Using College Students as Mentors and Tutors

A Robert H.B. Baldwin Fellowship Report

Communities In Schools
ROBERT H. B. BALDWIN
FELLOWS PROGRAM

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Robert H.B. Baldwin Fellow, 2006-2007

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EXECUTIVE SUMMARY

Volunteers are at the heart of the Communities In Schools (CIS) Model, with the value of their time estimated at more than $62 million during the 2007-2008 school year. College student volunteers form a significant percentage of that volunteer base.

This Robert H.B. Baldwin Fellows Program project studies the role of college student volunteers, and researches best practices both inside and outside the CIS network. Volunteer trends show that 30.2 percent of college students volunteer, and are overwhelmingly more likely to volunteer for education or youth-service organizations. They tend to be episodic or occasional volunteers, engaging in activities such as mentoring, tutoring, fundraising, food distribution and transportation. Of the major reasons people volunteer, college students tend to cite a desire for understanding of the world, and a desire to put their values into action.

CIS should tailor its recruitment efforts with college student volunteers to maximize this segment of its volunteer base. College students may not be ideally suited for long-term mentoring, but are likely to be effective academic tutors, for instance. It is important to emphasize the values-based benefits of volunteering with CIS, capitalizing on college students' desire to make a difference. In addition, college students who are majoring in education or involved in a work-study program often seek volunteer opportunities as part of their formal study. By building partnerships with university education departments, CIS can tap into this potentially large source of volunteers.

INTRODUCTION

Communities In Schools (CIS) is America's fifth largest youth-serving organization and the nation's largest dropout prevention organization helping kids achieve in school and prepare for life. By nurturing, mentoring and believing in children, CIS gives students a reason to stay in school and make the right choices. CIS believes it's simple, though not always easy: give children what they need and they will succeed. In partnership with local school systems, CIS identifies the most critical needs of students and families, then coordinates agencies, volunteers and educators to meet those needs and serve students during and after the school day. This model works. Today, CIS celebrates more than three decades of helping students succeed, and directly serves more than 1.3 million students every year.

CIS and Volunteers

Volunteers are at the heart of the CIS Model and its success. According to the U.S. Department of Labor, last year 16 million volunteers gave their time to support the success of our children nationwide. Sixty-four thousand of those volunteers gave more than three million hours of service to Communities In Schools. The value of volunteer time to the CIS network during the 2007-2008 school year was more than $62 million.

The importance of volunteerism to CIS' success can hardly be overestimated. Volunteers constitute the largest component of CIS's human resources—71 percent. The average CIS affiliate would have to add about $311,000 to its budget in order to pay for these resources. Yet one-third of the network's affiliates have total operating budgets less than $200,000. The number of volunteers per affiliate ranged from one to 5, 932 during the 2007-2008 school year. In my state, North Carolinians supported CIS with 20,422 hours of service. [1]

In particular, and more than ever before, we are beginning to target the energy and resources of our young people who are college students. Corporate America wants their dollars, politicians want their votes, and communities want their time and talent. In many ways, college students may be the equal of senior citizens as first-rate volunteers. College students usually have fewer responsibilities than people who work full-time; more time and energy; and often a high degree of technical savvy. In a practical sense, volunteering offers college students an edge in a tight job market and affords them skill-building opportunities. And, being young themselves, they can easily relate to younger students. So college students have an important role to play in CIS' future success.

Motivation and Background for Project

My Fellows project and the decision to explore college students as CIS volunteers was born out of necessity: I needed to build a sustainable local CIS volunteer program, and personally wished to build my own skill set. Pursuing this topic allowed me to do both.

My local affiliate, CIS of Cumberland County, N.C., is relatively new; we're now beginning our fourth year, and I have served as executive director since the beginning. We started in one middle school, providing case management services to a cohort group of 6th graders. We now case manage 6th – 8th grade students at that school, and provide Level One (widely accessible) services at 10 low-income elementary schools and one high school. We have also just opened a Performance Learning Center® this fall, focusing on students who need a nontraditional, personalized learning environment to flourish. In addition to me, our staff consists of two part-time office staff and two site coordinators. Every year has been a growth year, so we constantly need more people to join our team.

As I attended executive director training meetings, I would sift through other local affiliates' success stories to see what would possibly fit my local environment. From the beginning, our growth has hinged on sustainability. As I learned more about our affiliate needs, I realized how important it is to maximize the use of local resources. We are fortunate to have a vibrant community college as well as two universities within our city, one of which is a historically black university.

