

**Comments from former EDI Team Leaders**

Q: What did you and your department gain from the EDI?

A: We became even more committed to service learning. Was it worthwhile? Yes What lessons would we like to share? Until I was in the EDI, I didn't realize that service learning encompassed civic engagement. Now more of our students are involved in civic engagement at their service learning site and using their site as a place to conduct research or complete a project that has a positive impact on the population served by the site. Often students can use this work to fulfill their thesis or culminating project requirements.

Q: What supports external to your department have been helpful, and what other supports might you need to go forward?

A: Since attending the EDI, we have received several grants. Several new programs have been developed and several more are under development. One exciting project is a partnership ... for teachers in training to work individually with students at that school. Also, we now have a department service learning coordinator, who has been trained by the service learning staff and is now visiting our extensive list of sites to determine if they meet service learning standards.

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Q: What did you and your department gain from the EDI?

A: I truly enjoyed my experience at the Engaged Department Institute. I appreciated the fact that no time was wasted. We were put to work on set tasks that forced us to think clearly about relationships between professors, community partners, the service-learning center, and the college. This was the most productive conference I have ever attended.

The most positive thing that came out of the Institute was that the Service-Learning Center at was rescued from the budget axe by merging it with the Internship program. The arguments we forged on behalf of service learning stood us in good stead when we were forced to defend the Center.

Unfortunately, we haven't been successful at institutionalizing service learning in the College of Business and Economics. After we presented our PowerPoint presentation in the form of a poster board at an All-Faculty Forum, the PR folks issued a press release on service learning in Business Communication. Nevertheless, I haven't had much support at the departmental or college level for pursuing the program. To date, Marketing only offers two courses in which service is an elective student project. The majority of Marketing professors believe that business is about for-profits not not-for-profits.

I guess the main lesson is that it takes a lot of time, patience, and diplomacy to create an Engaged Department.

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Q: What have you learned from the EDI experience?

A: On my campus, the amount of departmental change in curriculum and RTP procedures that occurred after an Engaged Department Institute is directly related to the commitment and desires of the Department Chair. When the Chair exerted positive leadership, great things happened including: the creation of a department's own service-learning coordinator to establish quality placements; the development of a core group of trained community partners who would place students in progressively responsible positions as they progressed in their academic standing; and the placement of service-learning expectations in hiring and promotion materials. Unfortunately, when chairs left their positions or the university, the commitment to service-learning often went with them. Shrinking budgets also caused faculty to teach courses other than the service-learning ones they designed, so maintaining continuity or SL course designations were very challenging. The culture of a department is largely determined by its chair. Our experience reinforced the importance of a chair's leadership to the institutionalization of meaningful service-learning at the department level.

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