# Table of Contents

**Introduction** ................................................................. 2  
**The Donelan Office** .......................................................... 7  
**Placement-Based Courses** ................................................. 8  
**Project-Based Courses** ..................................................... 11  
**Tips for Being a Dynamic Supervisor** ................................. 12  
**FAQs** ........................................................................ 14  
**Conclusion** .................................................................. 18  
**References (Further Reading)** ............................................. 18
I. INTRODUCTION

A. A Brief History of the Donelan Office

The mission of the Donelan Office of Community-Based Learning is to engage faculty, staff, students, and community partners in a process of integrating theory and practice. In the Jesuit tradition and through service and research, we promote experiential learning opportunities that foster the mutually beneficial exchange of knowledge and resources, as we strive to make a substantial contribution to our local community.

The Donelan Office of Community-Based Learning was established with a $1.2 million endowment from Trustee and alumnus Joseph P. Donelan II to facilitate connections between academic learning and community engagement. Since its opening in September of 2001, thousands of have participated in the program, enriching their intellectual experiences in the classroom with first-hand experience in the Worcester community.

Dr. William Meinhofer, the founding director, developed the Donelan Office into a strong program that has improved relations between the College and the City of Worcester. Dr. Margaret Post continued to build upon Dr. Meinhofer’s work by serving as the second director of the Donelan Office. Dr. Michelle Sterk Barrett became the director of the Donelan Office in 2012.

Current staff also include the Associate Director, Isabelle Jenkins ‘10, and the Administrative Assistant, Kate Riley. The CBL Interns, undergraduates who have participated in CBL and are selected for leadership positions with the Donelan office, are available to further support faculty, CBL students, and community partners.


B. What is Community-Based Learning?

Community-based learning programs and offices vary from college to college, but there are some common themes that are generally true of the practice. Many other institutions use the term “service learning,” but both represent the same general concept.
In their article “Implementing Service Learning in Higher Education,” researchers Robert Bringle and Julie Hatcher offer one definition of service learning (or community-based learning):

“Service learning is a type of experiential education in which students participate in service in the community and reflect on their involvement in such a way as to gain further understanding of course content and of the discipline and its relationship to social needs and an enhanced sense of civic responsibility.”¹

The Donelan Office staff drafted this longer definition to describe what CBL means in the context of the Holy Cross community. While this definition is specific to Holy Cross, it includes the same themes as Bringle & Hatcher’s broader definition:

Community-based learning (CBL) is a teaching approach that connects classroom learning objectives with civic engagement. Civic engagement occurs through service that meets community-identified needs or through research and experience that hold promise of social or scientific value to the community. In this mutually beneficial process, students are able to gain a deeper understanding of course content by integrating theory with practice, while communities gain access to volunteers, resources, and the wide-ranging research and scholarly expertise housed in the College’s many disciplinary departments.

Consistent with the Holy Cross tradition of preparing students for a lifetime of learning and moral citizenship, CBL students at Holy Cross are invited to reflect upon moral and ethical questions of social responsibility while considering how to live purposefully in a manner that enables one’s unique gifts to positively contribute to society.

The Donelan Office of Community-Based Learning helps students make connections between their courses and community sites thanks to a generous endowment established by Joseph P. Donelan II ’72.

Community-based learning at most institutions will incorporate these themes:

- **An integration of theory with practice**: as with any form of experiential learning, students have an opportunity to connect and compare the theories they learn in the classroom with “real world” experiences; the theory helps them to understand what they observe in the community, and their experience helps them to test the validity of these theories

¹ Bringle & Hatcher, 1996, p. 221.
• **Learning**: CBL is a pedagogical (or teaching) strategy; it is different from community service or volunteering because there is a focus on learning

• **Reciprocal partnerships**: community partners benefit from students’ time, creativity, or knowledge, and students benefit from the opportunity to learn in a real-world setting; it is essential to identify CBL placements and projects that are a “good fit” for both the course learning goals and the community needs

• **Critical reflection**: in order to process what they’re observing, students need structured opportunities to consider critical questions
  
  ○ Ex. If students are working in a soup kitchen, they learn when they ask questions like: Why does hunger exist in the US? What are the factors that put someone at risk of being hungry? How does it affect someone’s life not to have access to nutritious food? What would need to change in order to eliminate hunger?

