment of mission and values and other essential capacity components.

There are some limitations to this study that should be noted. The brief description and graphic of the model were sent to participants prior to the interviews, but they had not seen these documents previously. The data from the study suggest that it would be beneficial to introduce the model to both faculty and community partners when they join the ILVI program and during the co-creation sessions, which would help to provide a theoretical framework for viewing their individual collaborations more holistically as part of a networked structure of community change. Also in relation to the model itself, the survey and interview questions could be modified in order to guide participants more explicitly to different areas of reflection. Another limitation of this study was the turn-around time between the data collection and the analysis of the data. There was a significant delay in the feedback cycle, due to the time required for conducting and transcribing the interviews; subsequently, a cohort of new and returning participants began to collaborate before the results from this study were fully analyzed. Kania and Kramer (2013) underscored the need for continuous feedback for collective impact efforts within the context of developmental evaluation, which "focuses on the relationships *between* people and organizations over time" (p. 4). In light of this, the efficiency and frequency of the evaluation cycle can be adjusted to effectively address the "ongoing progression of alignment, discovery, learning, and emergence" that characterizes the social change process within a context of continually changing circumstances (Kania & Kramer, 2013, p. 2).

In spite of the aforementioned limitations, the use of the model of change allowed researchers to collect systematic data related to the essential capacities, the developmental and contextual levels, and the types of outcomes envisioned and realized. The data collected not only assessed the quality of partnerships but informed participants of ways to help strengthen and move the work towards more equitable, democratic, and mutually beneficial partnerships. It is important to underscore the vital role of the faculty-community partner dyad within ILVI's networked community change efforts and the continual assessment of the individual partnerships. Based partly on the application of feedback from this study and the theoretical framework of the model of change, the degree of engagement over semesters has

deepened, which speaks directly to our third research question. For example, a number of faculty members have taken steps to strengthen the overall continuity and impact of the network in different ways: (1) working on the same course-based initiative with the same community partner from one academic year to the next and seeking to overcome the systemic issue of the academic calendar (systems essential capacity); (2) connecting different courses to the initiative and enhancing structural aspects of the network (structural essential capacity); (3) recruiting their colleagues to join ILVI when their own courses do not align with organization objectives and strengthening integration and synthesis (leaves of change); and (4) continuing to work with partners outside of but in parallel with the ILVI network and aligning with principles of embodiment (essential capacity) and practice (leaves of change). Similarly, community partners have become more involved in all stages of the collaboration through the co-directorship structure, the enhancement of the co-creation process, and ongoing efforts to align ILVI with other campus–community structures that serve a "backbone" function for organizing collaboration.

In summary, the current study demonstrates a systematic approach that provides a thorough and structured way in which to collect data on course-based campus–community partnerships and then categorize the information into themes that facilitate communication and feedback for effective program improvement by participants. The model of change provides a useful framework for structuring and evaluating course-base partnerships between the university and community, and it could also be implemented in the design and examination of other types of social change initiatives, projects, and community engagement. This opens the door to new approaches for studying partnerships in the context of networked collaboration and with a social justice focus on long-term transformation.

Future research should expand the scope of the data collection to include other relationships and participants involved in the collaboration. The focus on a single dyadic relationship may be too restrictive for a thorough examination of each partnership and the overall network (Clayton et al., 2010). As one example, a future study might focus on the faculty member-community partner-community engagement professional (CEP) triad. As indicated by Martin and Crossland (2017), CEPs tend to play a central role in creating, developing, and maintaining campus–community partnerships, and, subsequently, their perspective on different course-based partnerships is vital. Future research should also examine whether the model is a useful tool in assessing other forms of social change initiatives that are not course-based as well as networks that are not as structured as ILVI. Finally, research is needed from a developmental standpoint to analyze how initiatives evolve over time, based on feedback derived from the data collected using the model of change, and what kind of impact this evolution has on outcomes for partnerships and the broader community.

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Appendix A

Model of Change: Summary and Definitions

1. Purpose of the Model

The model is proposed as a lens through which to examine projects, programs, and organizations dedicated to promoting positive social change—understood broadly as social justice and equality—with the aim of making this change more meaningful, holistic, and sustainable.