At one point I realized that, while volunteers are vital to the success of CIS, I seldom heard other local affiliate executive directors share success stories about recruiting or effectively using college students in their programs. So, given my local needs and the Communities In Schools national office's desire to "plant seeds" among college students to consider joining the ranks of CIS post-college, my Fellows project objective took shape.

Fellows Project Methodology and Process

My goal for this Fellows project was to study the role of the college student volunteer and research best practices for positive outcomes both within and outside the CIS network. After considerable revision over the months of my Fellowship, I set the following objectives:

- Research best practices for recruiting college students locally (within CIS of North Carolina) and across the CIS network. (Note: Because community college students are often "nontraditional" commuter students and too different from the traditional, residential, 18–24-year-old college students, this group was eliminated from consideration.)

- Research the effectiveness of mentoring.

- Research best practices of effective mentoring and essential elements for success.

- Research best practices of mentoring using college students across the CIS network.

In order to more effectively learn the best practices within our CIS network, I developed a survey instrument in collaboration with the Communities In Schools national office. While the survey instrument was being developed, I continued a literature review and researched volunteer requirements at my local universities, and volunteerism in general on campuses across North Carolina.

Early on, I developed a partnership with Methodist University's education department, and signed a contract allowing students in a literacy course to tutor CIS middle school students. I also met with officials at Fayetteville State University but was unable to establish a similar relationship. I did learn a great deal about student volunteerism on campus and successful strategies for recruiting volunteers there.

On a smaller scale, I distributed my survey within the state network and made a formal request to executive directors at a state meeting. As one would expect, this face-to-face survey solicitation yielded the most responses.

As a result of the literature review and a below-average survey response from the rest of the CIS network, I revised my overall objectives and outcomes. Local Communities In Schools affiliates known by the national office to be effectively using college students were targeted for additional study to identify common success elements.

Acknowledgments

VOLUNTEERISM RESEARCH

Gandhi said, "Be the change you want to see in the world." The good news is, more young people are doing just that. Volunteerism among college students (students 16–24 enrolled in higher-education institutions) in America has been on the rise during the past seven years, and even more encouraging, the volunteer activity of choice is tutoring or mentoring youth. In its comprehensive report, "College Students Helping America," the Corporation for National and Community Service (CNCS) reported that 3.3 million college students volunteered in 2005, a 20 percent (600,000 volunteers) increase in three years. [2]

While more college students than ever before are volunteering, there are millions more adults willing to volunteer for youth. A 2002 National Poll on Mentoring conducted by MENTOR, an organization that promotes, advocates and supports mentors and mentoring, and AOL Time Warner found that 42 percent of adults who were not mentoring, either formally or informally, said they would be willing to do so. The survey results represent 57 million potential volunteers and suggest that not only college students, but their baby-boomer parents, are taking Gandhi's message to heart. [3] The goal for CIS and others in youth development is to translate these good intentions into action.

The adjacent table from CNCS' "College Students Helping America" provides a state-by-state comparison of general adult and college student volunteer rates.

Table 5. States' General Adult Population Volunteer Rates vs. States' College Student Volunteer Rates, 2003-2005