• **Research**: in addition to service, CBL can take the form of research (see the project-based model below for more information)

C. **How is CBL different from community service?**

<table>
<thead>
<tr>
<th>Community Service</th>
<th>Community-Based Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community service is an extra-curricular activity.</td>
<td>CBL is a teaching strategy that faculty use to offer students hands-on experience, which often leads them to a broader and more realistic perspective on what they learn in class.</td>
</tr>
<tr>
<td>Community service is not explicitly or formally linked to academics.</td>
<td>CBL is directly linked to academics, usually to a particular class.</td>
</tr>
<tr>
<td>The main focus in community service is on the needs of the community.</td>
<td>CBL is mutually beneficial to community agencies and students. As in community service, agencies benefit from students’ time, knowledge, and experience. But in CBL, students also benefit from the opportunity to learn</td>
</tr>
</tbody>
</table>
in a real-world context.

| Volunteers who participate in service may or may not reflect on their experience. | Students who participate in CBL are required to reflect critically on their experience, drawing connections between the theories they learn in class and their observations in the community. |

D. **How do students benefit from participating in CBL?**

Studies have consistently found that community-based learning positively impacts or has a positive relationship to:

- Academic outcomes such as complexity of understanding, problem analysis, critical thinking, and cognitive development
- Students’ ability to apply what they have learned in the “real world”
- Personal development such as a sense of personal efficacy, personal identity, spiritual growth, and moral development
- Interpersonal development and communication skills
- Reducing stereotypes and facilitating cultural and racial understanding
- A sense of social responsibility and citizenship skills
- Likelihood of graduating
- Career development

E. **What do Holy Cross students say about CBL?**

- “My CBL made me question my purpose in life, and made me wonder what direction I want my life to head in.”
- “[Participating in CBL] has opened my eyes to different inequities that exist in our social world and has inspired me to make a change.”
- “This has helped me become a more well-rounded individual.”

---

2 Eyler, Giles, Stenson, & Gray, 2001.
• “Working with a student with disabilities on an art project really helped me remember that art is a universal language that connects all different types of people from all over the globe.”

• “The CBL requirement...made me more passionate in my overall studies because I saw the incredible opportunities for change that an education brings.”

• “[I was able to see the] real faces behind the injustice we were learning.”

• “The relationships formed with the students and staff at [my CBL site] were essential in my growth in understanding our basic human connection and need for solidarity with one another.”

• “I was able to contemplate/question/affirm/disprove my previously held beliefs.”

F. **What do community partners say about CBL?**

• “It is amazing to see the young adults from the Colleges and the young adults in our program working together- genuinely learning from and with each other. I believe so strongly in Community-Based Learning/Service Learning and feel fortunate to have the partners (Institutions of Higher Education) in the community. The College students connect what is learned in the classroom with the "real world" ... Our population engages with same age peers in authentic and realistic environments, learning the "soft skills" that will benefit them throughout their lives. The College students get to know the "person", see the potential and abilities of diverse groups of youth and appreciate the value of the gifts each individual has to offer. Hopefully, minds are opened and as the College students move on to take leadership positions in the world of work and community, they will remember their experiences and use this opportunity to open doors to include individuals with differing abilities in the world.”

• “Every mentor from Holy Cross was a gift to our program and I’m very grateful for this new relationship that is growing between [our organization] and the college. Thank you for your volunteers! I’m hoping that the experience was positive for you as well and that we can look forward to working with you again in the Fall. Isabelle has been wonderful to work with: communicating in a timely and thorough manner, following up on any concerns raised, making all the arrangements for transportation, etc. It was a real pleasure as well to be invited to the afternoon with all the community partners and Holy Cross staff -- a chance to meet people who make the CBL program run and representatives from other agencies in Worcester. Thank you for all that you do for us.”

• “[Our organization] sincerely thanks the CBL department and Holy Cross for sharing your talent, compassion and spirit with our clients and staff alike. We are very grateful for the partnership with you.”
II. THE DONELAN OFFICE

A. Administrative Staff

The administrative staff of the Donelan Office includes three professional staff members, the Director, Associate Director, and Administrative Assistant.

