



Faculty-Staff Partnerships for Supporting Student Learning and Well-Being: Strategies and Lessons Learned from Georgetown University's Engelhard Project

Joselyn Schultz Lewis

*Senior Associate Director for
Inclusive Teaching and Learning Initiatives, CNDLS*



Session Overview

- **What is Engelhard?**
- **How Do We Do Engelhard?**
- **What is the *Impact*?**
- **What Have We *Learned*?**



What is Engelhard?

GEORGETOWN
UNIVERSITY

The Engelhard Project
FOR CONNECTING LIFE & LEARNING

How Engelhard Began

- **Starting hypothesis:** intentional integration of well-being issues in the academic environment leads to improved well-being AND more engaged learning
- Bringing Theory to Practice Project grant funded, 2005
- Endowment funded from 2012

Course Design Model

Choose a wellbeing topic to integrate into course

With that topic in mind

- assign a reading,
- partner with a campus resource professional, and
- include a written reflection assignment.

Foundations in Biology (Biology)



- 200+ students introductory course in major, pre-med
- Majority first year students

Well-being topic:

- Mental health

Integration approach:

- The role of genetics and environment on mental health is the focus of the major research paper of the course

Death in the Digital (English)



- upper-level seminar
- ~15 students

Well-being topics:

- give students the tools to maintain their own wellbeing while tackling tough death-related topics all semester

Integration design:

- CRP partner talk to students about trauma and triggers and suggest methods of self-care during the semester

Love and Hate in the Digital Age (Anthropology)



- ~40 students
- Both majors and non-majors

Well-being topic:

- Balance between and care for our online and offline selves; friendship; bullying; anger

Integration design:

- Discussions on well-being issues are woven throughout course and paired with a presentation on mindfulness exercises and other resilience and coping mechanisms

Example Wellbeing Topics

- Agency and autonomy
- Anxiety
- Care of the caregiver/activist
- Depression
- Disabilities
- Eating disorders
- Emotional intelligence
- Friendship
- Human flourishing
- Grief
- Identity and expression
- Mental health and wellness
- Mindfulness and self-care
- Mood regulation
- Sexual health
- Sexual identity
- Sexual assault and trauma
- Sleep
- Stress and coping

Sample Engelhard courses and topics

- *Introduction to Community Psychology* (Psychology) – stress and coping
- *Introduction to Math Modeling* (Mathematics) – substance abuse; healthy eating
- *Language and Society* (Linguistics) – individual/community health implications of language; othering and marginalization
- *Problem of God* (Theology) – grief; spirituality; personal identity
- *The Physics of Climate Change* (Physics) – depression and anxiety; mental health support
- Gender, Immigration & Social Justice (Justice and Peace Studies) – how students' wellbeing is interconnected with wellbeing of others

Campus Resource Partners

- Academic Resource Center
- Campus Ministry
- Cawley Career Center
- Center for Multicultural Equity and Access
- Counseling and Psychiatric Services
- Georgetown Scholarship Program
- Health Education Services
- John Main Center for Meditation and Interreligious Dialogue
- LGBTQ Resource Center
- Student Health Center
- Yates Field House

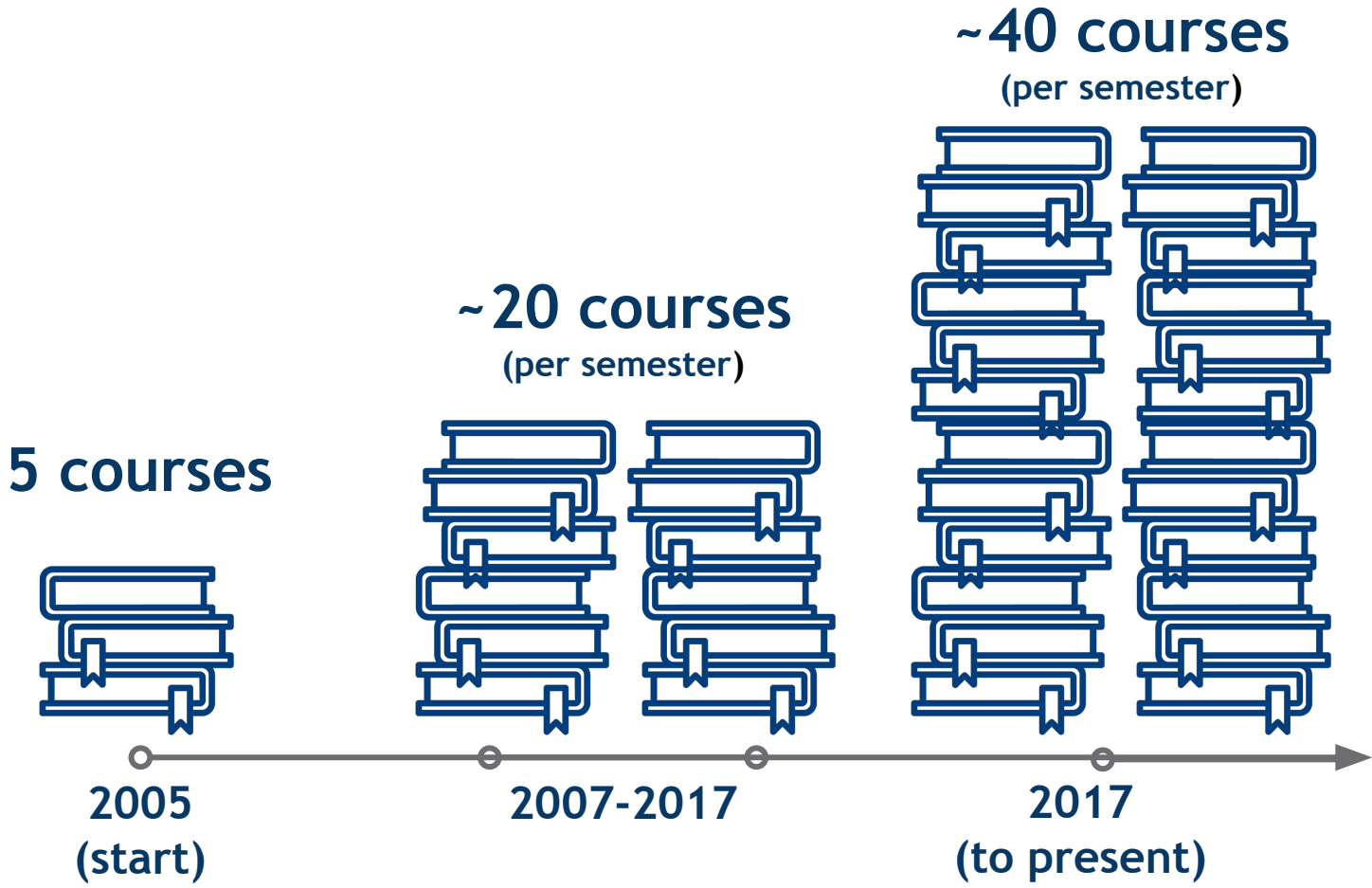
A photograph of three people sitting at a table, likely in a restaurant or dining room. On the left, a woman with blonde hair and glasses is laughing. In the center, a man with a beard is looking towards the right. On the right, a woman with dark hair is smiling. The table has a bottle of wine and several glasses. The background is slightly blurred, showing a white wall and some furniture.

