



The Engelhard Project

A DECADE OF CONNECTING LIFE AND LEARNING

2005-2015 |

CENTER FOR NEW DESIGNS IN
LEARNING AND SCHOLARSHIP

GEORGETOWN
UNIVERSITY

ENGELHARD PROJECT TEAM MEMBERS

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CNDLS Senior Fellow and Georgetown University Board of Regents

ACKNOWLEDGMENTS

The Engelhard Project for Connecting Life and Learning has been made possible through generous support from:

Sally Engelhard Pingree

The Charles Engelhard Foundation

Donald W. Harward

The Bringing Theory to Practice Project (BTtoP)

Regina Kulik Scully

Kathleen and Daniel Toney

Jeffrey and Victoria Edwards

James Thanos and Christine Budd

Marie Hurabiell

Dear Friends,

During the past decade, the Engelhard Project for Connecting Life and Learning has flourished on the Hilltop and has become an exemplar of pedagogical innovation, nationally and internationally. Enacting Georgetown's deeply rooted value of caring for the whole person, the Engelhard Project connects academic course material to well-being issues in a way that supports learning and encourages students to reflect on their own attitudes, beliefs, and behaviors.

At today's event, you will hear more about the impact of the Engelhard Project; how members of our community have created meaningful connections between intellectual pursuits and the lived experiences of our students. The story of the Engelhard Project is a powerful one and we are excited to share it with you.

This anniversary celebrates the accomplishments of this transformational initiative, honors those involved in cultivating and growing the project, and recognizes the caring community that carries out our mission to educate the whole person. The pioneering work of the Engelhard Project has positioned Georgetown to play a key role in important conversations throughout higher education about student learning and well-being.

We recognize the dedication of many Project partners today, but two people in particular deserve special recognition. On behalf of everyone involved in the Engelhard Project, I would like to express my sincere appreciation to Don Harward and Sally Engelhard Pingree for their inspired vision, enthusiastic commitment, and sustained support of this formational work.

Thank you for joining us in celebrating ten years of the Engelhard Project at Georgetown. We look forward to the next ten years and beyond.



Sincerely,

A handwritten signature in black ink, appearing to read "Edward Maloney".

Edward Maloney
*Executive Director and Professor,
Center for New Designs
in Learning and Scholarship*

About the Project

HISTORY

What began as a curricular experiment in 2005 has evolved into one of the hallmarks of a Georgetown undergraduate education. The Engelhard Project has forged strong connections among faculty, student affairs staff, and students, not only enriching the Georgetown experience but also engaging in national conversations about the role of well-being in higher education. The Project's work has been shared formally and informally through conversations across campus, in academic journal articles, at national higher education conferences, and with a presentation by President DeGioia at a 2013 White House Conference on mental health. To learn more, see engelhard.georgetown.edu.

BY THE NUMBERS

28 Academic Departments

97 Faculty Fellows

38 Health Professionals

328 Engelhard Courses

9,874

Students have taken Engelhard Courses

HOW IT WORKS

Engelhard faculty fellows use a curriculum infusion approach to link academic course content to health and well-being topics through readings, presentations, discussions led by campus health professionals, and reflective writing assignments. In addition, fitting with Georgetown's commitment to social justice, some courses extend this work with involvement in local communities. Engelhard courses represent a wide range of creative and meaningful pairings of course content with well-being topics, including:

- **a performing arts course** in which students partner with a D.C. high school to produce a play highlighting complex social issues such as suicide, depression, and homophobia;
- **an advanced neurobiology course** in which students explore the biological effects of sleep deprivation; and
- **a community psychology course** in which students analyze and reflect on their own social support networks.

The Engelhard Project focuses on teaching to the whole student by bringing health and well-being issues into the classroom in a way that:

- **challenges students to reflect** on their own health-related attitudes and behaviors as intellectual work within academic courses;
- **creates powerful partnerships** between faculty and university health professionals to support students personally and academically; and
- **connects students to campus resources** to aid in their personal and professional development.



What the Engelhard Project has done is create a community of hope, a community of caring, a true community where the notion of caring for the whole person is truly being lived.”

Patrick Kilcarr, Engelhard Health Professional



Program of Events

October 1, 2015 | 5:30 PM | Riggs Library

Welcome

Edward Maloney
Executive Director, CNDLS

Framing Remarks

John J. DeGioia
President

Discussion

Panelists

Craig Cassey
Donald W. Harward
Sally Engelhard Pingree
Jennifer L. Woolard

Coda

Randall Bass
Vice Provost for Education

Reception to Follow

Bioethics Library, 102 Healy Hall



While the class itself has forced me to think as a scientist, the Engelhard portion of the class has forced me to think as a human being."

