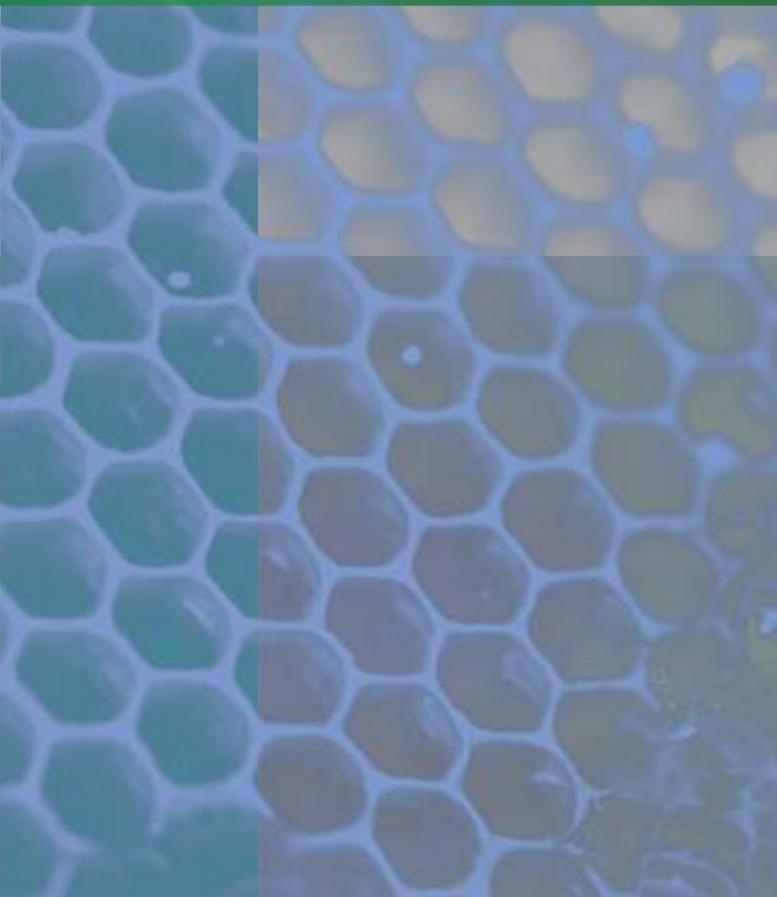# PARTNERSHIPS THAT WORK

THE STORIES AND LESSONS FROM CAMPUS/COMMUNITY COLLABORATIONS

CHARLENE J. GRAY, Ph.D.

JAMES M. HEFFERNAN, Ph.D.

MICHAEL H. NORTON

PARTNERSHIPS THAT WORK

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Pennsylvania Campus Compact

P.O. Box 4508

One College Avenue

Grantham, PA 17027

717/796 5072

email: cgray@paccompact.org

New York
Pennsylvania | **Campus Compact**

ABOUT PACC/NYCC'S CONSORTIUM PROJECT *BUILDING ON OUR STRENGTHS*

This monograph has been written exclusively by the authors, representing Pennsylvania Campus Compact and the New York Campus Compact, who are solely responsible for its content. In 2006, Pennsylvania Campus Compact (PACC) and New York Campus Compact (NYCC) formed a consortium representing nearly 150 member institutions and 500,000 students to apply for a Learn and Serve Grant through the Corporation for National and Community Service. They were awarded the Learn and Serve Grant and this monograph represents the fruit of that project. Their shared state Campus Compact mission includes building the capacity of their member institutions to connect to community service, community-based research, participatory action research, and of course, service-learning. (Hence the consortium/project title *Building on Our Strengths*.)

ABOUT CAMPUS COMPACT

Campus Compact is a national coalition of more than 1,100 college and university presidents— representing some 6 million students—who are committed to fulfilling the civic purposes of higher education. As the only national association dedicated solely to this mission, Campus Compact is a leader in building civic engagement into campus and academic life. Through our national office and network of 35 state offices, members receive the training, resources, and advocacy they need to build strong surrounding communities and teach students the skills and values of democracy.

Campus Compact consists of a national office based in Boston, MA, and state offices in CA, CO, CT, FL, HI, IA, IL, IN, KS, KY, LA, MA, MD, ME, MI, MN, MO, MS, MT, NC, NH, NY, OH, OK, OR, PA, RI, SC, TN, TX, UT, VT, WA, WI, and WV. For contact and other information, see www.compact.org.

CHARLENE J. GRAY, Ph.D.

JAMES M. HEFFERNAN, Ph.D.

MICHAEL H. NORTON

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CONTENTS

Building on Strengths through Networks

Charlene J. Gray, Ph.D.

Cultivate, grow, nurture, seeds, roots, prune, crops, cross-fertilization, landscape, silos, environment, sustainability. These words describe an ecosystem with a dynamic interaction of seed, soil, weather, and climate. However, these words are also frequently used by those who embrace service-learning[1] and campus-community partnerships. These words are not just for farmers; they assert a philosophy of collaboration with a view of cultivating the public good in higher education. At the core of this notion is an abiding belief that we are better together than apart. When all constituents—students, faculty, campus staff and administrators, community partners—share or cross-fertilize resources (human, financial, and intellectual), we grow, learn, and change

THE PROMISE OF CROSS-FERTILIZATION

As institutions of higher education extend their practice of civic engagement through service-learning, they must grapple with the question of how their complex organizational systems can work with the non-profit community to effect in students and communities change that is both broad and deep while being sustainable. The driving question in this project was therefore "How can we build and sustain networks to establish and expand service-learning, and what is the impact of such an effort on the greater community?" We believe that service-learning creates a complex interaction between institutions and community partners in which they leverage and exchange human, intellectual, and financial resources for their mutual benefit. The double advantage to the community and to the academic discipline in turn deepens the roots of service-learning.

We proposed that these cross-institutional interactions might have a greater ability to deepen service-learning both *within* each institution and *among* the partners in the networks, including community partners. A three-year grant enabled networks to begin to organize themselves to test this theory. Our expectations were that these networks would organize by creating a sense of identity as partners, establishing a mechanism for conveying information, and nurturing their relationships.

[1] Throughout this project we have used the popular definition of service-learning provided by Bringle and Hatcher as a "course-based, credit-bearing educational experience in which students (a) participate in an organized service activity that meets identified community needs and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility."

This monograph is a confluence of stories, observations, and results of the successes and challenges of this project. Multiple voices have merged to tell these stories, including both the grant managers and the sixteen sub-grantees with their cast of partners. The sub-grantees' contributions came from formal grant reports, evaluation data drawn from rubrics, surveys, site visits, conversations, and focus groups. Additionally, the writers are three grant stakeholders who bring their own observations from events, interactions with sub-grantees, and interpretations from all the stories, reports, and data gleaned. We come from different vantage points: Dr. Char Gray is the Executive Director of the Pennsylvania Campus Compact (PACC) and the fiscal agent of the grant. Char is a leader in civic engagement and has been a service-learning director. Jim Heffernan is the Executive Director of the New York Campus Compact (NYCC)[2] and is completing a 45-year career in higher education as an administrator, faculty member, and researcher. Char and Jim both started as state Compact directors in 2005. At their first meeting they found themselves to be enthusiastic colleagues, eager to take on a two-state project to "build on their strengths." Michael Norton, a grant consultant, works at Temple University to help align civic engagement with institutional mission by leveraging resources to deepen engaged scholarship. As co-authors, we are modeling in our writing what we envisioned and encouraged in the development of networks: collaboration with the goal of creating a much richer story than any of us could have produced alone.

This is neither a research report, nor an evaluation study, nor a how-to manual for creating or developing a cross-institutional network. Rather, it is an anthology of many stories from which we have elucidated themes and best practices about the nature and power of networks for deepening service-learning. From volumes of material, we have winnowed, synthesized, reflected, and verified. While dedicated to telling the stories accurately, we also take the space in this document to wonder, note surprises, and raise questions.

We must identify the stakeholders in order to provide the organizational context of this endeavor. First, this grant was federally funded by the Corporation for National and Community Service (CNCS) through its Learn and Serve America Higher Education office. This $1.5 million competitive three-year grant (2006–2009) was focused on service-learning linking college students with youth in impoverished communities.

Second, to implement this grant, Pennsylvania Campus Compact (PACC) and New York Campus Compact (NYCC) formed a consortium representing nearly 150 member institutions and 500,000 students. Our shared state Campus Compact mission includes building the capacity of our member institutions to connect them to community service, community-based research, participatory action research, and of course, service-learning. (Hence the consortium/project title *Building on Our Strengths.*) The two geographic areas are similar, both with large urban areas (Philadelphia and New York) surrounded by rural areas and several metropolitan cities.

Our third set of stakeholders was composed of the PACC/NYCC sub-grantees who gathered a wide variety of partners from the community and academic institutions. The community-based organizations ranged

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[2]Campus Compact is a national coalition of more than 1,100 college and university presidents—representing some 6 million students— dedicated to promoting community service, civic engagement, and service-learning in higher education.

from small stand-alone non-profits to large affiliates of national organizations such as YMCA. Partner institutions of higher education encompassed two- and four-year public, private, and faith-based institutions that also represented small, medium, and large enrollments and offered a range of liberal arts, research, and doctoral programs. The individual faculty members were likewise from a variety of disciplines and represented tenured, tenure-track, and adjunct positions.

Finally, inherent to Campus Compact is a natural delivery mechanism for services among member institutions, and those who comprise this mechanism are our fourth set of stakeholders, for whom we write. They are practitioners and faculty, institutional leaders, mid-level managers, innovators, and adopters who are passionate about the public good. They are professionals who come from the same institutional sectors and contexts as our sub-grantees, grappling with the challenges of creating meaningful and sustainable change on their campuses and in their communities. National Campus Compact's annual member survey reflects that an institution's commitment to civic engagement and service-learning is manifested in diverse ways. For example, the office may be housed in student affairs or student life, academic affairs, the president's office, or the chaplain's office. While these differences bring a unique set of cultures, politics, and resources, their assets are a shared commitment to finding resources to connect students and faculty to their communities for deeper learning and for the purpose of transforming communities.

THE NETWORK STRATEGY

The idea of networks emerged from the notion of loosely coupled yet interacting entities that become bound together through common interests, values, visions, and personal commitments rather than external mandates. In this arrangement, the host coordinator's support is conditional on space, time, and human, financial, and intellectual resources; it is linked to projects, not institutionalized structures. The network members are sustained by each other's creativity and commitment, which extends beyond their everyday obligations to their campus. Thus their organizing principles are neither predetermined by the grantors nor fixed in a rigid structure or institutional administrative arrangement.

The guiding principles for PACC/NYCC's Consortium grant design were aligned with the Learn and Serve goals of promoting and expanding service-learning. Our project proposed to address two simple but profound service goals: establishing and expanding regional networks, and transforming institutions through service-learning in the academic disciplines. Additionally, we envisioned expanding this idea by tapping into regions with strong Campus Compact members. Our assumption was that the mechanism of a network might build capacity by enhancing institutionalization of service-learning within as well as among institutions through developing an organized structure, focused purpose, and clear anticipated outcomes.

PACC/NYCC's interest in forming regional networks was driven by our observations of existing cross-institutional higher education networks such as the Lehigh Valley Association of Independent Colleges. In 2003, a collection of colleges from the Lehigh Valley collaborated for an event at Lehigh University that convened community service/service-learning directors, students, and faculty. While there was robust

attendance, the organizers were stretched to make it happen. Without the framework for the collaborative experience, the result was a high demand on resources for a low-impact result. The PACC/NYCC grant was therefore designed specifically to offer resources to a region to accomplish something broader in scope and impact.

An additional mechanism proposed by PACC/NYCC was to form academic discipline networks. Not unlike the notion of engaged departments, the driving question was "How do we incentivize diverse faculty from one discipline to collaborate around service-learning and social justice?" For example, prior to the actual grant, a mathematics professor from Lafayette College in Easton, PA, requested funds from PACC to support mathematics faculty in creating course modules that would link service-learning and social justice issues. While PACC was unable to support this initially, it provided the PACC/NYCC project with a seed idea and a framework for creating academic discipline networks in the grant.

These networks have different motivations and mechanisms for joining together, staying together, and working together. Accountability for our loosely coupled sub-grantees came from an internal fidelity to the mission and purposes of the network. At the same time, we were all held accountable to our funding source, both as grantors and sub-grantees of the Learn and Serve funds.

> PACC/NYCC's values are reflected in the criteria for a successful application. Grantees must: foster **sustainability** through building capacity at the regional and local levels, ensure **stewardship** through asset development, expand **collaboration** within and among regional networks and practitioners in the academic disciplines, and nurture **reciprocity** between communities and students through service-learning.

DESIGN OF NETWORKS: PROGRAM DESCRIPTION

Three different kinds of grants were awarded, reflecting varieties of commitment, interest, infrastructure, capacity, developmental stage, and focus.

Three regional networks and three academic discipline networks already existed. Regional networks were partially defined by their particular geographic area, whether urban, rural, or metropolitan, and some network partners drove more than an hour for network activities. One network consisted entirely of community colleges, and many networks gathered institutions from various sectors. Academic discipline networks were not bound by geography, and three of them engaged and grew with partners from all over the United States.

We initially intended to seed regional networks with sub-grants to support what we identified as core elements: stipends for faculty service-learning course development, support for at least a part-time regional leader, and support for the community partners. In order to cultivate institutional support for stipends, we required sub-grantees to match dollar for dollar with allocations for service. Additionally, we planned to

require sub-grantees to incrementally increase their match contributions so that in the second year, for example, every dollar received from the grant would be matched by two dollars. However, we ended up making several adjustments as our sub-grantees struggled to match at the level we were asking due to the slipping economy. Also, following our first year, we realized that some regional networks were in a developing stage, and we adjusted the funds available so that they could focus on one aspect of their growth.