The Director oversees the majority of Donelan Office activities. Her major responsibilities include: consulting with faculty members on the design and implementation of CBL courses; representing the Donelan Office at major campus and community events; coordinating the assessment of office programming; and overseeing the program processes and placements.

The Associate Director aids in the management of Donelan Office activities and oversees the Office’s community partnerships and CBL Intern program. Her major responsibilities include: developing and maintaining relationships with community partners; coordinating the placement process by collaborating with students, faculty, and community agency supervisors; coordination of transportation and safety for all CBL students; supervising the CBL Intern program; and facilitating orientation and reflection sessions for CBL students.

The Administrative Assistant provides administrative support for Donelan Office programming. Her major responsibilities include: coordinating logistics for workshops and events and maintaining student placement, budgetary, and assessment records.

B. CBL Interns

The CBL Intern Program is a student leadership opportunity for experienced CBL students. The program invites students to deepen their engagement with non-profits in Worcester and community-based learning, while enabling the Donelan Office to better serve students, community agencies, and CBL faculty. In this manner, it is intended to be both a service and learning program.

The CBL Interns act as liaisons between the Donelan Office, community agency staff, and CBL students and faculty. Some Interns work directly with our community partner agencies, helping to coordinate on-site logistics for CBL programming. If you would like to work with a CBL Intern, contact the Donelan Office staff to discuss whether any of the current Interns would be a good fit for your agency.

C. Types of CBL Courses

At Holy Cross, there are two types of CBL courses:

In a “placement-based” CBL course, students volunteer regularly at a community-based organization. Placement sites can vary widely within each class, but share the common element of directly linking to what students are
learning in the classroom. See section III below for more information on supervising CBL placements.

In a “project-based” CBL course, students work in groups or as a whole class on a project that benefits the community. Projects might include conducting research, creating an exhibit for a museum, collecting and analyzing data, etc. See section IV below for more information on supervising CBL projects.

Both placement- and project-based CBL courses can be found in a variety of disciplines, and the number and content of courses change from one semester to another. You can find an up-to-date list of the current CBL courses here: http://holycross.edu/engaged-learning/donelan-office-community-based-learning/community-based-learning/students/community.

III. PLACEMENT-BASED COURSES

A. General Note

During the first week of each semester, the Donelan Office invites agencies who are assigned to multiple CBL courses to attend the CBL Fair in order to meet students who are seeking a CBL placement.3

We use this method of connecting community agencies with students because it allows all parties to have a voice in the placement process. Students are given a description of the agencies that match their course’s learning objectives, and they have a chance to speak with staff from those agencies in order to determine the best fit for their interests and availability. Community agency staff have an opportunity to describe their mission and needs in their own words, and to confirm whether or not each student would be an appropriate match.

The Donelan Office is here to support you by assisting with logistical details and answering questions at any point in the process. Our goal is to cut out the “middle person,” leaving you free to communicate directly with students and to decide which students will best help your agency to achieve its goals.

The Donelan Office cannot guarantee that partner agencies will receive a specific number of Holy Cross students each semester. Participating in the CBL Fair will give you access to recruiting CBL students. The number of CBL students placed at each agency will depend on interest level among students and your recruiting efforts.

---

3 In some cases, it makes more sense to match agencies with CBL students outside of the CBL Fair. The Donelan Office staff will reach out to you before each semester begins to discuss the placement process and determine whether or not the CBL Fair would be useful in your case.
B. **The CBL Fair**

The CBL Fair begins with a brief reception, which will give you an opportunity to talk with CBL faculty members, student leaders, and staff from other community agencies. Many people find this to be a useful networking opportunity, and they often come away with ideas for future collaborations. During the reception, the Donelan Office staff will also review the placement process and answer any questions you may have.

After the reception, each agency will be led to a table, where representatives can set up brochures, signs, handouts, and paperwork for interested students to complete. Students will circulate to visit the agencies that are relevant to their CBL courses (as in a typical volunteer fair format). Once they have decided on their first choice agency and confirmed that their availability matches the agency’s needs, they will fill out a scheduler form and any other necessary paperwork (CORI forms, volunteer applications, etc.)