2. Fundamental Principles and Values of the Model

The following principles and values constitute the core of this model of change, and, accordingly, they inform all the components in the model. The complex and long-term work of positive social change involves

(1) The establishment of ethical solidarity with others;
(2) The comprehensive contextualization of issues and situations;
(3) The development of hyper-self-reflexivity, the exploration of social location and privilege, and seeking a deeper understanding of both current power relations and the legacies of colonialism and historical injustice and inequality;
(4) The active engagement with other ways of knowing, and the deconstruction of dominant discourses and systems of knowledge and representation.

3. Multiple Levels

The multiple levels—personal, local, regional, (inter)national, global—do not appear in the model in a hierarchical or progressive manner. Rather than focusing only on fixed spatial or geographical dimensions, the model focuses on the coexistence of both situatedness—in relation to the materiality of social actors' everyday lives, their embodied locations, and their experience of groundedness—and movement, with regard to the multiple flows (material and symbolic) that converge in a given locality.

4. Leaves of Change

The Leaves of Change represent essential elements for the process of positive social change to become a lived and valued experience.

4.1 Community

Community consists of an individual and collective sense of belonging. It is a place of nurture and growth. Members of a community work together to accomplish common or convergent goals while respecting diversity of thought and identity. Community is based on the establishment of a "we" that is open, not closed; inclusive, not excluding; diverse, not homogenous.

4.2 Reflection

Reflection is where profound learning occurs and synthesis develops. The leaf of reflection symbolizes the imperative to recognize and explore the positionality of each individual and the collective (group, organization, institution, etc.), not as autonomous entities empowered to independently effect change in the world, but rather as immersed in historical and ever-changing contexts.

4.3 Learning

Learning for positive social change must challenge hierarchies of knowledge, embrace multiple ways of knowing and habits of the mind, and combine both theory and practice. This integrative learning goes beyond the classroom and beyond the cognitive; it is a lifelong, continuous, and developmental process. The model calls for questioning the ways in which certain concepts of learning and knowledge production are naturalized, and thereby taken for granted, while others are excluded, undervalued, or made invisible. Knowledge is understood as process, not product.

4.4 Interdependence

Unlike approaches that focus on identifying certain individuals as the prime motors of social change, the model emphasizes the dynamic role of individuals in community and involved in collective action. Interdependence calls for the creation of settings with the potential to preserve and juxtapose dissonant narratives and voices, in which contestatory dialogue and dissensus are not silenced but engaged.

4.5 Synthesis

Synthesis involves merging and combining ideas, beliefs, knowledge, and practices. Synthesis does not strive to reduce complexity, but rather to bring the innovative unification of multiple perspectives, disciplines, and resources. In this process, conceptions of origins, identity, and belonging are neither essentialized (nor idealized) nor rejected, but understood relationally; and this idea of creative synthesis does not seek to homogenize or erase cultural difference (through dialectical processes), but rather to recognize the nonessential and relational construct of cultural difference.

4.6 Practice

Practice involves the application of skills and knowledge and the materialization of values and beliefs. Theory and thought are made manifest through living, repetition, and integration into daily behavior. The leaf of practice contains these notions of repetition, application, and integration into daily, lived life.

5. Capacities

In the model of change, each of the following represents essential capacities needed for the work of positive social change to be meaningful and sustainable. Each capacity is operative at the individual and collective levels. Though presented as a unidimensional cycle, in practice the model is an admixture of moments and movements; that is, it combines spatial and temporal aspects within creating any type of hierarchy of development or progress. Where a person or group enters is most likely related to the degree to which a capacity has been developed.

5.1 Mission and Values

Values are a set of beliefs or ideas that reflect the core of an individual or entity. Missions grow out of such values and represent the reason for being. In positive social change, individual and group mission and values are integrated in such a way that allows for transformation. The model calls for the deconstruction and questioning of missions that, historically, have been imposed on determined regions and populations, such as spiritual salvation, civilization, modernization, and development, among others.