Four Regional Networks (Grants awarded ranged from $40,000–$75,000)

Grants to regional networks were aligned with the overall goals of leveraging the networks' ability to imbed service-learning in their institutions and communities. The grant stipulated the following four elements: that faculty stipends be awarded in order to provide incentive for faculty to incorporate service-learning into their courses; that $5,000 be allocated to one or more community partners to build their capacity to support service-learning; that regional networks allocate support for at least a part-time regional leader to provide infrastructure to the network; and that regional networks include at least three Campus Compact institutions and one community partner within a specific geographic region. Principal activities of regional networks included:

A. Providing training, technical assistance, and stipends to institutional faculty for course development. Preference was given to sub-grantee projects that focused on support for disadvantaged youth and projects involving K–12 service-learning in science, math, and reading/writing.

B. Developing capacity in community partners by 1) offering training on the nature of campus/community partnerships to meet local needs and on service-learning and its function in enhancing student experience and community betterment, and 2) supporting conference attendance, presentations, and meetings of institutions of higher education and community partners.

C. Convening regular meetings to facilitate the development of the regional networks and to support service-learning course development. Regional leaders were also to work with the boards of community-based organizations, confer with community service/service-learning professionals in the participating institutions, and collect performance measure data for project evaluation.

Six Academic Discipline Networks (Grants awarded averaged $8,000)

Grants awarded to academic discipline networks supported educators in building peer-driven service-learning projects within their institutions and professional associations. Academic network sub-grantees share a common academic area of study and work together to better incorporate service-learning. Not bound by geography, these networks were formed in a variety of ways: existing relationships from connections at a discipline association meeting; shared research interests, grants or projects; or interest in deepening the pedagogy and practice of service-learning. From our experience, we proposed that colleges and universities might more

readily accept service-learning courses if they emerged organically from departments and individual faculty members. Applications were accepted only from a faculty member at a member campus of PACC/NYCC and were required to include at least three other faculty, each representing Campus Contact member institutions. Principal activities included:

A. Establishment of networks of higher education professionals in academic disciplines. These networks would build new models of service-learning course design, develop new partnerships, build capacity, and evaluate results within academic discipline projects.

B. Communication with institutional curriculum committees, academic deans, and department chairs about the discipline-specific models of service-learning, including best practices, implementation strategies, and assistance with intra- and inter-institutional dialogues on institutional change.

Six Developing Regional Collaborations (Grants awarded ranged from $10,000–$15,000)

Six grants were allocated to regions in the early stages of developing collaboration. The grant required that regional networks include at least two Campus Compact institutions and one community partner within a specific geographic area. The activities of funded networks varied as determined by the need of the region and nature of the collaboration. Four activities were considered key focus areas for this initiative, and networks could choose from one or more of these activities:

A. Regional networking and collaboration

B. Faculty development and training

C. Faculty stipends

D. Community partner development and training

PACC/NYCC LEARN AND SERVE NETWORKS

REGIONAL NETWORKS

New York Metro Area Partnership for Service-Learning (NYMAPS)[3]	*Higher Education Institutions:* **The City College of New York,** Lehman College, New York University, Marymount Manhattan College, Wagner College *Community Partners:* The College and Community Fellowship, University Settlement-The Door, West Harlem Group Assistance, East Harlem Tutorial Program
Philadelphia Higher Education Network for Neighborhood Development (PHENND)*[3]	*Higher Education Institutions:* **University of Pennsylvania,** Bryn Mawr College, Cabrini College, Chestnut Hill College, Gwynedd-Mercy College, Montgomery County Community College, St. Joseph's University, Villanova University, Widener University *Community Partners:* School District of Philadelphia
Southwestern Pennsylvania Regional Network for Growth in Service-Learning (SPRING)[3]	*Higher Education Institutions:* **Duquesne University**, Carlow University, Robert Morris University, University of Pittsburgh, Waynesburg College *Community Partners:* Collegiate YMCA, Pittsburgh Cares
Western New York Service-Learning Coalition (WNYSLC)*[1]	*Higher Education Institutions:* **Daemen College**, Buffalo State College, D'Youville College, Niagara University, University of Buffalo *Community Partners:* Journey's End Refugee Services

ACADEMIC DISCIPLINE NETWORKS

Engineering, Peace, Justice and the Earth*[3]	*Higher Education Institutions:* **Binghamton University (NY),** Cascadia Community College (WA), Oregon State University (OR), Queens University (Kingston, Ontario), Rensselaer Polytechnic Institute (NY), Rochester Institute of Technology (NY), Smith College (MA), University of New Brunswick (New Brunswick)
Erasing Boundaries—Supporting Communities: Interdisciplinary Service-Learning in Architecture, Landscape Architecture and Urban Planning[3]	*Higher Education Institutions:* **State University of New York, College of Environmental Sciences and Forestry,** Cornell University, Hunter College, Penn State University, City College of New York
Forging Partnerships of Justice: A Collaborative Approach to Service-Learning and Incarceration[3]	*Higher Education Institutions:* **Cabrini College**, Bloomsburg University, Cedar Crest College, Eastern University, Gannon University, Kutztown University, Lafayette College, Mount Aloysius College, Swarthmore College, Temple University, Villanova University
Mathematics of Social Justice*[1]	*Higher Education Institutions:* **Lafayette College**, East Stroudsburg University, Middlebury College (VT), Moravian College, West Chester University
Native American Studies Interdisciplinary Service-Learning Initiative*[1]	*Higher Education Institutions:* **Nazareth College**, Monroe Community College, St. John Fisher College *Community Partner:* Ganondagan Native American Cultural Center
Service-Learning Initiative in the Health Sciences[1]	*Higher Education Institutions:* **Mercyhurst College**, Edinboro University, Gannon University

PACC/NYCC LEARN AND SERVE NETWORKS
DEVELOPING REGIONAL COLLABORATIONS

Binghamton Area[2]	*Higher Education Institutions:* **Binghamton University, Broome Community College, Davis College**
Campus-Community Consortium of the Capital Region (4CR)[1]	*Higher Education Institutions:* **Siena College,** Hudson Valley Community College, Russell Sage College, the College of Saint Rose *Community Partners:* Unity House, Boys and Girls Club
Lehigh Valley Association of Independent Colleges (LVAIC)*[1]	*Higher Education Institutions:* **Cedar Crest College**, Lafayette College, Lehigh University, Muhlenberg College *Community Partners:* Collegiate Colonial Intermediate Unit 20
Northeast Region Community Colleges (5CC)[3]	*Higher Education Institutions:* **Northampton Community College**, Kingsborough Community College (NY), Montgomery County Community College, Queensborough Community College (NY), Raritan Valley Community College (NJ)
Service-Learning Intercollegiate Consortium of Northeast PA (SLIC NEPA)[2]	*Higher Education Institutions:* **Misericordia University,** Keystone College, King's College, Luzerne County Community College, Marywood University, Wilkes University
Southern Alleghenies Learn and Serve Alliance (SALSA)[2]	*Higher Education Institutions:* **Saint Francis University,** Juniata College, Mount Aloysius College *Community Partners:* Pennsylvania Mountain Service Corps, Communities in Schools of the Laurel Highlands, Goodwill Industries, Inc.

KEY

Project Lead institution in **bold**
* indicates a pre-existing network
[3] indicates a three-year project
[2] indicates a two-year project
[1] indicates a one-year project

In the following chapters, we will share stories and lessons from the PAC/NYCC campus-community collaborations, each of which built on strengths to produce partnerships that work. Key to understanding those partnerships were how the networks got started, how they worked together, what they accomplished, how they are sustained, and what lessons we as grant managers learned.

CHAPTER TWO

How Did We Get Started?

Michael H. Norton

Like all good things, the PACC/NYCC consortium began with a conversation between friendly colleagues far from their institutions and even their state boundaries. Though the authors certainly did not realize it at the time, their encounter set in motion a series of events that are reshaping the dynamics of campus-community partnerships throughout Pennsylvania and New York. Promoting a network approach to help institutionalize service-learning on individual campuses and within academic disciplines brings this work firmly into the organizational paradigm of the 21st century. Prior to the outset of this grant, PACC and NYCC already operated as networks, but each was centered on its own member campuses and interacted with its distinct community partners. The decision to initiate and support the proliferation of networks within networks multiplied their efforts to create greater operational and creative flexibility. This chapter addresses what this initiation process looked like in diverse contexts, the commonalities that catalyzed the work, and the challenges that members encountered in the development of new networks.

Four common elements facilitated the emergence of new networks. First, participants pursued the grant in response to a perceived need in their local academic and geographic communities. They sought both funding to support service-learning and a mechanism to tap the collective power of shared resources on different campuses through collaborative relationships with local community partners. Second, pre-existing expertise among faculty and service-learning professionals throughout Pennsylvania and New York provided leaders to be advocates for increased support for service-learning on their campuses, in their disciplines, or in their regions. Third, network organizers, both on campuses and off, were uniformly committed to the principles of collaboration, shared leadership, consensus-driven decision making, and a conscious recognition of the diversity of expertise among the participants. Finally, the power of pre-existing relationships between individual faculty and staff on different campuses and relationships with community partners was fostered in all cases.

One of the most critical moments in the emergence of individual networks was the very structure of the PACC/NYCC Learn and Serve Request for Proposal (RFP) outlined in the previous chapter. Providing stipends for faculty to develop service-learning courses, including community partners in the application, and assigning administrative coordination for the networks proved crucial to the networks' success and sustainability. While there were a handful of pre-existing regional and academic networks that participated in the Learn and Serve grant, this chapter will feature the start-up networks to draw out similarities and crucial distinctions in their approaches.

SOUTHWESTERN PENNSYLVANIA REGIONAL NETWORK FOR GROWTH IN SERVICE-LEARNING (SPRING)

Strong relationships, expertise, and operational structures in southwestern Pennsylvania made the conditions ripe for the emergence of the Southwestern Pennsylvania Regional Network for Growth in Service-Learning (SPRING). Prior to the Learn and Serve grant cycle, the three founding members of SPRING, Duquesne University (DU), the University of Pittsburgh (Pitt), and Waynesburg University (WU), were individually participating in another mini-grant to support service-learning on their respective campuses. Their participation in this program became a blueprint for how the SPRING network would form their approach to service-learning and its institutionalization. The importance of a mutually understood definition of service-learning cannot be overlooked here; developing a shared understanding of what service-learning means in word and practice can be a grueling exercise within a single institution, much less among three as diverse as the SPRING founding members. In no small way, the SPRING organizers saw the development of the network as the structure that would provide ongoing support for service-learning and campus-community partnerships at a regional level.

In addition to their participation in the mini-grant program, representatives from both DU and Pitt sat on the Pittsburgh Council on Higher Education's community engagement committee, which established a positive relationship between the institutions from which the initial conversations about developing SPRING emerged. This relationship became the catalyst for the two universities to approach Waynesburg about applying for Learn and Serve funding to create SPRING. The inclusion of Waynesburg truly made SPRING a regional network by expanding the geographic scope beyond the city of Pittsburgh. Waynesburg also brought expertise of institutionally established infrastructure to support service-learning which, when combined with DU's established service-learning program and the expertise of the Pitt faculty, enabled SPRING to hit the ground running. The universities chose as their network community partner the Collegiate YMCA of Greater Pittsburgh, which had a strong interest in service-learning, was a regional institution with multiple sites, and had community relationships and partnership opportunities already in place.

SPRING was well staffed by dedicated service-learning directors and faculty at each of the three campus partners. The network also benefited from the presence of AmeriCorps VISTA volunteers at each founding institution and the serendipitous recruitment of a Pitt graduate student to become the first program manager for the network.

SERVICE-LEARNING CONSORTIUM OF NORTHEAST PENNSYLVANIA (SERVICE-LEARNINGIC-NEPA)

At the opposite corner of the state, the Service-Learning Consortium of Northeast Pennsylvania (SERVICE-LEARNINGIC-NEPA) was forming in direct response to the PACC/NYCC RFP. For this group of campuses in the Wilkes-Bare/Scranton region, grant funding initiated a collaborative project that had previously lingered as only an idea. Learning about other campus-community partnerships and sharing institutional success stories was a catalyzing moment for this group; an entirely new scope of activities seemed possible through the development of a network. As word of the new network began to spread, an urge to be included filtered through the regional community of higher education, pulling others in. Once PACC/NYCC announced a regional RFP, a diverse group of representatives from Kings College, Luzerne County Community College, Keystone College, Marywood University, Misericordia University, and Wilkes University successfully obtained funding for this developing collaboration.

Despite the diversity of these institutions, it became clear that their core values all included learning through partnership, shared decision making and consensus building, and a commitment to social justice. The level of expertise, however, varied widely among faculty and service-learning directors. Those institutions who initiated the RFP process were also those with more experience, and they took the lead in organizational meetings. The network had to make program choices that would benefit each of their members, regardless of their institutional expertise. They decided on a program of smaller workshops for service-learning professionals, larger ones for faculty and administrators, curriculum development funds for faculty, and the eventual promotion of more community partnerships. In this case, the service-learning professionals were the most reliable leaders, and their personalities and sense of joint mission were the biggest factors in the development of the network.