The Donelan Office requests that you contact each student who submits a form to you within one week of the CBL Fair. It’s up to you to decide how many students you would like to accept. The Donelan Office will assist any students you cannot accommodate with finding an alternative placement site.

Please communicate directly with students to arrange CBL schedules. If there are particular days and/or times when you would like to host CBL students (for instance, if you have an ongoing program that meets at set times during the week), please indicate your scheduling requirements and preferences in your agency description. With few exceptions, students’ hours should be served in regular shifts throughout the semester.

Students are expected to begin visiting their sites as soon as possible, usually within 2-3 weeks of the CBL Fair. If you have concerns about a student’s attendance, punctuality, or performance, please do not hesitate to contact the Donelan Office staff. We will do whatever we can to resolve the issue in a timely manner.

C. **Training and Supervision**

It is helpful to provide students with an orientation during their first on-site visit. This might include a site tour and an introduction to the agency’s mission, staff, policies and procedures, and goals for the partnership. You and the students will be much more likely to accomplish your respective goals if you each understand what the other is hoping to gain from the experience.

With few exceptions, students are expected to attend their placement sites every week throughout the semester (except for holidays and breaks). If you have concerns about a student’s attendance, punctuality, or performance, please do not hesitate to contact the Donelan Office staff. We will do whatever we can to resolve the issue in a timely manner.
At the beginning of the semester, the Donelan Office will provide a calendar outlining Holy Cross breaks and holidays. Students are not expected to attend their placement sites on these days, but they may make arrangements with you to do so if they wish. Please communicate directly with the students about any days on which your agency will be closed or your programs will not run. We recommend that you exchange e-mail addresses and/or phone numbers with the students so you can communicate in the event of a last-minute cancellation on either end.

The Donelan Office is able to provide transportation assistance to students on weekdays during each semester. If students ask you about transportation, you can refer them to the Donelan Office. Please note that Holy Cross does not operate shuttles on weekends. If you would like to host CBL students on weekends, please speak with a Donelan Office staff member about this, as this might only be possible for students who have access to a personal vehicle.

During the winter months, our programs can be interrupted by inclement weather. Please inform students of your inclement weather policy (for instance, if your agency automatically closes when the Worcester Public Schools are closed). If your agency decides to close or cancel programming at the last minute due to inclement weather, please contact any students who are scheduled to visit your site directly. If students are unable to travel to your site due to the weather, they will be expected to communicate this to you directly.

D. **CBL Student and Site Supervisor Learning Agreement**

It may be useful for you and your CBL student(s) to complete a Learning Agreement at the beginning of the semester. This agreement is a formal way for the student to share her hopes for her learning and her ideas for how she can contribute to your agency effectively. The student can also share with you what sort of guidance from you she would like to receive, as well as what sort of specific information she would like to have to feel oriented to your agency. It is also a formal way for you to share with your student(s) what you hope they will learn from volunteering with your agency, what you hope and expect they will contribute to your agency, and what sort of support you can provide as a supervisor.

Taking the time to have a formal meeting as well as completing a written agreement will enable both you and the student to discuss and clarify your expectations for the CBL experience and for each other. It will also be a document that you can return to throughout the semester if any challenges or questions arise. Finally, it is a way for you both to evaluate your time together. You will be able to see if both of your hopes and expectations were met, which will enable both you and the student to think about ways in which the CBL experience could go even more smoothly in the future. The Donelan Office will provide you with a learning agreement template at the beginning of each semester.
E. Evaluation and Feedback

In some cases, CBL faculty members will request that CBL supervisors formally evaluate students’ work. In these cases, we will let you know in advance so you can make the necessary arrangements.

Most often, the Donelan Office does not request formal evaluations of individual students’ work for two reasons. First, we understand how much time it takes to supervise CBL students, so we try to keep our requests for paperwork and other administrative tasks to a minimum. Second, some of our CBL students identify placement opportunities outside of our office, so it would be impossible for us to collect evaluations from their supervisors.