State	General Adult Population		College Students, ages 16-24	
	Volunteering Rate	State Rank	Volunteering Rate	State Rank
Alabama	28.9%	32	34.8%	16
Alaska	38.9%	5	40.1%	7
Arizona	24.9%	45	30.8%	32
Arkansas	25.6%	43	31.7%	22
California	26.1%	40	28.5%	38
Colorado	32.8%	17	38.3%	10
Connecticut	30.8%	21	31.5%	23
Delaware	26.7%	37	26.4%	42
District of Columbia	30.8%	22	31.0%	30
Florida	24.1%	48	25.9%	43
Georgia	25.9%	41	21.4%	51
Hawaii	25.4%	44	29.6%	35
Idaho	35.5%	14	44.4%	2
Illinois	29.7%	28	31.2%	27
Indiana	29.5%	29	37.3%	13
Iowa	39.2%	4	31.1%	29
Kansas	38.6%	8	31.5%	24
Kentucky	29.8%	27	30.4%	33
Louisiana	22.7%	49	27.8%	40
Maine	33.2%	16	31.4%	25
Maryland	30.3%	25	30.2%	34
Massachusetts	27.0%	36	24.0%	47
Michigan	32.1%	18	37.4%	12
Minnesota	40.7%	3	39.9%	8
Mississippi	26.4%	39	33.1%	20
Missouri	31.9%	20	38.9%	9
Montana	37.9%	10	34.6%	17
Nebraska	42.8%	2	41.5%	5
Nevada	18.8%	51	236%	49
New Hampshire	32.0%	19	32.0%	21
New Jersey	26.5%	38	25.0%	45
New Mexico	28.5.%	33	31.3%	26
New York	21.3%	50	23.4%	50
North Carolina	29.1%	30	28.8%	37
North Dakota	36.5%	13	33.7%	19
Ohio	30.7%	24	34.4%	18
Oklahoma	30.0%	26	43.0%	3
Oregon	33.6%	15	31.1%	28
Pennsylvania	30.8%	23	35.1%	15
Rhode Island	24.9%	46	25.8%	44
South Carolina	28.0%	35	28.3%	39
South Dakota	38.8%	6	31.0%	31
Tennessee	25.9%	42	24.0%	48
Texas	28.3%	34	29.2%	36
Utah	48.0%	1	62.9%	1
Vermont	38.1%	9	41.5%	4
Virginia	29.0	31	24.6%	46
Washington	36.8%	12	37.6%	11
West Virginia	24.6%	47	27.4%	41
Wisconsin	37.0%	11	36.2%	14
Wyoming	38.8%	7	40.2%	6

VOLUNTEERISM TRENDS

Who?

In order to effectively attract volunteers, it's important to know a little about the "volunteer market." In the 16–24-year-old age group, college students are the most likely volunteers. In fact, college students are twice as likely to volunteer as their peers who are not enrolled in an institution of higher learning (30.2 and 15.1 percent, respectively). Full-time students are more likely to volunteer than part-time students, which might be connected to part-time students' work commitments: As the amount of hours students work increases, the amount they volunteer decreases. An exception to this is those full- time students who also work more than 40 hours per week. These busy, high-achieving students somehow still find time to volunteer more than their peers working 26–40 hours.

Figure 2. 2005 Volunteering Rates
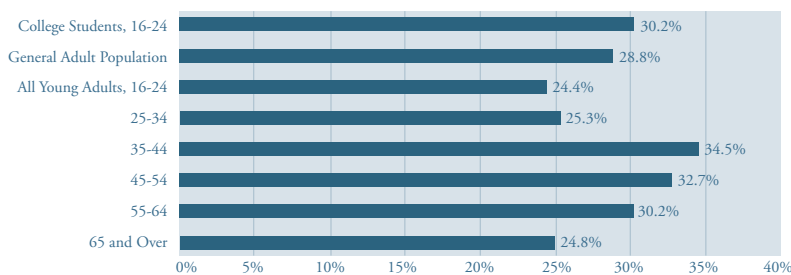
In the general adult population, the group with the greatest amount of discretionary time (seniors 65 and over) has the lowest volunteer rate (24.8 percent). Conversely, those with the greatest demands on their time (adults age 35–44 and 45–54) have the highest volunteer rates (34.5 and 32.7 percent, respectively).

In terms of demographics, college student volunteerism trends follow national patterns: Females volunteer at a slightly higher rate than males (33 versus 26.8 percent), and whites volunteer at a higher rate than other races and ethnicities (32 versus 23.6 percent). [4]

When?

More so than adults, college students tend to be episodic or occasional volunteers, though in this regard they are spearheading an increasing national trend towards a new style of volunteerism characterized by episodic or occasional volunteerism for different organizations, as opposed to the traditional style of volunteerism where volunteers commit regular, intensive service at one or a few organizations. College students also volunteer fewer hours per year than their adult counterparts. The largest group of college students (27 percent) volunteered 15–49 hours in 2005, while the largest group of adults in the general population (27.8 percent) volunteered 100–499 hours. Still, as the CNCS report points out, "College students spend a lot of time volunteering each year . . . 44.1 percent of all college student volunteers

engage in regular volunteering (volunteering 12 or more weeks a year with their main organization) and 24.4 percent of college student volunteers gave 100-499 hours in 2005." [5]

Where?

College students, both male and female, are overwhelmingly most likely to volunteer for education or youth-service organizations (31.6 percent). Religious organizations are the second choice (23.4 percent) and even here there are opportunities for CIS and other youth-serving organizations. Conversely, adults favor religious organizations as their volunteer organization of choice (34.8 percent), followed by education and youth organizations (26.3 percent.) [6]

What?