CAMPUS-COMMUNITY CONSORTIUM OF THE CAPITAL REGION (4CR)

In the final year of the Learn and Serve grant cycle, a new network emerged in Upstate New York, composed of the College of St. Rose, Sage College, and Siena College. Organizing in direct response to the PACC/NYCC RFP, the Campus-Community Consortium of the Capital Region (4CR) set out to promote service-learning on its individual campuses while cultivating multifaceted community partnerships that could accommodate diverse interests of faculty and students on their campuses.

The 4CR consortium applied with two community partners: Unity House and the Boys and Girls Club. The former is a well-established and dynamic organization with the ability to make connections with other groups to initiate service-learning partnerships, while the latter is a more grassroots operation in the Albany area. This combination of partnerships provided a solid base from which 4CR could begin forging partnerships between university faculty and community groups, and a steering committee of members from each party set the priorities for developing the network.

A crucial feature of the 4CR network was its commitment to the Problem Based Service-Learning (PBSL) concept, which emphasizes the consultant-client relationship between service-learning students and community partners with the goal of developing a realizable solution to an existing need. In adopting the PBSL approach to developing service-learning courses, 4CR was challenged to work closely with its community partners to truly understand their needs. To kick off their activities, 4CR organized a summer service-learning conference focused on faculty training and community partner development. In collaboration with these two community partners, 4CR convened a Community Partner Caucus that would function as a parallel community partner network within the 4CR network.

NORTHEAST REGIONAL COMMUNITY COLLEGE NETWORK (5CC)

In contrast to networks grouped by region or academic discipline, the Northeast Regional Community College Network (5CC) developed around the affinity of membership schools. These institutions recognized that the missions, areas of expertise, and students of community colleges differ greatly from those of regional four-year state and private institutions, and therefore thought that working with colleagues in similar institutional contexts would allow for more meaningful interaction of network members. The geographic scope of the 5CC network was therefore rather expansive, consisting of Northampton Community College (NCC) and Montgomery County Community College (MCCC) in Pennsylvania, Queensborough Community College (QCC) and Kingsborough Community College (KCC) in New York, and Raritan Valley Community College (RVCC) in New Jersey.

Once again, pre-existing relationships, the potential for financial support, a perceived need on member campuses, and existing expertise were catalysts for organizing the 5CC network. NCC and RVCC had previously collaborated through their membership in the Community College National Center for Community Engagement (CNCCE), and they were able to recruit other CNCCE members, QCC and KCC, to come together to respond to the PACC/NYCC RFP. Their CNCCE participation was therefore the basis for regional collaboration among community colleges in the Northeast. The inclusion of MCCC, a PACC member in suburban Philadelphia, greatly expanded the geographic scope of the network.

The initial organizers of the 5CC network, NCC and RVCC, possessed significant expertise in service-learning pedagogy, and the initial hope was that they could serve as mentors for the other members. It quickly became evident, however, that the distance between institutions would be a significant challenge. Network members found it nearly impossible to convene face to face, making mentor relationships difficult to establish and maintain.

To overcome this logistical challenge, the network decided to focus on a rotating series of events and workshops that brought the colleges' faculty and staff together as a group, exposed less-experienced institutions to service-learning experts with diverse approaches to pedagogy, and facilitated interactive learning experiences. In addition, the network proposed a series of tool-kits specifically designed for community-college faculty and staff to help develop service-learning courses. In the absence of regular face-to-face meetings, the development of concrete tasks, workshops, and tool-kits became a unifying force and provided direction for network members.

ERASING BOUNDARIES: ARCHITECTURE, LANDSCAPE ARCHITECTURE AND URBAN PLANNING

Erasing Boundaries: Architecture, Landscape Architecture and Urban Planning emerged from pre-existing collegial relationships among faculty in New York and included SUNY-Environmental Science and Forestry in Syracuse, Cornell University in Ithaca, and City College of New York and Hunter College in New York City. Unlike the regional networks, this multi-disciplinary network sought to promote and support service-learning within its respective disciplines. This network overcame several initial challenges, convening to plan the project despite the inconvenience of geographic distance and the fact that the members were from different areas of study within their disciplines. In addition, the lead organizer was denied tenure and subsequently stepped away from the project, leaving the future of the network in doubt. Rather than allowing this setback to scuttle the project, the network transferred the leadership to another institution and the leadership team pulled together to continue the focus on networking and sharing resources.

To promote and support faculty within their disciplines, the group decided to organize a peer-refereed symposium and accompanying publication, which also became an opportunity for them to present and publish in a peer-reviewed venue that could count toward their tenure and promotion proceedings at their respective institutions. Thus the departure of their initial organizer prompted this network to take on a thorny issue confronting the field of service-learning and engaged research: tenure and promotion. Although the network did not actively cultivate partnerships with specific community-based organizations, the desire to recognize service-learning and engaged research in a peer-reviewed, academic setting became part of an ongoing project to recognize and reward engaged faculty in the academy.

STARTUP IN SUMMARY

These stories reveal the guiding priorities for each network and the structures each chose to develop. SPRING selected a community partner that was well positioned to facilitate further collaboration and thereby aligned itself with another regional network. SLIC-NEPA eased its way into a regional collaboration that focused on the development of institutional capacity of member campuses to support service-learning among its faculty and in local communities. Like SPRING, 4CR focused on developing community partner-

ships, while 5CC addressed the unique challenges faced by community colleges as they develop institutional supports for service-learning. This approach provided the impetus to organize and implement a workshop series and the development of resources for community college faculty, even in the absence of regular face-to-face encounters. Finally, the Erasing Boundaries group chose to actively challenge the prevailing sentiment in higher education that service-learning and collaborative research with community partners doesn't count as scholarly activity. The pursuit of peer-reviewed recognition and publication opportunities for faculty in this multi-disciplinary network presents a challenge to narrowly defined and departmentally centered notions of scholarship, teaching, and service in the academy.

In addition to the ambitious ideas and goals recounted here, the Learn and Serve grant supported and/or set in motion eleven other regional or academic discipline networks. The funds for these collaborative projects allowed organizers to move beyond abstract ideas and challenged them to turn concepts into reality. Over the course of the grant cycle, these burgeoning collaborations challenged member institutions to expand their thinking about teaching and research and to consider how the knowledge produced within the boundaries of an institution can extend beyond the campus and effect meaningful change in local communities through collaborative partnerships.

How Did Campus and Community Partners Work Together?

Charlene J. Gray, Ph.D.

As identified in Chapter One, one of the three pillars for regional grants was designating money to establish community partners who would be key stakeholders in service-learning. PACC/NYCC's intention through our Learn and Serve grant *Building on Our Strengths* was to increase funds available for community partners to strengthen their student volunteer management and infrastructure, as well as to deepen their awareness of the value of the service-learning experience for students. When community partners grasp the opportunity to be an active partner of meaningful service rather than a passive recipient, there is added value for both the students and the community.

In our grant's RFP, we required the regional networks to allocate $5,000 to support the community partners. We offered suggestions for how these funds might be used, but left the specifics to the discretion of the networks. PACC/NYCC did not mandate what kind of community partner they worked with, whether the relationship was formal or informal, or the extent of their collaboration. Additionally, we did not stipulate whether the match originated from the networks or from the community partners. Neither academic discipline networks nor developing networks were required to allocate funds to community partners, but could choose to do so.

COMMUNITY PARTNERSHIPS: VARIATIONS ON A THEME
Rationale for Selection

As loosely coupled networks, PACC/NYCC's sub-grantees formed around a common vision and interest in a particular social concern. While the grant focused on disenfranchised youth, PACC/NYCC recognized that the goal was ultimately to expand service-learning in any way. From a community standpoint, it is clear that organizations that agreed to collaborate with networks were already interested in a partnership with colleges and universities. The question of selection therefore rested with the networks and how they chose their partners.

The responses from sub-grantees varied depending on their organizational context, pressing social needs, the make-up and experience of faculty at network institutions, and geography—rural, urban, or metropolitan. Some networks focused specifically on community partners who were youth-serving organizations, such as Communities in Schools (SALSA) or Pennsylvania Independent Unit 20 (LVAIC). Some networks selected

community partners that had an understanding of the nature and scope of service-learning. One network selected two community partners who were substantially different with regard to size and capacity. Finally, many of the networks chose nonprofits with expertise in a particular issue, such as the re-entry of prisoners into society, Native Americans, or school districts.

Formal or Informal Relationships
Community partners played a variety of roles in the networks and in the communities. Several networks (WNYSLC, SALSA, SPRING, NYMAPS, LVAIC) involved community partners in a formal manner by including them on their network advisory boards. This role enabled community partners to be involved in setting goals, organizing the process, and managing projects. Another approach was to continue an informal relationship that held some clear goals, outcomes, and expectations but did not involve the network's advisory board. One network, 4CR, tapped two kinds of community partners, Unity House and Boys and Girls Club.

Additionally, several networks (SPRING, SALSA, PHENND) engaged large non-profit hubs with healthy infrastructures and established positive impacts in their communities. PHENND drew on an existing relationship with Philadelphia schools and garnered their partnership through the school district's Senior Project Initiative. University faculty assigned college students as mentors to high school seniors to guide them through their mandatory Capstone project, which included a 10–15 page research paper, 10–15 hours of field work, a portfolio of their research and experiences, and an oral report before a panel of judges. By matching college and high students, there was also the aspiration that all the students would be involved in service together.

Other networks (NYMAPS, Binghamton, 5CC) worked with several autonomous community partners that had different focus neighborhoods, missions, or target audiences. Binghamton tapped into relationships with many community partners from previous service-learning projects but identified model community partners such as Broome County Council of Churches, Community Hunger Outreach Warehouse, and the George F. Johnson Dream Center.

The Nature of the Relationship
If time, turf, and trust are the barriers in building collaboration (Himmelman, 1994), how did networks mitigate these potential challenges and what was the nature of the resulting relationships? Each network used a variety of mechanisms for feedback from community partners. If community partners served on the network advisory committee, they participated in regular meetings. Networks also used informal conversations. Of course, inherent to coordinating logistics for service-learning projects are conversations among faculty, the institution, community partners, and students. Often these interactions offer some of the best opportunities to deepen relationships and share important information. Other formal interactions networks shared with community partners were invited forums (4CR), student presentations (PHENND), and a showcase where students, faculty, and community partners displayed their projects (SPRING). Some community partners requested workshop topics for their own training and technical assistance. Topics requested included leveraging service-learning and subsequent products for both community partners and colleges, assessment of community outcomes, deepening partnerships, joint research ideas, and sharing resources among network partners.

Surveys from community partners are another feedback mechanism that both informed PACC/NYCC as we made midcourse corrections to the grant and generated the targeted training and technical assistance that we provided to our networks to enhance their infrastructure and relationships. There were several forms of surveys: from PACC/NYCC's evaluators, from Learn and Serve's online assessment known as LASSIE, and from some of the networks themselves.

During a PACC/NYCC sub-grantee meeting, a matrix (Himmelman, 1994) was introduced that describes a developmental continuum of collaboration and that became an important component for discussion as networks assessed and envisioned their relationships with community partners. Each of the four strategies— networking, coordination, cooperation, and collaboration—is determined by particular interorganizational circumstances or capacity and determines the degree to which the barriers of "time, trust, and turf" can be overcome.

MATRIX OF STRATEGIES FOR WORKING TOGETHER IN PARTNERSHIPS				
TYPE	NATURE	DEFINITION	CHARACTERISTICS	EXAMPLE
Networking	Informal	Exchanging information for mutual benefit.	Minimal time commitments, limited levels of trust, and no necessity to share turf; information exchange is the primary focus.	Local Volunteer Center puts a faculty member on a mailing of service opportunities.
Coordination	Formal	Exchanging information for mutual benefit, and altering activities to achieve a common purpose.	Moderate time commitments, moderate levels of trust, and no necessity to share turf; making access to services or resources more user friendly is the primary focus.	A college and a non-profit plan a service-day for the community. Students and community volunteers work in separate projects but for the same non-profit.
Cooperation	Formal	Exchanging information for mutual benefit, and altering activities and sharing resources to achieve a common purpose.	Substantial time commitments, high levels of trust, and significant access to each other's turf; sharing of resources to achieve a common purpose is the primary focus, and sharing of risks, responsibilities, and rewards.	Several non-profits co-share a service-learning coordinator to serve as a link to college students and service opportunities.
Collaboration	Formal	Exchanging information for mutual benefit, and altering activities, sharing resources, and enhancing the capacity of another to achieve a common purpose.	Extensive time commitments, very high levels of trust, and extensive areas of common turf; enhancing each other's capacity to achieve a common purpose is the primary focus. Full sharing of risks, responsibilities, and rewards.	College and multiple non-profits form a collaborative to engage students in service-learning with youth. The new collaboration gets a grant to fund youth-led projects with sponsoring agencies who are mentored by college students.

Adapted from Himmelman, A. T. (1994). "Communities Working Collaboratively for Change." In M. Herman (ed.), *Resolving Conflict: Strategies for Local Government*. Washington, DC: International City/County Management Association.

The Roots of Academic Discipline Networks

Even though PACC/NYCC's *Building on Our Strengths* grant for the six academic discipline networks did not entail funding to support community partners, each network's commitment to community was implicit in its themes. For example, two networks organized around the notion of enhancing the quality of life through social justice. The Engineering network developed a set of course modules that would help faculty integrate issues of peace and security, environmental degradation, racism, and development into existing engineering courses. The Math for Social Justice network focused on quantitative literacy, thus connecting mathematics and social justice.

The first meeting of the Erasing Boundaries group focused on various societal issues within each institution's context. As one member put it, "The meeting gave each of us an opportunity to share the service-learning and community design frameworks at our different schools and to discuss Upstate issues (underserved rural communities, urban out-migration and shrinking cities) and Downstate issues (development pressures and social justice)."