Engelhard Student

PANELIST PROFILES



Craig Cassey

Georgetown Alumnus C'15

Craig Cassey, originally from Media, Pennsylvania, is a 2015 graduate of Georgetown University. He majored in Justice and Peace Studies and participated in several Engelhard courses throughout his undergraduate career, including Problem of God with Fr. Christopher Steck and Introduction to Community Psychology with Dr. Jennifer Woolard. One of his more memorable Engelhard moments was receiving an eye-opening perspective on depression, as shared through song and banjo playing. Craig is currently working with Engelhard Faculty Fellow Sarah Stiles as a program manager for her Sociology course, Flourishing in College and Community, and also serves as both a yoga instructor and Resilience Workshop Designer for Salus University.



Donald W. Harward

President Emeritus, Bates College; Director, Bringing Theory to Practice (BTtoP) Project

Donald Harward served as President of Bates College from 1989 through June 2002. Don and Sally Engelhard Pingree became acquainted when Sally's daughter attended Bates as an undergraduate. Their shared interests and devotion to the civic development and well-being of students created a lasting friendship, leading to the launch of the Bringing Theory to Practice (BTtoP) Project in 2002. In addition to his role with BTtoP, Don continues to serve on the boards of national educational, philanthropic, and social service organizations and is a frequent author and contributor regarding topics of institutional planning, research and liberal education, and civic and well-being missions of higher education.



Sally Engelhard Pingree

CNDLS Senior Fellow, Georgetown Board of Regents, President of the S. Engelhard Center, Trustee of the Charles Engelhard Foundation, and Co-Founder of the Bringing Theory to Practice (BTtoP) Project

Sally Engelhard Pingree and Don Harward co-founded BTtoP in 2002. A graduate of Trinity College, her areas of interest are in health, education, and environmental affairs. She currently serves as a Regent for Georgetown University. She has served in public relations at the American Heritage Publishing Company and the Board of Trustees of the Potomac School (Virginia), St. Andrew's School (Delaware), Boston College, and the Carter Center. Sally is the proud mother of two and grandmother to two amazing grandchildren.



Jennifer L. Woolard

Associate Professor in the Department of Psychology and co-director of the Graduate Program in Developmental Science

Dr. Woolard has been teaching at Georgetown University since 2002, and focuses her work and research on aspects of adolescent development in the family and legal contexts, including juvenile delinquency, mental health, and intimate violence. She has presented her research findings to a wide variety of academic, legal, and policy audiences and has won several awards for undergraduate teaching excellence. An Engelhard Faculty Fellow since 2005, Dr. Woolard has taught many Engelhard courses, focusing mainly on wellness topics of stress and coping.



Course Examples

Engelhard Faculty Fellows work to incorporate well-being topics into their course content through innovative and rigorous ways that enhance the connections between the academic material and students' lived experiences.

Portraits of Paul: New Testament: Alan Mitchell, Theology
Well-being Topic: Friendships

In this course on Biblical Literature, Alan Mitchell explores his students' experiences of friendship as a means to shaping a healthy social identity and encourages them to consider how friendship can act both as a bond and as a barrier. Students not only reflect on wellness and friendship with a new perspective, but they are also able to see the connections between their own lives and those they are studying in the Biblical texts.

Introduction to Math Modeling: Jim Sandefur, Mathematics
Well-being Topics: Substance Abuse and Addiction, Healthy Relationships with Food and Exercise

In his class on math modeling, Jim Sandefur incorporates data sets involving eating disorders, gambling, and alcohol. As he explains, "the Engelhard Project fit right into what I have always wanted to do. For years, I had been looking for engaging models that were important to the students, where they could see math as it affected their lives." Partnering with campus health staff has deepened Sandefur's understanding of these issues and has equipped him to help students who were struggling, while pushing all of the students to think about their actions in new ways. Sandefur has consistently noticed that his students not only understand the math better, but enjoy it more. By demonstrating concrete ways to use new math skills, the course extends beyond the classroom walls into the students' personal lives.

Biology of Mental Health Issues: Heidi Elmendorf, Biology
Well-being Topic: Genetic Relationship to Mental Health Issues

Heidi Elmendorf personalizes her large introductory course by sharing her own experience with depression and incorporating a conversation with Director of Counseling and Psychiatric Services (CAPS), Phil Meilman. She then administers an anonymous student survey about mental health, which students further explore in an online discussion format. Inspired and empowered by the discussion, each student chooses a topic for an independent research paper, connecting academic content to issues that they or their peers have experienced. With this meaningful assignment, Elmendorf hopes to help students "gain a sense of comfort as a community" and to provide them with "unexpected resources for coping."

Introduction to Ethics: Karen Stohr, Philosophy

Well-being Topics: Self-respect, Sexual assault, Substance abuse

Karen Stohr has taught Introduction to Ethics, a large lecture course, as an Engelhard course since 2010. Stohr wants her students to see “how ethics can help them live their lives better and make their community and their world better.” She also sees Engelhard as a tool for better learning. As she puts it, “I do [Engelhard] because I think they learn Kant better.”