Although we do not require formal evaluations, you are encouraged to provide both positive and negative feedback on students’ work at any time. If there are particular students who regularly go above and beyond for your organization, we would love to pass this feedback on to their professors. Alternately, if you have concerns about a student’s attendance, punctuality, or performance, we would be happy to help you address the issue and inform his/her professor if appropriate. The Donelan Office will be grateful for feedback of any kind, so please do not hesitate to check in as often as you would like.

At the end of each semester, we send out a brief survey to collect feedback on agencies’ overall experience of working with us. This survey does not ask about individual students, but gives you an opportunity to provide feedback about individual students if you wish to do so. The Donelan Office uses the information from this survey to evaluate our partnerships and identify opportunities to improve our programming. We are very grateful for any feedback that you choose to share on this survey.

IV. Project-Based Courses

The Donelan Office will periodically communicate with community agencies to learn about possible projects for CBL students and faculty members. When the Donelan Office staff members identify an opportunity for collaboration, we will facilitate communication between you and Holy Cross faculty or students. Project ideas may come from community agencies, faculty members, or students.

When needed, the Donelan Office will assist with facilitating communication and coordinating logistics for CBL projects. CBL projects generally require ongoing collaboration from partner agencies in determining project parameters, reviewing student work, and periodically visiting CBL classes.

The most successful CBL projects are those that simultaneously meet the needs of community agencies, faculty members, and students. For this reason, ongoing and frequent communication is key. Be sure that you understand what faculty and
students hope to gain from collaborating with you, and that they understand what you hope to gain from working with them.

You are welcome to contact the Donelan Office at any time to discuss a new project idea.

V. TIPS FOR BEING A DYNAMIC CBL SUPERVISOR

A. Ongoing Communication

We recommend that you exchange contact information with the students who are placed at your organization and touch base with them frequently to ensure that everyone is on the same page regarding expectations. If students know the best way to reach you, they will be more likely to reach out when they have a question or concern.

If a student does not respond to your calls and/or e-mails in a timely manner, do not hesitate to contact the Donelan Office for assistance.

B. Clear Expectations

We recommend that at the beginning of the semester, you are clear with your volunteers not only about the tasks that you hope the volunteers complete, but also what you hope your volunteers will learn through working with you and your organization. It may be helpful for the student to state her expectations as well. This way, you and your volunteers can be aware of each other’s hopes and learning needs throughout your time together. Using a formal learning agreement can help facilitate this process. The Donelan Office will provide you with a template that you can elect to use prior to each semester. See page 10 for more information on the CBL Student and Site Supervisor Learning Agreement.

C. Challenge & Support

Psychologist Nevitt Sanford proposed that students grow when they encounter the right balance between challenge and support. According to his theory, students grow and learn by grappling with a significant challenge that requires them to think outside the realm of their previous experiences. They must also have a sufficient support system that guides them through the challenge they’re facing. Striking a balance between challenge and support is the key to successful community-based learning.

---

4 Sanford, N., 1962.
Challenge through Cognitive Dissonance

CBL can stimulate cognitive dissonance\(^5\), which can lead to growth. CBL experiences that might lead to cognitive dissonance include:

- Exposure to diverse perspectives/experiences that do not fit with prior perspectives/experiences
- Learning that social problems are more complex than they might have previously appeared and that there are no easy solutions to these problems (aka the “Great Accommodation”)
- Relationships built with those experiencing unfair human suffering at their placement sites
- Being asked to reflect critically in a way that pushes “students to explore the assumptions that underlie their own perceptions and the ways that society is organized”\(^6\)

Support through Relationships

Numerous studies have found that supportive relationships play a key role in high quality CBL experiences.\(^7\)

Caring relationships with faculty, peers, and/or those at community sites can be a significant source of support as students face challenges associated with CBL.

Support through Reflection

Reflection allows students to apply community experience to their course material, process the challenges they are facing, and build relationships with supervisors, faculty, and other students.

The “4 C’s” of Reflection describe the ideal CBL reflection experience:

- **Continuous**: reflection activities are undertaken throughout the CBL experience, rather than intermittently
- **Connected**: reflection efforts are structured and directly related to the learning objectives

---

\(^5\) Cognitive dissonance is “Mental conflict that occurs when beliefs or assumptions are contradicted by new information.” (Merriam-Webster dictionary)

\(^6\) Eyler & Giles, 1999, p. 198.