With both college student and general adult population volunteers favoring the education and youth development sector, we need to ask, "What activities are they engaged in when they volunteer?" The Corporation for National and Community Service lists tutoring/teaching and mentoring as the most popular volunteer activities for college students; 38.9 percent of the general adult population also favored tutoring or mentoring.

The top five volunteer activities for college students in education or youth development are:

1) Tutoring/teaching – 26.6 percent

2) Mentoring – 23.8 percent

3) Fund raising or selling items to raise money – 23.1 percent

4) Collecting, preparing, distributing or serving food – 20.5 percent

5) General labor or transportation for people – 19.9 percent

It's important to note that while tutoring/teaching and mentoring are the most popular activities for both males and females, and whites and blacks, mentoring is by far the most popular activity for black males. This somewhat dispels the notion that there are few black role models to serve our youth; the fact is, black men are indeed mentoring, but unfortunately they are doing so in lesser numbers than their white and female counterparts. [7]

Why?

In order to recruit an effective volunteer base, it's important to understand why people choose to volunteer in the first place. Knowing what motivates volunteers not only helps in the marketing and recruiting process but also in their retention. Researchers have identified seven major reasons for volunteering:

- Understanding – To gain a greater understanding of the world, the people in it and themselves. "I gain a new perspective on things."

- Values/compassion – To put their values into action. "I'm concerned about the students I work with."

- Enhancement – To feel important, to form new friendships, to boost their own self-esteem. "Mentoring a child makes me feel needed."

- Social – To satisfy expectations of friends, a spouse or others close to them. "My girlfriend tutors and would be disappointed in me if I stopped doing it too."

- Protective – To distract themselves from work or personal problems. "Mentoring allows me to forget about issues at work and at home for a while."

- Career – To explore career options and/or increase the likelihood of pursuing particular career paths. "Mentoring allows me to visibly demonstrate my interest in youth."

- Community concern – To satisfy a sense of obligation to the community. "I volunteer because I believe that I should give back." [8]

Volunteers in youth development, whether they are college students or adults, cite understanding and values as the primary motivators for volunteering. [9] Therefore, recruiting and marketing efforts should focus on these motivators. But it doesn't end there once volunteers are successfully recruited. Those same needs must be met and maintained.

How can CIS retain its volunteers when the work is often challenging and not fun? Consider the marketing and recruiting process, and examine what motivated the volunteers. If college students were motivated by external needs such as those labeled "social," "enhancement" or "career," then consider extrinsic rewards such as a volunteer social event, volunteer awards or public recognition. Volunteers motivated by internal needs such as "understanding," "values" and "community concern" would probably appreciate recognition based on identity, such as receiving a volunteer newsletter or attending a volunteer banquet.

Public/Private Ventures (PPV) conducted a comprehensive study in 2000 of the Big Brothers/Big Sisters (BBBS) community-based mentoring program, with some startling conclusions. After 18 months of being part of the BBBS program (this includes applying for a mentor and then being matched with one), mentored students showed improved school performance, respect for teachers and family, and were less likely to begin using drugs and/or alcohol. What is startling about the results is the commitment and intensity required to achieve positive outcomes: PPV reported that positive results were achieved when mentors met with their students once per week for an average of three hours (12 hours/month; 144 hours/year). Further, the study concluded that positive outcomes would not occur without a substantial one-on-one relationship and extensive program support, including mentor

recruitment, training, careful matching and ongoing staff support for mentors. As the study explained, "The standards and supports BBBS programs employ are critical in making the relationships work, and thus in generating the strong impacts we have reported." At the time of the study, the cost of supporting each mentor/student match was estimated at $1,000.

More troubling are the outcomes observed when a long-term, time-intensive relationship was lacking. For mentor/student relationships that terminated within six months, youth reported lower feelings of self-worth, acceptance and scholastic competence than those students who were not matched with a mentor at all. [10]

An additional study was released in August 2007 of BBBS school-based mentoring programs. Students met with mentors once per week for 45–60 minutes over the course of the school year. The cost remained $1,000/match. Teachers reported that students improved in the following areas: quality of work, homework completion and behavior. Students reported feeling that they were doing better in school and skipped school less often. However, the study concluded that one academic year is not enough to permanently improve academic performance; the summer gap creates communication and match-retention issues that are difficult to overcome. It's also important to note that students involved in weaker matches showed declines on several outcomes relative to their non-mentored peers in year two. [11]