How Do We Do Engelhard?

GEORGETOWN
UNIVERSITY

The Engelhard Project
FOR CONNECTING LIFE & LEARNING

Project Progression



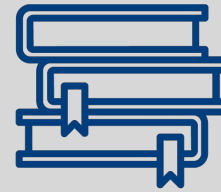
Project Reach



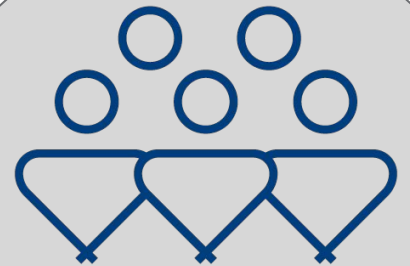
Over 140
Faculty



75 Campus
Partners



Over 750
Courses



more than
24,000
students

Key Project Design Elements

- Homed in center for teaching and learning; faculty development
- Lower-division course focus
- Safety Net Training
- Reflection sessions
- Community of practice gatherings

Partnership Process

Course Proposal

Outreach to
Campus
Resource

Faculty-Campus
Resource Pairing

Engelhard
Component
Planning

Pedagogies for Staff-Faculty Collaborations

Ahead of visit

- Planning meeting to share info about students and course
- Questions (anonymous) ahead of presentation
- Survey to students
- A reading related to the Engelhard topic
- Online discussion

During visit

- Small group activity
- Interactive conversation between faculty and CRP partner
- Large group discussions
- Anonymous polling
- Share Georgetown data
- More than one class with the CRP partner

What is the Impact?

Students

“It was great to have a professor bring up issues of wellness in class and demonstrate how we can use statistics to assess mental and physical health. I felt cared for—like the professor was genuinely interested in our well-being rather than us just churning out good grades.”

- This matters
- De-stigmatizing, normalizing
- Feel seen, seen as whole
- Creates pause

Faculty

“They listened with rapt attention. At least a dozen students each year stayed after the lecture to engage the speaker. Many would send me an email thanking me for caring enough for them that I provided this opportunity to learn about depression. Several would directly seek counseling or visit my office to discuss their personal circumstances and seek my advice. It was, in one word, transforming.”

- Permission and the support to teach in intuitive ways
- My students learn better
- Changed my relationship with my students
- Connection and community—feeling seen, seen as whole

Campus Resource Partners

“We are part of a much bigger team. It’s not just on us, the clinicians, but this work of well-being is integrated into the mission and culture of the institution.”

- Connection to broader community
- Valued as educator and colleague
- Anti-burnout program; not all crisis; proactive
- More effective in clinical work with this bigger picture

Institutional Impact



“The Engelhard Project provides the strongest possible framework for the flourishing of each and every student here at Georgetown.”

*- John DeGioia,
President*



What Have We Learned?

Lessons Learned for the Model

- Curricular connection
- Flexible model with low threshold for entry
- Broad, expansive definition of well-being
- Honoring faculty and staff risk taking

Lessons Learned for the Program

- Connection to mission and values as catalyst, permission
- Design to be adaptable, responsive, creative
- Walking our talk
 - Educating the whole person
 - Well-being
 - Valuing vulnerability
- Emphasis on relationships, community, connection

Challenges

Ongoing

- Capacity:
 - Driving increased demand on resources
 - How many Engelhard courses can we handle?
- Courses/Curriculum
 - Pay attention to relationship between students and overall course offerings and topics

New

- Faculty and staff well-being
- Increased intensity of student needs coupled with change in trust dynamic
- Pandemic landscape



Questions?

Thank you!

-  Joselyn Schultz Lewis
-  jks38@georgetown.edu
-  202-687-0625
-  engelhard.georgetown.edu