5.2 Action

The capacity of action underscores the physical realization of change within systems through energy, momentum, and trajectory. Action—including the exercise of political agency, for example, and the activation of other concrete strategies—constitutes the materialization of reflection and daily practice.

5.3 Embodiment

When something is embodied, it becomes part of us; we are absorbed in it, and it is absorbed in us. Embodiment is when an individual or group lives the values and missions they embrace. In positive social change, this is reflected in the alignment of the beliefs, actions, and words of an individual or entity. The idea of embodiment then, as expressed in the model, refers to the integration or consistent realization of the other capacities across time and space.

5.4 Awareness

Awareness in the model refers to states of cognizance that confront one's beliefs, expose one to different ways of knowing, and/or enable new perceptions. This notion of awareness is both inward and outward; it involves an understanding of positionality—with regard to one's position in relation to others with reference to questions of race, ethnicity, gender, culture, political agency, etc.—complicity in historical and global harm, investments in violent systems, and the dangers of the solutions we propose. Through the practice of (self-)reflexivity, discovery and awareness can open possibilities for signifying, narrating, and acting otherwise.

5.5 Discovery

Discovery refers to those transitions, momentary or long-term, between degrees or levels of awareness. Discovery can produce disorienting dilemmas and cognitive dissonance when different types

of experience spark the transformation of one's (world)view. Discovery brings the challenges of the world to the consciousness and shines light on situations that were really always there but went unnoticed. This transition, occurring at all developmental stages, happens in diverse ways between levels of awareness.

5.6 Structures

Structure gives form to the relationships among the components within a system; they are material and immaterial. Effective positive social change encompasses the dual nature of structures: at times the structure facilitates and enables change, and at other times, the structure itself must be altered.

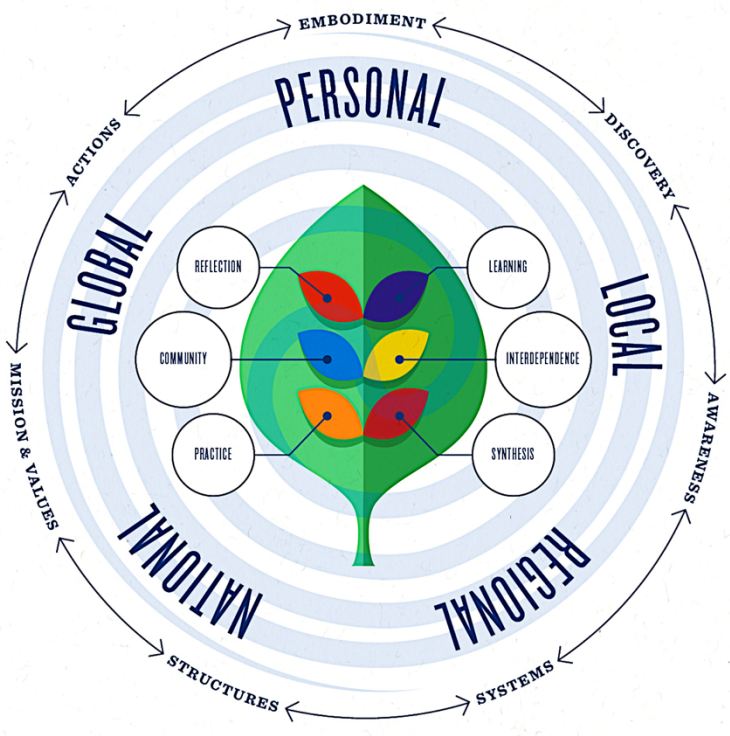
5.7 Systems

A system is "a regularly interacting or interdependent group of items forming a unified whole." Effective and sustainable social change is predicated on the analysis and understanding of the relationships among the components of a given system. Just as issues cannot be studied in a vacuum but rather as produced and imbedded within systems, individual efforts of change must be understood and incorporated into broader systems of change.