\(^7\) Astin et al., 2000; Eyler & Giles, 1999; Hatcher et al., 2004; Kiely, 2005; Radecke, 2007.
• **Challenging**: reflection efforts set high expectations, demand high quality student effort, and facilitate feedback that stimulates further student learning

• **Contextualized**: reflection activities are appropriate to the particular course or placement site, and complementary to the level and type of course learning activities\(^8\)

**VI. Frequently Asked Questions for Prospective Community Partners**

**A. What is Community-Based learning (CBL)?**

CBL is a teaching approach that connects classroom learning objectives with civic engagement. Civic engagement occurs through service that meets community-identified needs or through research and experience that holds promise of social or scientific value to the community. In this mutually beneficial process, students are able to gain a deeper understanding of course content by integrating theory with practice, while communities gain access to volunteers, resources, and the wide-ranging research and scholarly expertise housed in the College’s many disciplinary departments. For a more in-depth overview of CBL at Holy Cross, please refer to Director Michelle Sterk Barrett’s presentation, “An Introduction to Community-Based Learning.” It can be found on our website here: [http://holycrossstg.prod.acquia-sites.com/sites/default/files/migration/files/introduction_to_community-based_learning_17.pdf](http://holycrossstg.prod.acquia-sites.com/sites/default/files/migration/files/introduction_to_community-based_learning_17.pdf)

**B. Is CBL different from service learning?**

You may be more familiar with the term service learning rather than community-based learning. Generally, service learning and CBL are considered interchangeable terms in professional and academic writing. Service learning tends to be the term used more frequently.

---

\(^8\) Eyler, Giles, and Schmiede, 1996.
C. Why CBL?

Research has shown that CBL is an extremely effective learning and relationship-building pedagogy for students, faculty, community partners, and the clients community partners serve. The data* we have collected from our CBL Assessments has proven the same:

- 90% of students said that CBL helped them to learn more deeply than they otherwise would have
- 93% of students said that CBL helped them to connect their course material to the real world
- 87% of students said that CBL was valuable for their personal growth
- 92% of faculty said that CBL increased students’ interest in the subject matter

Data from 2012-2014 CBL Assessments

D. I have also heard of the program, SPUD (Student Programs for Urban Development) at Holy Cross. How are SPUD and CBL different?

At Holy Cross, there are a variety of ways for students to engage with the Worcester community and build relationships with its people. The SPUD program is run out of the Chaplains’ Office and connects hundreds of Holy Cross students with agencies in Worcester. Both the SPUD and CBL programs aim to facilitate meaningful relationships between members of the Holy Cross community and Worcester residents. The main difference between the two programs is that CBL involves curricular civic engagement, meaning that students are participating in service in conjunction with their academic work (generally for a specific course). While this can and does happen with SPUD students at SPUD sites, the learning goals for CBL civic engagement are overtly defined by CBL faculty in their syllabi. A second difference between the two programs is that generally, students participating in service through CBL make a commitment of one semester (as their service is linked to a semester-long course); students participating through SPUD make a commitment of one academic year. However, several of the CBL classes at Holy Cross are yearlong courses where students make a yearlong commitment.
Additionally, numerous CBL students create such deep and meaningful relationships at their CBL sites that they voluntarily continue at their CBL site for two, if not more, semesters. A third difference between the two programs is that SPUD, generally, involves weekly service opportunities. CBL includes both weekly service opportunities (for students in placement-based courses) and more targeted service opportunities, such as a single workshop or a single project (for students in project-based course). While SPUD and CBL are two separate programs, sites are welcome to host students from both. To learn more about SPUD, visit the SPUD website: [http://www.holycross.edu/faith-and-service-opportunities/student-programs-urban-development-spud](http://www.holycross.edu/faith-and-service-opportunities/student-programs-urban-development-spud)

E. **How many hours per week are students expected to be at their CBL sites?**

Typically, students serve approximately 2 hours per week at their site, or, 20 hours per semester. However, this can vary widely depending on the expectations that CBL faculty set, as well as the timing of certain programs.