Another network, Forging Partnerships of Justice, wanted to, in their words, "create a more effective, humane, and restorative criminal justice system" through their focus on incarcerated persons. Their goal was to help inmates develop self-confidence, rekindle an interest in further education, and recognize their capacity to be agents of change. Of all the academic discipline networks, they interfaced with the greatest number and most diverse partners: the Norristown Police Department, Pennsylvania Prison Society, Montgomery County Mediation Center, TOVA Artists for Social Change, Liberty Ministries, Why Not Prosper, Inc., and the Inside-Out Prison Exchange. Faculty from this network served as liaisons with the district attorney, inmates, and police, each representing multiple systems with different attitudes/expectations and potentially competing agendas. They navigated through the scheduling challenges of coordinating such a diverse group of community partners as well as logistical challenges of approval and clearances for holding meetings at the prison.

Community Partners Nurture Capacity

In the third year of the grant, PACC/NYCC sent out an RFP for additional funds that would be accessible to the networks as a whole or to individual institutions or community partners in the network. Two community partners received additional funds to support initiatives within their organization, both of which were from the NYMAPS network: University Settlement and West Harlem Group Assistance. These examples of community partners' projects reveal both the challenges that non-profits face in today's climate of scarce resources and the value they place on working with colleges.

University Settlement received funds to assist STRIDE, an after-school program for middle school students. The purpose of the funding was to support students of New York University who served in the Scholar Zone, a youth tutoring program. The conflicting schedules of non-profits (year round) and colleges (semesters with summers off) illustrate the challenge that occurs in partnerships: many NYU students left at the end of their school year when the youth still had two months remaining. Additional grant funds enabled STRIDE to hire

tutors with substantial experience to fill this gap. University Settlement reported a jump in the youths' grade point average from 84 at the beginning of the year to 91 at the end. The funds also supported building a stronger relationship between NYU's community service office, the Academic Dean's office, and University Settlement.

West Harlem Group Assistance (WHGA), a nonprofit agency, addresses the lack of quality affordable housing and social services in Harlem. WHGA has developed over 1,200 units of affordable housing; operates a homeless shelter, a multi-service center, and technology centers; and provides Harlem residents with financing assistance and counseling in comprehensive financial literacy and opportunities for grants and affordable homeownership. WHGA funding supported planning and implementation of the Harlem Stakeholders Impact Study project, March–August 2009. The project engaged CCNY students and faculty in WHGA's financial literacy efforts.

The Harlem Stakeholders Impact Study enabled WHGA to evaluate since 2004 the overall impact of its financial literacy and anti-predatory lending awareness strategies and measure the effect of the current economic crisis. Some of the expected outcomes were: 1) WHGA will gain added capacity for effectively evaluating the successes and shortcomings of its financial literacy and homebuyers program over the past five years; 2) WHGA will have a tool for modifying and improving services through service-learning students' assistance in surveying, recording, and analyzing reports on client responses; 3) WHGA will have a comprehensive report that can be shared with the local community and potential funders.

WHGA is located near the CCNY campus and has had a growing partnership with the Colin Powell Center since 2006. Staff at WHGA have deep connections to other community-based organizations in Harlem and have advised the Powell Center staff in connecting service-learning faculty and courses with appropriate community partners. WHGA recently joined the NYMAPS regional network. This project will significantly deepen the partnership between WHGA and the Powell Center, building a foundation from which future service-learning work will take place.

DYNAMIC AND LIVING ORGANISMS

Seeding and Cultivating New Partnerships

In all, 310 community partnerships were either initiated or sustained. Some networks focused their work with only a few community partners and others found community-based organizations that were committed to service-learning. In Binghamton, a developing network doubled the number of partnerships from 20 to 40 in one year. SALSA and 4CR took advantage of existing partner relationships to organize around a common goal and shared mission. It was these relationships that enhanced the overall project as community partners envisioned their co-partnership in creating transforming serving-learning experiences.

For another network, SPRING, community partners chose to collaborate with member university and college faculty because they were aware of the added value of working with a network of higher education institutions. Reciprocally, network members reported moving toward a more purposeful strategy to engage community partners with particular attention to partner readiness and capacity. They were guided by the question, "How are community partners positioned to bring service-learning to scale?" They recognized that relationships between the community partners and institutional partners must be based on a shared vision. Passion, immediacy of need, and the ability of partners to coalesce around an action point are important. On both sides, all they need is often only an introduction. Capacity and shared vision are key issues in determining success.

> Our annual workshop was a huge success when the community partners gave a short presentation with their faculty partners on what had been accomplished through this collaboration. We saw many "aha" moments from other faculty that were in attendance who realized that service-learning can be incorporated into just about any course of study."
>
> — *SALSA community partner,*
> *Communities in Schools representative*

Community Partners Linking with Networks

Networks used several mechanisms to include community partners in the design of their projects. Two regional networks (NYMAPS and SPRING) included community partners in the strategic planning of how to broaden the tent to involve other community-based organizations. In addition, through conversations or meetings, community partners initiated sharing of ideas about needed resources. For example, in Binghamton, community partners SALSA and SPRING suggested that networks develop a tool-kit for all those involved in service-learning. One of SPRING's community partners, Pittsburgh Cares, suggested that the network tap into a databank that it was creating as a tool to match faculty and students with service projects in community-based organizations.

> We work with them because they ARE a network."
>
> — *community partners of SPRING*

The twenty-year history of PHENND as a broker of resources, information, and service projects within greater Philadelphia has been built on a weekly online newsletter called PHENND *Update*. This newsletter contains notices about events, grants, jobs, volunteer opportunities, and research publications. In addition to the more than forty higher education institutions who receive it, PHENND's *Update* is also shared with community partners. Because any *Update* subscriber is able to submit items for dissemination, it has an open, dynamic character. As a regional network funded by PACC/NYCC's Learn and Serve grant, this tool has been invaluable in setting meetings for sub-grantees, offering training, and conveying the details of events.

Several networks found ways to leverage other resources through grants. SPRING and 4CR successfully wrote grants to support an AmeriCorps*VISTA to serve as the service-learning coordinator of logistics. Communities in Schools also benefitted as one of the community partners from SALSA. Forging Partnerships of Justice

was awarded a grant through Cabrini, its host institution, to continue its work with the transition of prisoners back into society.

Tilling the Soil for Cross-Fertilization: Managing Relationships

Institutions of higher education and community partners come from very diverse organizational systems. As these two different organizations interact, they may encounter vastly different cultural norms and values while focusing on some of the same goals: 1) building capacity, 2) the notion of collaboration, 3) communication systems, and 4) approaches to resources such as time and funding.

Both campuses and community partners recognize that building capacity enables them to reach their potential by maximizing resources together and separately. For community partners, managing volunteers is an ongoing challenge in terms of fitting the skills, interests, and desired learning outcomes to tasks. Positioning community partners to host students in transformational service-learning supports both their own work and that of the faculty. Additionally, it encourages faculty, students, and community partners to pursue further service-learning experiences. In some networks, the hub mechanism enabled communities to work with one point of contact rather than multiple people. It simplifies the process for partners to have one place in which to coordinate logistics and offer feedback.

Community partners are typically more receptive to the value of collaboration since they operate in an environment of scarce resources. They have learned how to reach beyond and across the community to work together, and they know their survival depends on this. In contrast, higher education often retains a permeating value of individualism and elitism. Often the term "silos" is used to characterize departmental differences that bind the culture of the academy. Faculty and administrators who embrace and promote collaboration often find themselves at odds with their own institutions, which may not share this value. Their institutions may not provide infrastructure such as staffing and time to enable them to interact with the community, or they may not endorse, with promotion and tenure, faculties' commitment to the scholarship of engagement. These values are quite foreign and baffling to the non-profit community.

Communication systems and processes may also confound interactions between colleges and community partners. Faculty and college administrators easily navigate the Internet and use e-mail, discussion boards, and social media. But community partners may be dealing with rebuilt computers with slower processors, outdated software, and unwieldy e-mail systems. Additionally, which community partners prefer to deal with their constituents voice-to-voice or face-to-face. Often, therefore, attempts to communicate are sidetracked by differing communication preferences. Bridging this digital divide for community partners and their disenfranchised clients is a worthwhile cause that some networks facilitated.

Beyond the communication systems, the worlds of community-based organizations and higher education institutions are very different. Many networks spent time discussing goals, approaches, and anticipated outcomes so that they could hear each other talk about what was valuable and then find some shared meaning. Each network navigated this process differently within its own approaches. What is clear is that community

organizations became true partners in creating a mutually beneficial experience where service and learning enhanced each other.

One other challenge these two types of organizations face is their diverse access and approach to the resources of time and funding. Higher education institutions committed to community partnerships have long struggled with the challenge of operating on a semester system with summers off. In contrast, the time-line for community partners is often 24/7 with no breaks. Ironically, it is often the faculty and administrators involved with service-learning who must carve out time to invest in creating a quality experience. In addition, community organizations may perceive that institutions of higher education are resource rich, particularly in buildings, technology, humanities, and sports. The world of community partners operates with soft money for most salaried positions. Thus, if a non-profit is unable to secure grants, it is unable to sustain its organization. The more that networks engaged their community partners in conversation, planning, and coordination, the more they realized their shared themes and challenges, and the deeper the partnerships grew. In most networks, the word got out among community partners that these were viable relationships that reaped many benefits.

In spite of these challenges, responses to a community-partner survey showed that among these networks, 100% of the community partners' service projects had clear and specific learning objectives, had service experiences accompanied by opportunities to learn from the service, had granted participants organized time to reflect on their service, and had emphasized both learning and service in all projects.

> Managing communication between community partners and networks has been challenging and impacted fidelity of implementation of joint project activities/processes in some cases.
>
> — *NYMAPS*

What Did We Accomplish?

James M. Heffernan, Ph.D.

The sixteen projects of the PACC/NYCC consortium substantially surpassed the numerical targets set in their initial funding proposals. More importantly, they made significant impacts on their campuses and communities and in their academic disciplines. The numerical goals were met or exceeded—many by over 200%, and one by over 800%.

Over the three years of the grant, 310 community partners, 280 faculty and 3,700 college students were engaged. The projects catalyzed over 230 service-learning courses and touched over 2,200 K–12 pupils, including over 800 disadvantaged kids.

Numbers, of course, tell only part of the story. They are necessary but insufficient. Beyond those robust achievement numbers, what were the real-time effects of these PACC/NYCC projects? What changes did they trigger? What policies and practices did they influence? What were the "so what?" results?

RELATIONSHIPS, RELATIONSHIPS, RELATIONSHIPS

The primary value of the networks is probably the most difficult to express in numbers; namely, building relationships. Peer-to-peer exchanges among faculty, monthly sharing circles, periodic workshops and show-cases, as well as the shared responsibility for spending the grant money sensibly, solidified these relationships. As several sub-grantees noted, "the network gives us the opportunity and the incentive to get in touch with people we never would have otherwise." The networks triggered a multiplier effect described in Chapter Two—reaching out first to colleagues with similar interests to apply for funding, reaching out further to institutions and community partners to qualify as a network, and then building that network to meet the targeted goals.

One project director noted that "the network is the important glue that keeps everyone going between collaborations" on specific projects. Several also noted that campuses are in a dark economic tunnel, with no light in sight—many staff cuts, no growth, workloads with everyone on overload, and budget cuts for activities like service-learning. Yet a base is in place, the network of fellow-believers (and often fellow-sufferers) that will reactivate as conditions improve.

Finally, sharing the service-learning pedagogy and criteria for best practices developed by the network "raises morale and enhances quality among the faculty." A participant from St. Joseph's University notes how efforts at other institutions in the network influence and engage his colleagues: "It helps us to be able to say, 'They're doing this at the University of Pennsylvania.' "

Once formed, either regionally or within an academic field, the networks accomplished more than their individual members could have achieved independently—establishing a credible group identity/critical mass, advancing the field of service-learning, and bringing social justice issues more clearly into the scope of the undergraduate curriculum.

THE POWER OF THE PARADE

By their presence as a bona fide group, an organized entity, and a united front, the networks established for their members a sense of "kindred spirits moving forward." With funds for convening meetings, underwriting stipends, and supporting a regional coordinator and steering committees, the networks became the manifestation of a movement, achieving something larger than any member working in isolation could do. The visibility of their activities and their successes—the annual NYMAPS symposia; the SPRING, 4CR, PHENND and 5CC conferences; the large number of service-learning courses; and the growing numbers of community partners—drew other faculty and institutions into the game. As one sub-grantee noted, having a recognized network gives "courage to the one-person operation and provides credibility for the doubters." In a number of networks, the opportunity to showcase one's work at symposia or in peer-to-peer training events resulted in the recruitment of faculty formerly reticent or underinformed. Faculty in the Service-Learning Initiative in the Health Sciences network convened educators from five institutions to share ideas and syllabi for their service-learning courses at a symposium in western Pennsylvania. Faculty new to the concepts and those from outside the network received a CD of the proceedings and all the sample syllabi for broader use after the event. Recognition and award events put on by network coordinators capitalized on the "power of the plaque" to legitimatize and celebrate the advances being made. These efforts to make the service-learning work visible resulted in many more outlets and avenues for dissemination. More pioneers and adopters found one another through a PACC/NYCC network.