Both the community and school-based BBBS studies have strong implications for how we go about our work at Communities In Schools, especially when providing Level Two (targeted and sustained) services. While mentoring programs can be successful, it is clear that achieving positive outcomes requires a significant investment of time and money, and should not be undertaken lightly. Given data on volunteer trends and the motivation of college student volunteers in conjunction with the essential elements of an effective mentoring program, it is clear that college students may not be well suited to long-term mentoring. CIS affiliates should instead consider using college students for tutoring or episodic enrichment activities that are better suited to college students' lifestyles and motivations. Meeting college students "where they are" and playing to their strengths with an understanding of their motivation will yield excellent results in terms of sustainable quality programming and volunteer retention. Most important, thoughtful and strategic program planning will produce college student volunteers whose service will be truly valuable to the CIS service-delivery model.

RECOMMENDATIONS FOR CIS AFFILIATES

From the research undertaken for this Fellows Program project, both nationally and at local universities near my CIS affiliate in North Carolina, we can summarize some important "Dos and Don'ts" for Communities In Schools affiliates who want to create or improve their volunteer programs and recruit college students.

DO

Think about asking the banker who already coaches basketball, teaches Sunday school and is involved in his son's Scout troop to teach a class on financial literacy. He's likely to say yes!

DO

Assess your program's needs. Make a list of Level One and Level Two services to see where volunteers are needed. (Level One services are those services that are easily accessible and/or provided to all students, such as a school supply drive, clothes closet, an assembly, etc., and may be a one- time-only event. Level Two services are targeted and sustained services tailored to an individual student's needs, such as one-on-one counseling, tutoring, mentoring, etc., and are usually long term.) Consider the volunteer service: Will it be short-term, long-term, one-time or episodic?

DO

Critically evaluate local resources using volunteerism research data. Make a list of volunteer organizations, noting member age, group focus and volunteer trends. Consider colleges, universities, community colleges, faith-based groups, senior groups, local alliances, civic clubs, professional organizations and community-based groups. For example: local college students majoring in education are often required to spend time with students in the classroom. These students would be well-suited to tutoring middle school students needing remediation in reading or math in preparation for an upcoming test, for example. This type of remediation is often short-term and intensive, and may fit well into a college student's semester schedule and desire for episodic work. In contrast, adults with busy schedules or seniors who prefer traditional, recurring activity would be well-suited to being a reading or lunch buddy for elementary school children. Meeting with students for 30–45 minutes once a week throughout the school year is a better fit for this group, but would be an unlikely match for college students. In short, building a volunteer profile ahead of time for each program or activity will save time and resources later. It can also serve as a quick-reference guide when new volunteers and sponsors ask, "What can I do to help?"

DON'T

Settle for less. An unreliable or incompetent volunteer is not better than no volunteer at all. A poorly matched or unsuitable volunteer is not likely to be a successful volunteer. It's not necessarily easy, but getting the right volunteer is important.

DO

Tailor your marketing efforts to highlight opportunities that satisfy the motivations of potential volunteers. To recruit college students, marketing efforts might highlight self-esteem, or social and career opportunities that are episodic/short-term. To recruit older adults, marketing efforts might highlight values/compassion and community concern.

DO

Consider your marketing technology with college students. Communication methods have changed. E-mail blasts, blogs and electronic bulletin boards are likely to be more effective than flyers and snail-mail.

DON'T

Discount the beauty queen. Find the "it" person or group on campus who is connected. There is no sure method to finding this person or group, but every campus has one or more. The "it" person or group is socially connected, well respected and has the ability to persuade peers to join them in volunteering. At one campus, it may literally be the beauty queen; at another, it could be the Chancellor's scholars, the student government or a fraternity president. Talk to several groups of people (students, faculty, departments, clubs, etc.) to find out who has influence on campus.

DO

Contact fraternities and sororities with a service focus or that require members to perform community service. Tap your colleagues (teachers, social workers, CIS site coordinators) who are alumni of local universities and fraternity/sorority members. They can provide a critical link to the right people.

DO

Contact the education and social work departments (individual professors too, not just department chairs), school volunteer organizations such as Campus Compact or COOL, if your schools have them, and the work-study department. These groups have a volunteer requirement or an expressed desire to volunteer.

DO

Remember that volunteers set out to satisfy needs of their own. You successfully recruited the volunteers by understanding their motivation and providing them with an opportunity to satisfy their needs and serve your own as well. The volunteer activity must also satisfy expectations and meet needs. If you successfully match a volunteer with an activity that meets his or her needs and expectations, you're much more likely to retain that volunteer.