F. **What resources do you provide to community partners who will be working with the CBL students?**

- **Donelan Office staff are always available** to answer any questions you may have, troubleshoot any challenges you may be facing, and to provide additional resources you may need. Donelan Office staff also visit our community partners on site when the partnership is first created and at any other times that seem necessary.

- **The Donelan Office sends out a quarterly newsletter** with updates from our office, announcements, and other highlights; community partner news and announcements are always welcome! This is a great resource to stay connected with the happenings of our office, as well as for you to share any events or other information with the Holy Cross CBL community.

- **The Donelan Office has student leaders through the CBL Intern program.** If appropriate, certain CBL Interns are paired with community partners to assist with the organization of CBL volunteers and other logistical matters. Otherwise, Isabelle Jenkins, the Associate Director of the Donelan Office, works closely with community partners to handle any challenges or concerns that may arise, to assist with the placement process, and to answer any questions you may have. Learn more about the CBL Intern program on our website: [http://www.holycross.edu/engaged-learning/donelan-office-](http://www.holycross.edu/engaged-learning/donelan-office-)

16
The Marshall Memorial Fund: Through a bequest of James J. Marshall and Ellen O’Connor Marshall, the College has established a fund to encourage the creative and intellectual involvement of students and faculty with the Worcester Community in order to enhance the quality of life in Worcester and build closer ties between the College and the community. Financial support is available to faculty and students, on a competitive basis for service, research, and community-based learning projects that are of academic benefit to both Holy Cross students and/or faculty and of benefit to the people of Worcester. Awards are typically in the range of $200-$500. As a community partner, you would work closely with Holy Cross students and faculty, which would allow you to encourage them to apply for funds for projects that you are working on together. To read a list of past recipients, visit our website: [http://holycross.edu/engaged-learning/donelan-office-community-based-learning/marshall-memorial-fund](http://holycross.edu/engaged-learning/donelan-office-community-based-learning/marshall-memorial-fund)

G. I would benefit greatly from having a student who could commit to more hours per week commitment? Are there ways in which HC students can serve for a larger time commitment?

• Because the CBL students are completing their service in addition to their academic work for their CBL course, they typically do not have more than two or three hours per week to serve at their sites. Holy Cross does have an Academic Internship Program (AIP) where students are expected to be at their sites for eight hours per week and in a seminar course. A new addition to the AIP this year is the Urban Studies seminar course. Students taking this course would be very interested in interning at the types of agencies with which CBL partners. To learn more about the AIP at Holy Cross, visit their website: [http://holycross.edu/academics/programs/center-interdisciplinary-studies/living-and-learning/academic-internship-program](http://holycross.edu/academics/programs/center-interdisciplinary-studies/living-and-learning/academic-internship-program)

• The Community Work-Study program at Holy Cross may also be a program that fits your needs. To learn more about this program at Holy Cross, visit the Office of Government and Community Relation’s webpage: [http://www.holycross.edu/holy-cross-and-community/government-and-community-relations/service-and-volunteer-opportunities/gcr](http://www.holycross.edu/holy-cross-and-community/government-and-community-relations/service-and-volunteer-opportunities/gcr)
H. **I am interested in other ways to partner with the CBL Office. Are there additional opportunities to do so?**

Absolutely! The Donelan Office co-sponsors and co-facilitates the Non-Profit Careers Conference (NPCC). Every January, approximately 30 HC students return to campus early to learn about the non-profit world from faculty, staff, alumni, and community partners. One of the ways students learn about the non-profit world is through participating in a case study at a local non-profit. The case study is a real-life challenge that a non-profit is currently facing and needs outside advice in order to work on solving it. Examples of case studies that have previously been done are: creating a strategy to recruit alumni for a community event; creating a survey to assess the effectiveness of a program; and, envisioning different ways in which a newly acquired property could be used to generate income. Contact the Donelan Office to learn more about the case study aspect of the NPCC.

VII. **CONCLUSION**

Thank you for participating in the education of Holy Cross students. Please be in touch if there is any way that we can improve the experience you are having with our students or the Donelan Office.

VIII. **REFERENCES (FURTHER READING)**