The power of "critical mass" also resulted in greater leverage with institutional decision-makers. Deans, department heads, and in several instances, presidents, were impressed by an organized, externally funded group with a shared vision, concrete goals, and proven techniques. The PACC/NYCC grants required an institutional match to ratify an institution's commitment to the work. In the difficult economic times of the mid-decade, this match money was not always easy to find, but it was found, often in combination with other campus offices—president, academic affairs, student affairs. Beyond the cash match, institutions made significant contributions ranging from office space, conference facilities, hosting expenses, and "face-time"—the keynote speech, welcoming talk, or panel presentation by a senior campus officer. No such support would have been forthcoming for an ad-hoc pick-up interest group or a lone entrepreneur. A trait of many good college administrators is to detect a trend, a movement, a parade, and to run quickly out in front of it, to be its leader, spokesperson, and supporter. The PACC/NYCC networks represented such a parade, for

campus/community partnerships, civic engagement, community-based learning, and social responsibility, and attracted new leaders and champions accordingly.

By the same dynamic, community organizations were eager to partner with the networks because they were networks: "We work with SPRING because they are a network, a larger grouping. This means that there is stability and a seriousness of purpose we can depend on. This saves us from managing numerous relationships with individual institutions." The hub concept means that a community agency can expect a shared vision, a commitment to reciprocity, and a common language when dealing with network campuses. This also resulted in new community partners being brought into the network, agencies that also wished to benefit from the centralized communication of student placement and supervision, and a mechanism for articulating community needs and providing continuity over time. Indeed, the PACC/NYCC projects welcomed 61 new community partners recruited by the original group of agencies. The number of community partners collaborating with Binghamton University, Broome Community College, and Davis College on service-learning courses has increased from 20 to 40 in the last two years. Community partners cover a wide range of topics, coming from three school districts, half a dozen faith-based organizations, a zoo, health centers, a score of poverty and family service agencies, and numerous youth programs. The 4CR network in greater Albany had to create a Community Partners Caucus because so many community agencies were contacting the network coordinator about becoming involved with member campuses' academic service-learning projects; 4CR grew to nearly 60 community partners in less than two years.

Networking effected a sharing of resources across institutions in ways not previously considered. At SALSA, network funds were used to support an assessment specialist who developed common measures and conducted evaluation research across all members of the network. The report and attendant discussions were useful to each campus as well as to the respective partners. Templates for measuring student satisfaction with courses and evaluations of community partnership projects by students, faculty, and the partners' leaders established for the first time inter- and intra-institutional evaluations, as well as the establishment of a tracking mechanism for the impact of studies over time. The SPRING service-learning network conducted a regional learning-outcomes assessment project that evaluated the effectiveness of the pre/post test survey that is used in each of their institutions' service-learning courses. The survey is designed to measure attitudinal change toward academics, civic responsibility, career, and empowerment over the length of a service-learning course experience. The results obtained through this network-wide assessment tool aim to strengthen knowledge of the effects service-learning courses have on students, and how to improve each participant's service-learning experience.

In these cases, none of the institutions would or could have underwritten such an effort on its own, and a model for future assessments, accountability, and planning was established to live on after the grant period.

ADVANCING THE FIELD

The regional networks and the academic discipline networks, speaking a common language of service-learning pedagogy, were able to raise the level of practice and the effectiveness of service-learning programs. By sharing specific stories of success and challenge, the network members were able to move the conversation from start-ups to deeper development. At PHENND and NYMAPS workshops, the focus moved from matters of constructing a first service-learning course to matters of quality, rigor, and broader curricular context. Course-credit expectations were formalized within the PHENND network, as were definitions of praxis within courses. At Wagner College (NYMAPS) and Cabrini College (Forging Partnerships of Justice), network workshops explored ideas and practices beyond single courses to course sequences integrated from freshman to senior years. The maturation of service-learning was anchored in the networks' production of resource manuals, toolkits, syllabus collections, bibliographies, assessment and accountability instruments—and the war-stories of trials and triumphs. The Binghamton area network, although composed of very different institutions, compiled for a network workshop a guidebook for basic concepts in service-learning. The 5CCs community college group, geographically dispersed but similar in institutional mission, developed a resource manual for community-college faculty.

In these exchanges among very different types of campuses and disciplines, developing a common language was indeed a step forward. But only to a point. Given the differences in campus mission and culture, SUNY-Binghamton to Broome Community College, or Pitt to Carlow College, care was taken to avoid a "one true way" of doing service-learning. Similarly, the differences among departments of Landscape Architecture, Urban Planning and Architecture saw the Erasing Boundaries group stopping far short of prescribing standardized requirements and practices. The networks expressed flexibility within their shared vision and goals to encourage rigor in their expectations of student performance, reciprocity with partners, and expressions of scholarly excellence in their disciplines. The cross-talk within the networks typically saw a scaling-up of standards, but with a clear recognition of individual differences.

The importance of flexibility extended to community partners as well, particularly regarding readiness to be a partner. Many community organizations were unfamiliar with what to expect in terms of how their clients could benefit, how they would manage the academic components—accountability, reflection, evaluation—and the thrills and spills of working with "all that eager young talent." The partner-building workshops presented by the PACC/NYCC network enabled good back-fence conversations among newcomers and veterans, resulting in deeper partnering and more effective projects. Workshops such as the NYMAPS Community Partners as True Partners brought directors and staff from community groups to explore how each party, campus, and community viewed the other, differing time and schedule perspectives—not all the world runs on a semester calendar—and each other's internal politics and communication styles.

IT'S A LARGE TENT

The networks also contributed to the advancement of service-learning by engaging disciplines outside of the social sciences. On many campuses, the enthusiasm of students about a service-learning experience, or the publicity surrounding the PACC/NYCC-funded activities, or the success stories coming from local communities and schools brought other faculty attention to the work—attention not only to the learning experiences of students and the innovations for teaching, but also to the issues of social justice, poverty, civic responsibility, and citizen action. Faculty in engineering, chemistry, mathematics, and biology, intrigued by the notions of experience-based, community-based learning as a teaching strategy, also came to appreciate the connections between their disciplines and larger civic and social issues. In the PHENND network, St. Joseph's University engaged members of its engineering faculty to adopt service-learning components in their courses.

A similar example is the project undertaken among engineers themselves—one of the PACC/NYCC academic discipline networks called Engineering, Peace, Justice, and the Earth. Geographically dispersed from Washington State to Ottawa to Binghamton, this network's member faculty were able to convene numerous times to sharpen their focus on improving and making the undergraduate engineering curriculum socially relevant . During the grant period, they produced a classroom text for engineering faculty, a compilation of short modules, 2–3 weeks in duration, on social justice and environmental issues. Engineering curricula are typically very tightly structured, with little room for electives, so the network's design of problem sets and topical essays can be inserted into existing courses. They also constructed a website for continuing exchanges and are planning a journal and an international conference in London.

A SAMPLER OF ACCOMPLISHMENTS

The value and the influences of networks are expressed in many ways, given the diversity of the projects. To fill in the context of these impacts, the stories of three specific networks will be helpful: a regional network, NYMAPS, and two academic discipline networks—Nazareth/Ganondagan and Erasing Boundaries.

The New York Metropolitan Area Partnership for Service-Learning —"Advancing the Field"
Dr. Peggy Morton, Associate Professor of Social Work at the Silver School of Social Work at New York University, was a total newcomer to the concepts and the practices of service-learning. As a social work professor, she had developed relationships with community agencies over the years as sites for internships for her students. She had heard the words "service-learning," but knew little of the philosophy and pedagogy.

The Office of Community Service at NYU had just begun soliciting faculty and departments to form a service-learning network with New York City institutions through the PACC/NYCC consortium. Intrigued by the opportunity to learn more, Morton joined the planning team for the grant—the only member not active in service-learning at the time. Her motivation was twofold: 1) to learn how to construct a service-learning course with a local non-profit, University Settlement, as both the subject and the site for her course, "Service-Learning Through Community Engagement"; and 2) to be part of a network with City College and Marymount Manhattan College, with which she had had little or no interaction. Once

funded, that network took on the name of the "New York Metropolitan Area Partnership for Service-Learning" (NYMAPS).

Eager to build her course as well as a promising new network, Dr. Morton became part of NYMAPS, planning meetings and trainings. A key member on that team was Melissa Aase, the Director for Community Development at University Settlement. University Settlement is a multi-site organization, with programs serving pre-schoolers, youth, families, elderly, and the immigrant population of New York's Lower East Side. A clear "two-fer," Peggy's committee colleague also became her course-building partner.

NYMAPS coordinator Nora Heaphy led the group to assess their needs as faculty and as community partners, and she developed a three-part "train-the-trainers" workshop sequence on course construction, principles of reciprocity, reflection methods, assessment, and evaluation. Peggy attended these workshops with two NYU colleagues in the writing program and the English department, and faculty from network institutions, including history, economics, psychology, and philosophy. NYMAPS also sponsored *Community Partners as True Partners*, and Peggy and several NYMAPS colleagues attended a workshop called *Reflection–the Essence of Service-Learning* presented by Heaphy at Mount St. Mary College, part of New York Campus Compact Regional Roundtables.

During these trainings, Dr. Morton was developing her course with University Settlement. A two-credit seminar for beginning social-work students—but open to other NYU majors—on the organizational context for social action/social justice programs, the course was a first for the department. University Settlement was the "living textbook" from which students would learn, but which they would also serve. Either to introduce pre-majors to the context of their future profession before their more-focused clinical training, or to introduce non-majors to the systems of social action agencies, the course was planned in close consultation with Melissa Aase and her University Settlement staff. The structure of the course, student assignments, agency priorities, and the endless details of logistics saw Peggy and Melissa as true co-planners.

The first rollout of the seminar attracted twelve students. Offered every semester since 2008, the course has grown to 21 students, the majority of whom are non-majors. These students are seeking a volunteer experience in an academic context, exploring a service-profession career, or enriching their semester schedule with an experiential component. Most have tutoring projects at University Settlement sites, but staff members come to Morton's class as part of the instructional team, and she visits the sites as well.

The success of the seminar has stimulated the development of three new courses at NYU, including a winter mini-course with other faculty, and other faculty in social work are adopting service-learning in existing courses. The word has spread to other sectors of the university as well. The Office of Student Affairs, coached by Dr. Morton, has developed workshops to insert two service-learning components—reflection and reciprocity—into the pre-departure preparations for the Alternative Breaks Program and international service trips. As Morton put it, "We've become known as a center for learning about service-learning." This sharing of expertise with colleagues at NYU has also led to workshops and technical assistance for staff of

the community partner itself, University Settlement. Melissa Aase has brought Peggy to staff meetings to discuss in depth the philosophy and pedagogy of service-learning, reflection, mutual benefits, and the important miscellany of campus calendars, student workloads, agency priorities, and logistics.

Within the NYMAPS structure, Peggy has served on the advisory board to provide continuity as new institutions have joined the network. She has also made connections for student affairs offices to their counterparts in other NYMAPS institutions. And based on the University Settlement and Alternative Breaks experiences, she has made national presentations at the annual conference of the bachelors programs in social work. A newcomer has risen quickly to veteran and spokesperson.

Community-service collaborations are difficult to manage in New York City. There are many unmet needs and many agencies attempting to address issues of poverty, education, and social services, each relating to multiple volunteer service organizations. These overlapping jurisdictions and often-competing priorities, along with an ingrained habit among institutions to act independently, make network-building very difficult. (The distances between CCNY uptown, NYU downtown, and Wagner College in Staten Island look miniscule on a map, but they are continents apart in the mental maps of Manhattanites.) The NYMAPS consortium is effective and continuing because it is based on a singular vision, community-based learning, and a limited number of partnering agencies—University Settlement, East Harlem Tutorial, West Harlem Assistance Group, and the African Refuge Center. Centralized communication through the NYMAPS Regional Coordinator and frequent network meetings and trainings were key to new service-learning courses and effective management of students in meaningful projects. By the last year of the grant period, the network had expanded to eight institutions. They have, in turn, become more institutionalized because of support from the Colin Powell Center for Policy Studies at CCNY.

A resource-rich website, ongoing topical workshops and roundtables, even a "branding" logo, have served to sustain the network and to continually bring in new faculty and partners as eager and engaged as Peggy Morton and University Settlement.

The Nazareth College/Ganondagan Project—"Relationships, Relationships, Relationships"

The cornbread, pole-bean casserole, and squash soup representing the Three Sisters crops of the Haudenosaunee (Iroquois) highlighted the gathering of Haudenosaunee women, network faculty, and students at their final project symposium. Faculty from Nazareth College, St. John Fisher College, and Monroe Community College, along with their community partners and the Ganondagan State Historic Site, had worked together as an interdisciplinary academic network to bring Haudenosaunee representatives and multi-disciplinary courses together through service-learning to achieve a gratifying "win-win" collaboration.

The driving image of the project was the Haudenosaunee concept of the community bowl: each person has something to give and there is enough for all to share and to take what they need. This Haudenosaunee belief sharpened the ideals of reciprocity and mutual benefit, illustrating a truly equal partnership.

Dr. Marie Watkins, director of service-learning at Nazareth, and Jeanette Miller, executive director of Friends of Ganondagan and an enrolled member of the Akwesasne Mohawk Nation, have worked with faculty from Nazareth since 2007 on course development, films, lectures, and projects. The incentive for funding a broader collaboration through a PACC/NYCC grant brought the other two colleges into the game. Watkins, a college administrator and professor, and Miller, a Haudenosaunee local community leader and community agency head, worked together as "gatherers" to bring the faculty and community-partner expertise together. Their goal was to mount a coordinated interdisciplinary service-learning program to produce course materials for 4th and 7th grades in the public schools. The "community bowl" characterized their efforts.