DO

Tell the truth. Don't try to glamorize the fun or minimize the hard work involved in volunteering. It will cost you credibility and long-term volunteers.

DO

Consider the effect on students before implementing the program.

DO

Consider the cost to maintain an effective program.

DO

Consider the buddy system. It might be easier to recruit two mentors who are already friends and match them with two to four students. Mentors may be more likely to volunteer if they can do so with a friend, and students may feel less self-conscious and enjoy a more casual atmosphere with a small group of friends.

DO

Consider that CIS affiliates often face staffing and financial resource challenges. Given the staff and resources available and the essential elements necessary to produce positive outcomes for students, ask yourself, "Is it feasible to implement my mentoring program?"

DON'T

Fall in love with your plan. Instead, be willing to revise it on the basis of the most efficient and effective way to use volunteers to produce positive outcomes.

DON'T

Rule out paying college students to tutor younger students. Paying a college student will increase the reliability factor and likely provide positive academic outcomes.

DO

Consider using work-study students, or paying stipends to college students to serve as assistants in after-school programs or staff short-term special events that require additional manpower. Fall festivals, fitness field days and citizenship/student voting events are examples of activities that may require extra help for a short period of time. Paying a stipend will likely yield dependable volunteers and provides the college students with some quick cash without a long-term commitment.

College work-study programs are subsidized by the federal government and offer a viable alternative to local CIS affiliates who may be able to afford to pay tutors. Once an agreement is established with a college or university, a program will benefit from a steady stream of ready and willing applicants looking for work. Eventually, this reduces the time and energy required to recruit and hire tutors and may lead to some beneficial long-term relationships for students. Some states also offer subsidies and similar programs; contact the financial aid or work-study office on campus to learn if this is an option in your area.

CONCLUSION

College students represent a valuable source of volunteer recruitment. Moreover, they predominantly volunteer with education or youth-serving organizations. The challenge for Communities In Schools and similar nonprofit groups is to understand the particular ways that college students prefer to give their time and talents. It is important to develop effective strategies that harness students' enthusiasm for volunteering, and reach them in ways that match their volunteering pattern.

My research for this Fellows Program project has revealed a number of key points:

- College students tend to be episodic or occasional volunteers. This may indicate that they are not always ideally suited to serve as mentors for young people. The research shows that, for a mentoring relationship to be effective, it should be both time-intensive and of fairly long duration.

- Thus, Communities In Schools and similar youth-serving organizations should emphasize short-term volunteer assignments for college students, such as tutoring and other episodic enrichment activities. Fortunately, this fits well with national research indicating that college students who volunteer in education or youth development make valuable contributions in areas like fundraising, food collection and service, and providing transportation.

- College students who volunteer in youth development cite understanding and values as their primary reasons for volunteering. We must make a clear connection for these students between the work they are doing as volunteers and the chance to learn more about the society they live in and put their values into action. Some students also describe other, more external motivations such as social or career enhancement. These team members should be acknowledged and rewarded with social events, awards ceremonies and other public recognitions.

- College students who are majoring in education or involved in a work-study program often seek volunteer opportunities as part of their formal study. By building partnerships with university education departments, CIS can tap into this potentially large source of volunteers.

These strategies reflect a prevailing view among many groups that specialize in helping college students to volunteer. Campus Compact, which has formed university/community partnerships since 1985, points out the importance of shaping volunteer opportunities to match the motivations and time constraints of college students. Campus Compact is also a strong advocate for making civic responsibility a touchstone of higher education: "The development of students' civic skills, habits, inclinations and abilities needs to be consciously built into academic and student life." [12] CIS can emphasize this same positive approach to civic responsibility in conjunction with the typical values-based motivation for college students' volunteering.

The Corporation for National and Community Service echoes many of these themes: "College students often have a variety of activities and responsibilities competing for their attention, and engaging them in service takes a well-conceived strategy." One important strategy recommended by CNCS is to "help college students connect their service to something larger." College volunteers "have the ability to become quickly engaged in an issue once they have enough information to fully understand it. Be able to explain to them why the service they will be doing is important." [13]

Clearly, the role played by college student volunteers is enormous, and can become even more significant. I hope the results of this Fellows Program project will help guide CIS and other youth-serving nonprofit groups toward ever richer and more effective partnerships with local campuses.

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