6. Developmental Nature of Social Change

The model emphasizes that social change involves dynamic developmental processes related to individual human development, the communities in which they are enmeshed, and broader social conditions. As sociodemographic conditions change, cultural values and developmental patterns are transformed both within a lifetime and across succeeding generations. Cognitive, emotional, and behavioral systems are interrelated; and as individuals adjust to their environments through their experiences, the environments and systems are also in a constant and dynamic transformation. The model captures this idea visually through the movement of the spiral and the interconnectedness of all the elements, as well as the infinite possibilities that emerge in the convergence of the different levels.

7. The Visual Representation of the Model



Appendix B

Online Surveys

Online Survey for Community Partners

(1) How many years of experience do you have with this particular organization?

(2) How many years of experience do you have collaborating with the USD as a community partner?

(3) If possible, would you consider continuing with this current ILVI partnership? Yes/No

If yes, do you believe your organization would also consider continuing this partnership? Yes/No

(4) On a scale of 1 to 7, how would you rate your experience with the ILV program?

1 = Extremely dissatisfied, 4 = Neutral, 7 = Extremely satisfied

(5) On a scale of 1 to 7, how would you rate your experience with the faculty member?

1 = Extremely dissatisfied, 4 = Neutral, 7 = Extremely satisfied

(6) On a scale of 1 to 7, do feel that ILVI provided enough resources (monetary, logistics, etc.) to accomplish the goals for your specific initiative?

1 = Strongly disagree, 4 = Neither disagree nor agree, 7 = Strongly agree

(7) On a scale of 1 to 7, how important would you rate the monetary support (stipend and expenses) provided by ILVI to make this collaboration sustainable in the future?

1 = Not at all important, 4 = Neutral, 7 = Extremely important

Online Survey for Faculty

(1) How many years of experience do you have at USD?
(2) How many years of experience do you have collaborating with community partners?
(3) If possible, would you consider continuing with this current ILVI partnership? Yes/No
If yes, do you believe USD should consider continuing this partnership? Yes/No
(4) On a scale of 1 to 7, how would you rate your experience with the ILVI program?
1 = Extremely dissatisfied, 4 = Neutral, 7 = Extremely satisfied
(5) On a scale of 1 to 7, how would you rate your experience with your community partner?
1 = Extremely dissatisfied, 4 = Neutral, 7 = Extremely satisfied
(6) On a scale of 1 to 7, do feel that ILVI provide enough resources (monetary, logistics, etc.) to accomplish the goals for your specific initiative?
1 = Strongly disagree, 4 = Neither disagree nor agree, 7 = Strongly agree
(7) On a scale of 1 to 7, how important would you rate the monetary support (stipend and expenses) provided by ILVI to make this collaboration sustainable in the future?
1 = Not at all important, 4 = Neutral, 7 = Extremely important
(8) On a scale of 1 to 7, rate how well the collaboration aligned with your learning outcomes for your course.
1 = Not very well, 4 = Neutral, 7 = Aligned extremely well
(9) On a scale of 1 to 7, rate how well your students were able to demonstrate the learning outcomes for the course based on this collaboration. 1 = Not very well, 4 = Neural, 7 = Extremely well
(10) On a scale of 1 to 7, rate how likely are you to change your course in the future if you continue this collaboration? 1 = Not at all, things worked well, 4 = Not sure yet, 7 = Extremely likely

Appendix C

Interview Questions

1. What were the strengths observed in the initiative? (Aligns with model capacities)
2. What were some of the barriers or weaknesses? (Aligns with model capacities)
3. Imagining the leaves of change as outcomes, explain those outcomes you feel were achieved and why. (Aligns with leaves of change)
4. Describe the impact of the ILVI initiative(s) in which you collaborated. (Aligns with levels)
5. What is needed in order to maintain or improve the desired impact of the initiative in the future? (Holistic model alignment)

About the Authors

Sandra Sgoutas-Emch is professor of psychological sciences and faculty liaison for the Mulvaney Center for Community, Awareness and Social Action at the University of San Diego (San Diego, CA, USA).

Kevin Guerrieri is professor of languages, cultures and literatures and faculty liaison for the Mulvaney Center for Community, Awareness and Social Action at the University of San Diego (San Diego, CA, USA).

Correspondence concerning this article should be addressed to Sandra Sgoutas-Emch at emch@sandiego.edu.