Grant funds enabled the Nazareth Center for Service-Learning to provide course development stipends, peer-to-peer mentoring, philosophy workshops, terminology and techniques of service-learning, monthly sharing circles, and ongoing technical assistance for project development.

For the Haudenosaunee, the priority of telling the story and sharing traditions was paramount. The legend of the Peacemaker, The Great Law of Peace, the Haudenosaunee Confederacy of New York, native arts, foods, medicines, and relationships with the earth were core to their history and to their connections to place. Passing those rich stories and long-held ideals to others, whether to college students and the general public or to those who might themselves become storytellers, like educators and teachers, motivated their collaboration. Jeanette Miller and the staff at Ganondagan underscored the need to help schoolchildren learn about their traditions, but also to unlearn the misinformation often found in state-mandated curricula in New York. In turn, faculty sought experiences for their students that would both enrich their skills and understanding of course materials and contribute to the collaborations with the Haudenosaunee.

A series of half a dozen courses was developed, each with a service-learning component relating to the Ganondagan priorities. The collaborations across three campuses and several disciplines were tied together by service-learning projects at Ganondagan State Historic Site.

Students in Peace and Justice at St. John Fisher College used the Haudenosaunee Peacemaker story as a template for the idea that health in mind, body, and spirit is the foundation for positive social change. Their assignment was to develop an educational program of some kind—a workshop, classroom activity, or community event—for their community partners, as well as a resource manual to enable the partner to implement or continue the program after the course had ended.

Students in Communications/Journalism also prepared educational materials for the Haudenosaunee. The humorous but mutually beneficial videotape project "How Do You Say 'Ganondagan'?" boosted the organization's campaign for an accurate and user-friendly pronunciation of their name. Students received valuable professional experience in producing a videotape message suitable for all ages.

Students in "A Collaboration between Nazareth College's Center for Service-Learning and Ganondagan State Historic Site" developed a group research project to produce curricular materials for schools in New

York State. Two Ganondagan staff, Jeanette Miller and Ronnie Reitter—a Seneca storyteller—were co-faculty in the project, meeting with students, reviewing and evaluating their work, and working with Nazareth, St. John Fisher, and Monroe Community College faculty on students' lesson plans and final presentations.

Throughout the collaboration Jeanette Miller stressed that it was important not only for the Haudenosaunee representatives to come to campus, but also for the students to conduct some of their research and interviews at Ganondagan in her home. She explained, "I knew inviting students into my home to sit at my kitchen table would help to break down any of the barriers that may have existed."

The wrap-up event of the Native American Studies Interdisciplinary Service-Learning Institute, featuring the foods of the Three Sisters crops, showcased the accomplishments of the students' projects, the interdisciplinary exchanges among faculty at three campuses, and the deep appreciation and regard that the partners, Haudenosaunee and campus alike, felt for one another. The reserved demeanor of the two Haudenosaunee community leaders could not conceal their admiration for their young partners. The students, in turn, reveled in their roles as true colleagues accomplishing important work, realizing that their involvement in the collaboration helped them personally to come to a greater understanding of the original peoples of New York.

Erasing Boundaries—Supporting Communities—"The Power of the Parade"
Nearly every seat in the steep-sided lecture theater was filled. At fifteen-minute intervals, faculty presenters stood in the speaker's well, armed with colorful PowerPoints, catchy videos, and great personal enthusiasm. The symposium *Erasing Boundaries–Supporting Communities*, a showcase of 24 papers and media, was underway at the City College of New York on April 4–5, 2008. This was the first public event of the PACC/NYCC academic discipline network that brought together faculty from urban planning, architecture, and landscape architecture to share experiences and insights gained through their inclusion of service-learning in their courses and in their professional scholarship.

At the heart of their two-day speakers' marathon was the question, "How can we overcome boundaries created by our own pedagogical strategies, professional education, disciplinary autonomy, and academic curricula in service to communities and to academic service-learning?" A tall order, indeed. What this group has accomplished on its way to answering that question attests to the power of networking, the potency of interdisciplinary dialogues, and the beauty and efficiency of shared products—all done with very few dollars and abetted by the heroic efforts of a dedicated leadership team.

A team initially led by Cheryl Doble (Associate Professor of Landscape Architecture at SUNY-College of Environmental Science and Forestry in Syracuse), Paula Horrigan (Associate Professor of Landscape Architecture at Cornell), Ethan Cohen (Assistant Professor of Architecture, Urban Design, and Landscape Architecture at the City College of New York), and Tom Angotti (Professor of Urban Affairs and Planning at Hunter College) received the grant and immediately set out to contact colleagues in their respective disciplines.

Wisely choosing the familiar academic workhorse, the invited-papers symposium, they received an eye-popping fifty proposals for the 2008 Symposium at CCNY. The twenty-four papers selected for presentations made for a very full day, but one where no one left the room—perhaps a first for an academic gathering. A second day of focused and intentional network-building followed. Plans for publishing the papers, building a peer network, and identifying the group's priorities were tackled with zest. This movement to a group identity was a masterful organizational feat, but also attested to a shared vision across the fields of study. Both the differences and the commonalities are demonstrated in this brief selection of symposium paper titles:

- Student and Community Objectives/Conflicts in Design Extension Projects

- Less 'Design,' More 'Urban': Rethinking the Pedagogy of Urban Design

- "Sustainable Futures": Placemaking in Monteverde, Costa Rica

- The End of Advocacy Planning? University-Community Partnerships in a Neoliberal Age

- Is it Professional or Personal? Engagement, Race, and Reflection in the East St. Louis Community-based Design Studio

- Service-Learning and Participatory Action Research: Learning from Reflective Engagement

Momentum continued after the high energy of the symposium. A shared leadership team and strong personal commitments by others in the peer network yielded substantial accomplishments by the end of the third year of the grant, most emblematic of the power of networks. Highlights were a highly interactive and well-resourced website, a carefully wrought framework for case studies, an extensive, discipline-sensitive bibliography, and an outreach campaign to enlarge the faculty network to new campuses and to national professional associations.

The Erasing Boundaries website is a critical tool to broaden and strengthen the peer network, enhance communication, develop research partnerships, and share tools. It provides an accessible location for all the materials that have been developed over the past three years of the project. As the website describes, "It is our intent that faculty will use this site to share information and find research partners. Peer network members will be able to register, upload information and communicate amongst themselves. Visitors to the site will be able to download tools and research findings and review work of the individual peer network members."

This accomplishment will make project resources easily accessible and facilitate communication and sharing among the peer network."

The case-study framework: At the 2008 Erasing Boundaries Symposium, documentation and evaluation of students' service-learning activities by faculty in the design and planning disciplines was identified as an area for further research. Reviewers of the abstracts submitted for symposium papers noted that the case-study format is the predominant method being used to document and present service-learning activities. Many of the case studies offered comprehensive and compelling descriptive narratives. They lacked, however, critical reflection or evaluation of how the projects impacted such things as student learning, community capacity, citizenship, and public scholarship. Consequently, the Erasing Boundaries project zeroed in on developing a framework to guide the writing of case studies of service-learning in their disciplines. The framework became a tool for more guided, thorough, and balanced documentation of academic/community service-learning collaborations. The website emphasizes, "It helps us to critically assess our work, identify germane issues, trends, and challenges, and establish a shared and retrievable database for gauging the ongoing development, evaluation, and comparison of case studies representing this important work."

Thus, the network is growing a case-study master file on the website for uploading case studies and making them readily available to educators, researchers, practitioners, and communities. The value of common language and uniform processes in a flexible framework is borne out in the specifications for writing and sharing useful case studies:

1. Organization and partnership: description of the course activities; goals and objectives; description of the form and character of the academic/community connection.

2. Experience and outcomes: student learning and experience; faculty and community experience; institutional impacts.

3. Critical reflection and analysis: generalizable features and lessons; future plans and issues; documentation and project information; contacts for future information; bibliography and references.

The Erasing Boundaries bibliography: To address the fact that many design and planning faculty are not familiar with the literature on service-learning, a network member built a service-learning bibliography for design and planning faculty. Members of the peer network can use the interactive capacity of the website to add to the bibliography.

Influencing the disciplines: In May, 2009, four members of the leadership team presented the refined Case Study Framework at the Environmental Design Research Association conference in Kansas City. Several faculty stepped forward and are currently using it to develop, document, and evaluate their service-learning classes. Members of the leadership team are working with these faculty to evaluate the usefulness of the

framework and to develop recommendations for its improvement.

Stimulated by conference presentations by network members, the Council of Educators in Landscape Architecture has established a track to encourage papers on service-learning and engaged scholarship at its 2010 annual conference. Members of the network have been appointed as track chair and abstract reviewers.

Throughout the year, the leadership team has been reaching out to new partners at conferences and meetings. The number of faculty associated with the project and participating in activities has grown to over 100 in the Erasing Boundaries Peer Network.

As a group, the sixteen PACC/NYCC projects have had a lasting impact on their campuses, in their communities and, it is hoped, on future efforts to foster collaborations within regions and within academic disciplines. The numerical goals they set in their initial proposals for funding were met or exceeded—always a reassuring outcome to grant managers and funding agencies. But the personal relationships that were built and invested in will continue in almost all of the projects.

How Will We Keep Going?

Michael H. Norton

Like so many of the community-based organizations that partner with PACC/NYCC regional and academic discipline networks, the networks themselves needed to plan for sustainability if they were to persist beyond the Learn and Serve grant cycle. PACC/NYCC set out to seed the development of regional and academic discipline networks, not to support them on an ongoing basis. Whether and how the various networks that received support through the 2006–2009 round of Learn and Serve funding will persist depends on a number of factors. In a very broad sense, these networks, much like other non-profit organizations, will be sustainable on the basis of a combination of effective leadership, an ability to adapt to changing operational contexts, and the program capacity to work toward fulfilling their organizational mission and goals.

At an organizational level, developing sustainability is an ongoing process that starts with the development of a shared understanding and commitment to a clearly articulated mission. In developing strategic plans for sustainable service models, PACC/NYCC networks need to understand how their services fit into the broader context of their communities, which needs their activities will address, and how their organizational capacity can most efficiently meet this need. Deciding which programs to pursue and which to forgo becomes crucial for these networks, and these decisions should be guided by ongoing assessment of both the member capacity and performance in delivering various services, while also remaining sensitive to the local community context. Creating operational and funding options for the PACC/NYCC networks requires ongoing reflection to prioritize organizational activities within a context of external need and internal capacity. Ultimately, the development and implementation of a sustainability plan should further the mission of the network within its operational scope and expertise while positioning the network to secure ongoing support from a diverse set of funding sources in the future.

NETWORK STRATEGIES FOR SUSTAINABILITY

A number of commonly employed strategies guided networks' plans for sustainability. Across the sixteen networks, three key factors became reliable indicators of whether or not networks could sustain themselves beyond the grant cycle: existential, organizational, and strategic. Each factor implied further operational activities and priorities.

First, those networks that already existed before the Learn and Serve grant are well positioned to sustain themselves in their respective regions and disciplines. Pre-existing networks were able to strategically use these funds to support and expand their networks rather than to start organizing. The grant money therefore could be used to reach out to non-traditional service-learning disciplines outside the social sciences, recruit new institutional members, and expand their base of community partners.

Second, networks that faithfully followed the PACC/NYCC RFP and intentionally created shared governance structures between academic and community partners while clearly dedicating staff to coordinate the network are now well positioned to sustain their work. Whether an advisory board, steering committee, or some other governance arrangement, the inclusion of community partners in the decision-making processes that guide the priorities of the networks is crucial. In addition, a viable network coordinator simply could not be a full-time faculty member at a network institution; the coordinator needed to be independently dedicated to the network in order to facilitate the necessary connections between faculty at different institutions and various community partners. (This distinction, however, was less crucial for the academic discipline networks than it was for the regional and developing collaborations.) Finding a way to make the position of regional coordinator sustainable with the use of graduate students, VISTAs, community partners, or some combination of pooled resources was an indispensable component for sustained regional networks.

Third, the ability to clearly articulate the value of the network to a diverse set of constituencies was critical. Networks must be valued by academic administrators and faculty, community partners, and external funding agencies other than PACC/NYCC if they are to sustain their activities beyond the Learn and Serve grant cycle. A diverse set of tools and strategies was therefore designed to articulate program value: developing assessment tools designed to measure the impact of service-learning courses on both student learning and community partner benefits; initiating discussions with college/university administrators related to faculty incentives to teach service-learning courses, particularly around course release and tenure and promotion consideration; developing dynamic websites that become resource banks for campus and community constituents; and thinking strategically about which core activities and support networks must be maintained in lean times to be in a position to expand when economic conditions are more favorable.

BUILDING WITHIN PRE-EXISTING NETWORKS

Not surprisingly, those networks with the most robust sustainability strategies were those that existed prior to any support from PACC/NYCC. In such cases, applying for PACC/NYCC funding was not designed to catalyze collaboration within the region, but to augment pre-existing structures within these networks, facilitate further institutionalization of service-learning on member campuses, and deepen relationships with community partners. The following two networks are alike in longevity and institutional diversity, yet distinct in their organizational structures, pointing to the unique challenges of each for developing long-term sustainability.

PHENND

Founded in 1987, the Philadelphia Higher Education Network for Neighborhood Development (PHENND) has grown from an initial group of five institutions to more than forty across the region. While PHENND is housed at the University of Pennsylvania, it is not an institutional unit but an independent 501c3 and is therefore responsible for generating its own sources of support for its core activities. Its operations are supported by the combination of modest institutional membership dues, external grants, in-kind support, and resource sharing among member institutions. PHENND is organized by one full-time staff person who has become synonymous with the network itself. PHENND was the only network to receive PACC/NYCC support that was not directly affiliated with a college or university.

Historically, PHENND's core services have included a weekly online newsletter, an annual conference, and quarterly meetings, along with various professional development and technical training opportunities for faculty and staff of member and non-member institutions in the Philadelphia region. Support from the 2006–2009 Learn and Serve grant allowed PHENND to focus on developing capacity among network members to work toward the institutionalization of service-learning on their campuses.

Moving beyond the grant cycle, PHENND's operational leadership remains in place. PHENND was able to successfully leverage its grant activities to obtain additional material support for its operations, and this entrepreneurial spirit has made it a wonderful success in the region. The organization is currently going through a strategic planning process that recognizes the challenges of leadership succession, given the iconic status of its current director.

Western New York Service-Learning Coalition (WNYSLC)

Begun in 2001, the Western New York Service-Learning Coalition (WNYSLC) has a well-established website; an education and program committee; an established steering committee composed of both college/university representatives and community partners; and working sub-committees dedicated to membership retention and recruitment, public relations and marketing, and funding. Assistance from PACC/NYCC was therefore part of a broader strategy to support coalition members' participation in the network.

On the heels of its support from PACC/NYCC, in 2007 WNYSLC received substantial support from another private foundation, which allowed it to hire a full-time executive director and support staff for the coalition. These new employees were hired to develop a regional database to support student, faculty, and community partner connections; professional development and training for faculty working with community partners; and professional evaluation for its programming. Since hiring new employees in 2008, Daemen College has committed to making their positions permanent at their institution.

WNYSLC currently collects membership dues from twelve higher education institutions, which account for a modest percentage of revenue that supports faculty development and other programming. Currently, all higher education institutions commit the same amount toward membership dues, although their iterative sustainability planning process includes negotiations regarding the possibility of graduated dues and dues

for community partners. The idea of non-profits paying membership fees has become one of the most heated discussions in the strategic planning process.

WNYSLC's most ambitious long-term goal is to establish open enrollment and transferable credit among all institutions in the region for service-learning courses. This type of resource sharing would allow students to tap into the expertise of faculty already teaching service-learning courses, increase the impact of the service-learning placement for the non-profits at which students are placed, and create a national model of campus/community partnership and collaboration.

WNYSLC received only one year of PACC/NYCC support in 2006–07, which was immediately leveraged to obtain substantially larger amounts of support for the network. By continually planning for future programming and funding supports in a collaborative decision-making context with its community partners, WNYSLC is well positioned to continue its support for service-learning at member campuses and throughout Western New York.

DEVELOPING ORGANIZATIONAL STABILITY

SPRING
Unlike PHENND and WNYSLC, the SPRING network did not exist before PACC/NYCC support, but it is similarly viable. The network has established a set of core annual events that can be hosted with little funding, as well as a viable web presence with access to a diverse set of resources for faculty, students, and community partners. Each member institution has also made a commitment to continue the coordinator position through future graduate student internships, with or without a VISTA. SPRING has remained focused on pursuing activities that fall within members' areas of expertise while being operationally achievable. Future funding could certainly be leveraged to expand the scope of SPRING, but the core events and mission will keep member campuses meeting and working together. With or without future funding, SPRING continues to seek out new members and in 2010 brought on board as a member the Community College of Allegheny College, South Campus.

Network members share great mutual respect for one another during meetings, showing an unusual level of understanding and appreciation for each other's work across institutional boundaries. Network members are conscious to applaud one another for seemingly miniscule achievements on individual campuses, even when such "baby steps" actually represent huge leaps within the network. Such collegiality and support are so important to sustain the energy between members in any collaborative effort, especially one that must be sustained across different campuses.

The ability to bring knowledgeable discussion to one campus about the work being done on other campuses adds credibility and power to the SPRING network, and lends heft to the institutionalization of service learning in the Pittsburgh region. Faculty members often want to hear about service-learning course design from academic colleagues and from professionals in the field. While the program manager can be a valuable resource, the network needs active academic members who are willing to take the time to meet individually

with faculty and the program manager, if needed, and SPRING has cultivated this process within its members.

SPRING has reached out to another networked community partner, Pittsburgh Cares, to further strengthen the network's connection to organizations in the region. Crucially, Pittsburgh Cares hosts the network's program manager position, and in so doing physically situates coordination of the network in the community itself. Working with Pittsburgh Cares, SPRING developed an online skill bank to facilitate campus-community partnerships and service-learning course development.

SPRING's ability to develop a sustainable structure over the course of the grant cycle was the result of consciously building a strong foundation from the start and planning for sustainability throughout the grant cycle. The network started with concrete educational goals, a grant stipend program and system, a network manager, passionate members, and regular monthly meetings that became the basis for sustained relationships.

SERVING OTHERS' GOALS

Academic Discipline Networks: Engineering, Social Justice and Peace
The Engineering, Social Justice and Peace academic discipline network is currently in the process of publishing a textbook with a set of course modules to help engineering faculty integrate issues of social justice, racism, and environmental sustainability into their curricula. Recognizing that it was not realistic to introduce entirely new engineering courses, the committee chose to develop course modules to allow these fundamental issues to be introduced within the context of a wide variety of existing engineering and science courses. The network devised an online system through its website that allows interested faculty or community members to offer module ideas to the rest of the network for consideration, integration, and reflection.

In addition, the network is preparing for its sixth annual conference in partnership with the Royal Society for the Encouragement of Arts, Manufactures and Commerce; the Higher Education Academy Engineering Subject Centre; and Engineers Against Poverty in London. The goals of the conference are derived from the same principles that informed the creation of the network itself: to provide an ongoing critique of the current practice of engineering in local and global communities and its role in enhancing or reducing social justice; to develop alternative practices for the way engineering is organized and managed and how engineering contributes to global economies; to enhance our understanding of the way we educate engineers for a socially just world; to discuss engineers' relationship to the public and how engineering practice, participatory engagement, and public dialogue effect policy making; to work toward progressive, post-development practices that are non-oppressive, non-violent, and enhance gender, racial, class, and cultural equity.

Operationally, the network is sustained through the coordinated leadership of its original members, who each take different responsibilities for organizing the core components of the network (website, annual conference, and publications) while working together to secure future funding sources. The network has been able to leverage its support from PACC/NYCC to pursue additional funding and is currently developing a proposal to the National Science Foundation.

SUSTAINABILITY CHALLENGES

One of the biggest challenges for regional collaborations toward sustainable frameworks was the difficulty of creating a shared sense of purpose for the network, beyond a limited number of events. This situation emerged in different networks for different reasons. The 5CC network was initially challenged by significant geographic distance between institutions, a lack of service-learning expertise among some member institutions, and disparate levels of institutional support from respective community colleges. As noted in Chapter Two, the 5CC network addressed its challenges through a rotating series of workshops to train faculty and administrators in service-learning pedagogy on their campuses. By having a set number of events to implement, the network members were able to collaborate on the basis of "getting something done" to generate outcomes for the grant cycle. However, this programmatic focus on activities did not translate into broader strategic thinking related to sustaining a network of community colleges in the Northeast.

The 5CC network will not continue in its initial form beyond the grant cycle, but the relationships developed among network members will likely continue. Faculty from Raritan Valley Community College and Northampton Community College will continue to collaborate on projects and attend workshops at each others' institutions. At a regional level, Queensborough Community College and Kingsborough Community College are both members of NYCC and the CUNY system and will likely have opportunities to collaborate on future projects independently or within the growing NYMAPS network.

The 4CR network in the Albany region has faced similar challenges related to sustainability. Perhaps most challenging for this network is the fact that it came into the Learn and Serve grant cycle in the third and final year. A late start and the prospect of only one year of secured funding from PACC/NYCC made planning for the sustainability of the network a significant challenge. Like 5CC, 4CR focused the majority of its collaborative efforts on the development of a training series and a summer conference. While the network benefited from the diverse set of connections of Unity House, its community partner, it became difficult to maintain college and university buy-in without financial incentives. Sienna College faculty have continued to demonstrate leadership in organizing the network, but in the absence of renewed external funding, there is little institutional will to support service-learning on campus or the regional network.

ON-CAMPUS SUSTAINABILITY

The overall sustainability of service-learning networks depends on institutionalized priorities and support at member institutions. The campus members must create an institutional context on their campuses that recognizes the value of service-learning as effective pedagogy, viable scholarship, and a substantive way to be productive residents in their local communities.

Like any organization, a network is only as strong as its individual parts. While the collective energy and coordination of institutions may translate into substantial impacts, regional and academic discipline networks could not function in a meaningful way without commitment of individual members. Ongoing evaluation throughout the grant cycle suggests a number of critical areas, both on campuses and within the broader network, that are necessary to sustain regional networks: engaging those disciplines not typically

linked to service-learning, tracking data in order to make a strong case for funding, attracting new member colleges that are willing to make financial contributions to the network, planning strategically for funding opportunities, convincing administrators of the alignment between service-learning and institutional goals, developing conceptualizations of service-learning that are firmly linked to strengthening pedagogy, and highlighting the cost-effectiveness of the network structure for institutions.

An independent evaluation of network members suggests that efforts to institutionalize support for service-learning are succeeding on many campuses across both states. Almost all institutions that participated in the evaluation have at least two years of experience in conducting service-learning and most have more than six. In addition, the presence on campuses of service-learning professionals experienced in community partnerships, designing curricula, and reflection techniques suggests that the operational capacity exists within network member institutions. At the same time, member institutions are collectively challenged to develop effective assessment measures for the impact of service-learning courses on both students and communities.

At the institutional policy level, the evaluations revealed a fairly high level of support for service-learning related to inclusion in institutional strategic plans and quality standards. In addition, financial support, technical assistance, and reduction in teaching/work load were reported by more than two-thirds of responding institutions. However, consideration of service-learning in faculty promotion and inclusion in professional development were the two areas of highest need, along with recognition and reward for service-learning practice.

While it is clear that member institutions of regional and academic networks possess the operational capacity and expertise to develop community partnerships, design creative service-learning opportunities, and implement these courses, they remain challenged in crucial ways to measure and articulate the effectiveness of this work. This deficit is reflected by the reluctance of institutions to support service-learning in their promotion and tenure procedures, along with the inability of some networks to secure additional material support beyond the grant cycle.

Like so many initiatives that emerge from institutions of higher learning, the involvement of faculty remains the *sine qua non* condition for success. As professionals, faculty are motivated by institutional incentives of recognition, status, and prestige within their departments, institutions, and intellectual community of peers and colleagues. The service-learning field has historically relied on do gooders whose moral compass fuels their desire to teach and pursue research through partnership with local community organizations to be champions for service-learning without the expectation of institutional support, much less recognition. In the absence of a cultural shift at the institutional level, faculty who pursue engaged pedagogies and research agendas will remain marginalized at their institutions and in their disciplines. A shift is needed to convert rhetorical support for the desire to be a good institutional neighbor into active support and recognition—through faculty hiring, promotion, and tenure structures—for faculty to embody this ideal in their teaching and research. As the next chapter details, the outcomes that networks can deliver are truly greater than the sum of their individual parts; imagine, therefore, where they might take their campuses and local communities as the individual members strengthen their commitment to community-engaged faculty and students.

CHAPTER SIX

What Have We Learned?

James M. Heffernan, Ph.D.

REFLECTIONS

Newcomers to the phrase "service-learning" often ask, "Do you mean you give academic credit for working in a soup kitchen? Credit for service?" The quick answer is "No, it's credit for learning from the experience, in the context of the syllabus." The link between course materials and service activity is, of course, the reflection component—the structured, intentional processing of the community-based learning in terms of academic requirements, personal growth, and development of social awareness and civic responsibility. True to that imperative, we close our wrap-up of the *Partnerships that Work* project with reflections on what we as grant managers have experienced and what the sub-grantees' progress reports, evaluations, and myriad conversations over the years have conveyed. We share the following "lessons learned" as but a sampler of the many insights and issues, from galactic to quotidian, that grew from the sixteen adventures in establishing and expanding service-learning. We learned a great deal about the powers and the features of effective networking, the multi-layered inner workings of higher education, and the pressing agendas and dynamics of community organizations.

Centralized communications: Although they were "loosely coupled" organizationally, the networks that functioned well had implemented a centralized communication system. E-mails, list-serves, frequent messages, and shared minutes were key. Partners communicated more efficiently using a centralized liaison, whether a regional coordinator or shared, rotating leadership in a steering committee. The hub concept was particularly effective when the links were "hub-to-hub," that is, between a network of institutions and a network of community partners, like the Capital Region network (4CR) and the hub-partner, Unity House of Albany and a subsequent Community Partner Caucus. Similarly, SPRING, in its partnership with Collegiate YMCA and Pittsburgh Cares, both of which were consortia of non-profits, centralized and streamlined the ongoing communications. Such centralization and use of a common language enabled several projects to take on bigger projects as a collective and to build their capacity for developing together such important features as consistent outcomes, measures, and evaluation tools.

Joint activities: Successful activity at the network level most often coalesced around a joint project focused on specific outcomes, such as peer-to-peer workshops, syllabus collections, or the publishing of a text or case

study. Some networks still in early development used the funding for specific institutional projects that did not cut across all member campuses, such as hiring speakers, attending conferences, or in-house workshops. In these cases, institutional priorities, rather than network-building, were the drivers, and only as long as the funding lasted. In most cases, however, the grant funds were used to support faculty coming together to begin conversations about the role and possibilities of service-learning in their disciplines and/or institutions.

Joint activities were a key element in the PACC/NYCC grant managers' priorities for building on strengths. From the outset, training and technical assistance for all the sub-grantees was an integral part of the PACC/NYCC funding: attendance at workshops and the annual meeting was required. The grant managers provided in-depth sessions on the Learn and Serve grants program and a review of their performance measures and reporting expectations. These events also covered the institutionalization of service-learning, community-partner relationships, and sustainability. The training offered an opportunity for sub-grantees to share their lessons learned, as well as the sticky challenges. Each year, as new projects were added, the sub-grantee meetings in Allentown, PA, became wellsprings for the sharing of energy, inside tips, and ideas with newcomers while re-invigorating the veterans as they shared their tales. In addition to the annual meetings and special training sessions on evaluation and sustainability, frequent e-mails and phone calls promoted the notion of a "network of networks"—an actualization of the concept that sub-grantees applied to their own joint activities.

Effective lobbying: Networks and institutions were actively engaged in securing administrator support. Many reported being able to utilize what they observed in partnering colleges to "make a case" for institutionalizing service-learning. Success in this area is linked to the ability of network partners to clearly articulate how service-learning supports academic engagement and achievement. Portraying campus/community partnerships and service-learning as vehicles to solve larger institutional concerns such as student success and community relationships was influential in sustaining support for network projects.

The power of the plaque: Acknowledging and celebrating program efforts and quality performance improved network solidarity and consequently, sustainability. Recognizing the good work of the network members through awards, symposia, and e-mailed "spotlights" went a long way in sustaining participants' involvement during the darker days.

Flexible options: Given the range of institutions—large/small, metro/rural, state/private, research /liberal arts, etc.—it was found that flexibility was key to network successes. Differences in expectations, cultures, resources, and leadership were substantial, yet they were bridged within the network by flexible rules and practices. The project has contributed useful insights with regard to the use of incentives. Faculty stipends were an important leverage point for some projects and institutions but not for others. At several institutions, the $3,000 stipend was viewed as unnecessary, while at others it was deemed too small to be taken seriously. At still others, the procedures and rules for generating faculty stipends were very unwieldy; passing funds from PACC/NYCC to network coordinators through grants offices to individuals was a small nightmare.

Talk about what's next: It is never too early to formally address issues related to sustainability. Sub-grantees that came together to set up a planning process to guide projects after the grant period gained a long-view mindset. That perspective put them on the lookout for funding opportunities and administrative support well before the last year. The grant managers' mantra in the annual meetings and throughout the trainings and the evaluation cycles was "How will you continue this work? What will you look like in five years and how will you get there?" This forward vision served as an overlying theme, particularly with regard to community-partnership relationships.

Preparations for partnering: Time spent selecting and readying community partners was critical to early start-ups. Networks that were composed of partners who had existing personal relationships got underway quickly and were then utilized as models for others. Making expectations clear, specifying the commitments of time and effort, and taking accountability seriously were all time consuming but worthwhile. Preparations for partnering included asset mapping at both institutional and community levels. Such assays enabled participants to understand institutional and community structures, politics, and resources, and to identify potential champions as well as minefields.

Community partners as drivers, not passengers: A valuable turning point for several of the regional and developing networks was attaining an equal-partnering role with their community colleagues. Rather than community partners playing the role of recipients or junior partners, network collaborations deepened when community organizations operated as resources and as leaders. Community partners contributed to the projects' expertise, critical input, and professionalism: they shared the driving. In Pittsburgh, the agency Pittsburgh Cares came to the table with SPRING to request a specific project, an online "skill-bank" for use by their agencies to contact qualified volunteers. In this model, community partners deposit their service-learning project proposals, and higher education partners can "withdraw" proposals to match their desired learning outcomes.

Staying loosely coupled: expect tiers of complexity; accept tears of frustration: The PACC/NYCC networks have flourished as the most unlikely of bedfellows, i.e., agglomerations of public, private, large, small, faith-based, and research institutions, many of whom had never worked together. And they partnered with anywhere from two to forty-two non-profit and community agencies, schools, and school districts. Topping that, they functioned as sub-grantees receiving federal funds administered by a 501c3 organization—more than enough layers of complexity. A tight organizational structure obviously would not work.

The sub-grantees and the grant managers soon learned that institutions of higher education can be very complex, turf-sensitive, and cumbersome. The systems of financial accounting and the rules of work for faculty differ substantially between campuses. Indeed, accounting and reporting requirements frequently differed within an institution between the academic administration and grants-management offices. A standard practice for paying faculty stipends in one institution was unacceptable at another. One group found that they actually had no way to pay faculty for their efforts. Requirements for vouchers, pre-payment, expenditure categories, time reporting, etc., were a swirl of non-compatible systems and terminology across the networks, none of which is likely to change.

The next layer, the community-partner organizations, manifested even greater complexities. Their reporting and accounting systems were more disparate than those of campuses. Multiple funding sources; multiple projects and priorities; staffs comprised of volunteers, temps, and professionals; more diverse client groups; and differing conceptions of partnering all made for a complicated playing field.

The next contributor to complexity, and perhaps to some tears, were the requirements for the Learn and Serve grants—the specification of measures, intermediate outcomes, and impacts; the status-reporting timetables; and the use of cross-project standardized assessment tools such as LASSIE. Although helpful in keeping projects focused and effective as guides for accountability and stewardship, these requirements were cumbersome and often difficult to apply to the chosen projects. Some felt that the size of their grants weren't in synch with the amount of reporting required.

Given all these vagaries, cross-currents, and incompatibilities, it was imperative for the networks to become no more—but no less—than loosely coupled organizations. They were held together by mutual vision and aspirations, the glue of personal relationships, and the tenacity of the truly committed. Technical assistance and encouragement from NYCC/PACC's full-time project manager and the two principal investigators provided continuity and a wide-angle view. But the commitment to a purpose, a personally important and commonly shared outcome, overrode the complexities of the partnering organizations. Each regional network and academic discipline network had achieved an organizational structure appropriate to its circumstances that moved the group toward specified goals without compromising individual partners' integrity and mission. Those loosely coupled agreements are dependent in large part on individuals' commitments, not on institutional or agency imperatives. The sustainability of a particular network will be a function of the extent to which it continues to fulfill the personal and professional goals of the members and the extent to which their enthusiasm and creativity garners them future financial support for the centralized communications, websites, publications, etc., of a network. All of that will be a function of "relationships, relationships, relationships," or, as more elegantly stated by philosopher William Perry, their "sense of community in the risks of caring."

LINGERING QUESTIONS

In a project as broad in scope and as multi-partnered as the PACC/NYCC undertaking, not all the initial objectives and assumptions were realized. To be sure, the numerical targets were met or exceeded: many service-learning courses were established, and promising indicators of sustainability were attained by the end of the grant period. But in the course of preparing the stories and lessons for this volume, we have allowed ourselves to take stock of the questions that linger: What would we have done differently? If there were a do-over, what would we replay?

A perennial head-scratcher for any grant manager is the relationship between the size of grants and their ultimate impacts. The PACC/NYCC funding ranged in size from $8,000 to $50,000. Do more bucks bring greater bang? The evidence is mixed—some evidence indicates yes, some no. In our experience, it is clearly not a straight-line relationship.

The levels of funding available to potential applicants had to be high enough to attract good proposals. (They also had to be high enough to be worth the matching and compliance-reporting requirements. Several sub-grantees found the trade-offs to be barely justifiable.) For those funded, grants had to be sufficient to support both administrative and program costs. In some cases, the administrative costs like salaries or travel were high in proportion to program costs such as conferences, stipends, and materials. In other cases, the proportions were reversed.

One might expect that two such situations would yield different "bang for buck" outcomes. Where administrative costs were higher, one might expect to see stronger network-building, more success at institutionalizing an infrastructure, and greater sustainability. Higher program expenditures might reasonably suggest greater direct impact on students, faculty, or community partners.

But such expectations are not borne out in our group of sixteen wonderfully complicated human organizations. The larger grants to the regional networks did not all yield ongoing operations. While NYMAPS and SPRING will continue, 5CCC may not. Not all grants produced the same number of new courses or outcomes with community partners. These differences were perhaps a function of differences in location and leadership, but not definitively. Conversely, the smaller grants, awarded to the academic discipline networks and the developing regional networks, saw an impressive staying power. Erasing Boundaries, Mathematicians for Social Justice, and Engineers for Peace, Justice, and the Earth have each solidified network relationships through products like websites, curriculum materials, and presence at professional meetings. Each has been able to leverage additional resources to sustain its work—all at very low cost. Nonetheless, their activities are not linked closely with community partners in the same way as the larger regional networks, so their impact on community organizations is proportionately less. Ironically, if the developing regional networks, those funded in years two and three of the grant, had had more funding, their continuity might have been stronger. In at least one of the developing networks, participating colleges pulled out when the funds ran out. But in other developing groups, the seed money was just enough to keep the relationships going at least long enough to apply for other funding opportunities.

The old saying that "size matters" did not accurately predict the operations and the outcomes of these sixteen networks. In some cases, small grants begat very substantial products and ongoing vitality; in others, when the money stopped talking, several started walking. In larger networks, bigger grants did affect more participants and more solid futures, to be sure, but others, particularly those that were part of existing consortia, did not advance the service-learning agenda as fully as had been expected.

Any do-overs? Any number of do-overs could be imagined during the course of a three-year grant: more frequent on-site visits of network leaders and PACC/NYCC staff for unstructured conversations that would enrich the compliance visits and the mandatory evaluations; more opportunities to share successes and disasters along the way, like the showcase/symposium at the end of the grant; or closer monitoring, perhaps coaching, with the community partners and their use of the "partners' funds" of $5,000. The list could go on. Most do-overs are a function of limited time or opportunity.

One feature of the original grant plan, however, deserved and actually received a do-over. The tight requirements for reporting results meant that projects had to be implemented and outcomes achieved in a relatively short time after the award of funding. This worked well for the established networks like PHENND or WNYSLC, but forced a rush on others like NYMAPS and Erasing Boundaries. An option for a planning grant would have been beneficial to provide more start-up time to identify and engage likely network members, appropriate community partners, and experienced and novice faculty—and to develop a leadership team. Several of the networks indicated that they had not had enough time to plan their strategies for building a group and working together. They had had to scurry to meet proposal deadlines and get their projects underway. Most could have used more time for strategic planning.

The "ready, fire, aim" approach was remedied to some extent in the second- and third-year grants for developing regional collaborations. These were more clearly planning grants that provided time and incentives for groups to reach out to one another, plan their collaborations, and set targets at a more reasonable pace.

CLOSING THOUGHTS

Cultivate, grow, nurture, seeds, roots, crops, cross-fertilization, landscape, silos, harvest, environment, sustainability. We began Chapter One with these words as a metaphor to convey the organic nature of the PACC/NYCC enterprise—built on relationships, driven by shared vision, and blessed by a dab of farmer's luck that brings the parts together to achieve a greater whole. Across sixteen sub-grants and their marvelously diverse campus and community settings, the concept of networking and sustaining a loosely coupled organization has taken root. Most will flourish in one form or another. The adoption of service-learning as a pedagogy and as an entrée to engaged scholarship is spreading. The rich exchanges between community organizations and campuses as expressions of truly symbiotic relationships are growing as well. There will indeed be increasing numbers of "Partnerships That Work."

AUTHOR BIOGRAPHIES

CHARLENE J. GRAY, Ph.D., serves as executive director for the Pennsylvania Campus Compact (PACC) (www.paccompact.org). As the primary liaison to member institutions, Dr. Gray supports and provides resources for civic engagement efforts through grants, conferences, workshops, and training events. She serves as staff to PACC's board of directors, consisting of college and university presidents, and facilitates strategic planning and program development to strengthen financial stewardship. Dr. Gray joined PACC in 2005, after serving as director of Landis Community Outreach Center, Lafayette College. While there, Dr. Gray empowered student leaders for outreach to the community through co-curricular and curricular service-learning, and strengthened linkages between the college and the community.

JAMES M. HEFFERNAN, Ph.D., New York Campus Compact's (NYCC) former executive director, joined NYCC in 2005. His responsibilities included member recruitment and support, communications and outreach, training and technical assistance for faculty/staff professional development, and initiatives at the state level for public policy on civic engagement. He also developed financial resources for members. Prior to this, Dr. Heffernan served as vice president for Student Affairs and Educational Services at the State University of New York College of Environmental Science and Forestry (ESF) and as the catalyst for ESF's highly regarded community service/service-learning program. He has also served as executive director of The Washington (DC) Center for Learning Alternatives, a national model for service-learning, and as associate professor of Higher Education and Adult Education at Syracuse University.

MICHAEL H. NORTON, graduate student, serves as assistant director for the Community Learning Network at Temple University, a new initiative out of the Provost's office. He also serves on the Faculty Senate Committee for Community Based Learning and Research. Prior to this, Michael served as a PACC AmeriCorps*VISTA at Bryn Mawr College.

"A critical review of a variety of multi-institutional networks that confirms the value of working together to achieve both individual and collective goals for service-learning and partnerships. The involvement of community partners in project and network decisions should inspire others to strengthen partner voice in service-learning."

BARBARA HOLLAND, Ph.D.
PRO-VICE CHANCELLOR OF ENGAGEMENT
UNIVERSITY OF SYDNEY, SYDNEY, AUSTRALIA
FORMER DIRECTOR, NATIONAL SERVICE-LEARNING CLEARINGHOUSE

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NETTER CENTER FOR COMMUNITY PARTNERSHIPS
UNIVERSITY OF PENNSYLVANIA, PHILADELPHIA, PA