In a unit on community ethics, Stohr assigns readings by Immanuel Kant that raise moral problems with drunkenness and sexual objectification. Stohr then asks her students to reflect on what it takes to be fully self-respecting and fully respecting of others in the context of social life at Georgetown. Through assigned readings and a guest lecture by Jen Schweer, Associate Director for Sexual Assault Response and Prevention Services at Health Education Services (HES), Stohr brings campus life into the classroom. Through the Engelhard Project, Stohr transforms her large lecture class into a more personal experience so her students see the relevance of ethics in their own lives.

Selected Engelhard Courses and Well-being Topics

DEPARTMENT	COURSE TITLE	WELL-BEING TOPICS
Anthropology	Disability and Culture	Mental Health and Relationships
Biology	Issues in Biology	Biology of Mental Health Issues
Economics	Healthcare Systems Economics	Eating Disorders, Stress and Coping Skills
English	Narratives of Violence	Personal Violence, Sexual Assault, Human Trafficking
German	Witches	Societal Stigma and Mental Illness, Sexual Violence
Health Studies	Human Growth & Development	Resilience, Stress and Coping, Self-Forgiveness in Young Adults
History	Transnational Catholic Activism	Trauma and Sexual Assault
Performing Arts	Art of the Monologue	Identity, Self-Awareness, and Personal Well-being
Philosophy	Introduction to Philosophy	Human Flourishing
Physics	Dynamic Processes in Biological Physics	Biology of Depression
Psychology	Cultural Psychology	Stereotypes, Contemplative Practices for Well-being
Sociology	Introduction to Sociology	Identity, Stigma, and Social Inequality
Spanish	Don Quixote	Self-hood, Identity and Mental Health
Theology	The Problem of God	Relationships and Friendships

I really enjoyed this course, and I think that the Engelhard aspect added to my understanding. It helped connect the sometimes abstract topics in class with real-world dilemmas.”

Engelhard Student

FACULTY FELLOWS: ANTHROPOLOGY · Denise Brennan · Sylvia Önder · **BIOLOGY** · Edward Barrows · Maria Donoghue · Heidi Elmendorf · Joseph Neale · Anne Rosenwald · Janet Russell Steven Singer · Martha Weiss · **BUSINESS** · Robert Bies · Rebecca Heino · Betsy Sigman · **EDUCATION, INQUIRY AND JUSTICE** · Sabrina Wesley-Nero · **ENGLISH** · Randall Bass Margaret Debelius · Dana Luciano · Patricia O'Connor · Libbie Rifkin · Henry Schwarz · **FOREIGN SERVICE** · Theresa Keeley · Elizabeth Stephen · **GERMAN** · Astrid Weigert · **GOVERNMENT** · Mark Rom · **HEALTH SYSTEMS ADMINISTRATION** · Robert Friedland · **HISTORY (QATAR)** · Brendan Hill · **HUMAN SCIENCE** · Carol Day · Phil Hagan · Pablo Irusta · Dan Merenstein Todd Olson · Rosemary Sokas · Alex Theos · James Welsh · Joan Riley · **INTERNATIONAL AFFAIRS** Elizabeth Andretta · **INTERNATIONAL HEALTH** · Myriam Vuckovic · **JUSTICE AND PEACE STUDIES** · Kathryn Babin · David Smith · Kathleen Maas Weigert · Andria Wisler · **MATHEMATICS** Sivan Leviyang · James Sandefur · **NEUROSCIENCE** · Kathleen Maguire-Zeiss · **NURSING** Sandra Bobba · Susan Coleman · Diane Davis · Maryanne Lachat · Colleen Sanders · Jason Tilan Sarah Vittone · Edilma Yearwood · **PERFORMING ARTS** · Karen Berman · Susan Lynskey · Sam Marullo · Natsu Onoda Power · **PHILOSOPHY** · William Blattner · Alisa Carse · Justyna DesVergnes Walter Glazer · Christian Golden · Laura Guidry-Grimes · Cassie Herbert · Colin Hickey · Bryce Huebner · Patrick Kilcarr · Judith Lichtenberg · Oren Magid · Anthony Manela · James Mattingly Torsten Menge · Lee Okster · James Olsen · Terry Pinkard · Adi Shafir · Nancy Sherman · Karen Stohr · Wilfried Ver Eecke · Heather Voke · **PHYSICS** · Rhonda Dzakpasu · **PSYCHOLOGY** · Yulia Chentsova Dutton · David Crystal · Deborah Stearns · Jen Woolard · **SOCIOLOGY** · Danielle Berman Kathleen Guidroz · Christine Schiwietz · Sarah Stiles · **SPANISH AND PORTUGUESE** · Claudia Guidi · Barbara Mujica · **THEOLOGY** · Ben Bogin · Julia Lamm · Alan Mitchell · John Rakestraw Christopher Steck · **WOMEN'S AND GENDER STUDIES** · Michelle Ohnona · Jen Schweer

Our deepest appreciation and gratitude is extended to all our Engelhard Faculty Fellows and Health Professional Fellows whose passion for the integration of student learning and well-being has been the cornerstone of this project for the past ten years.

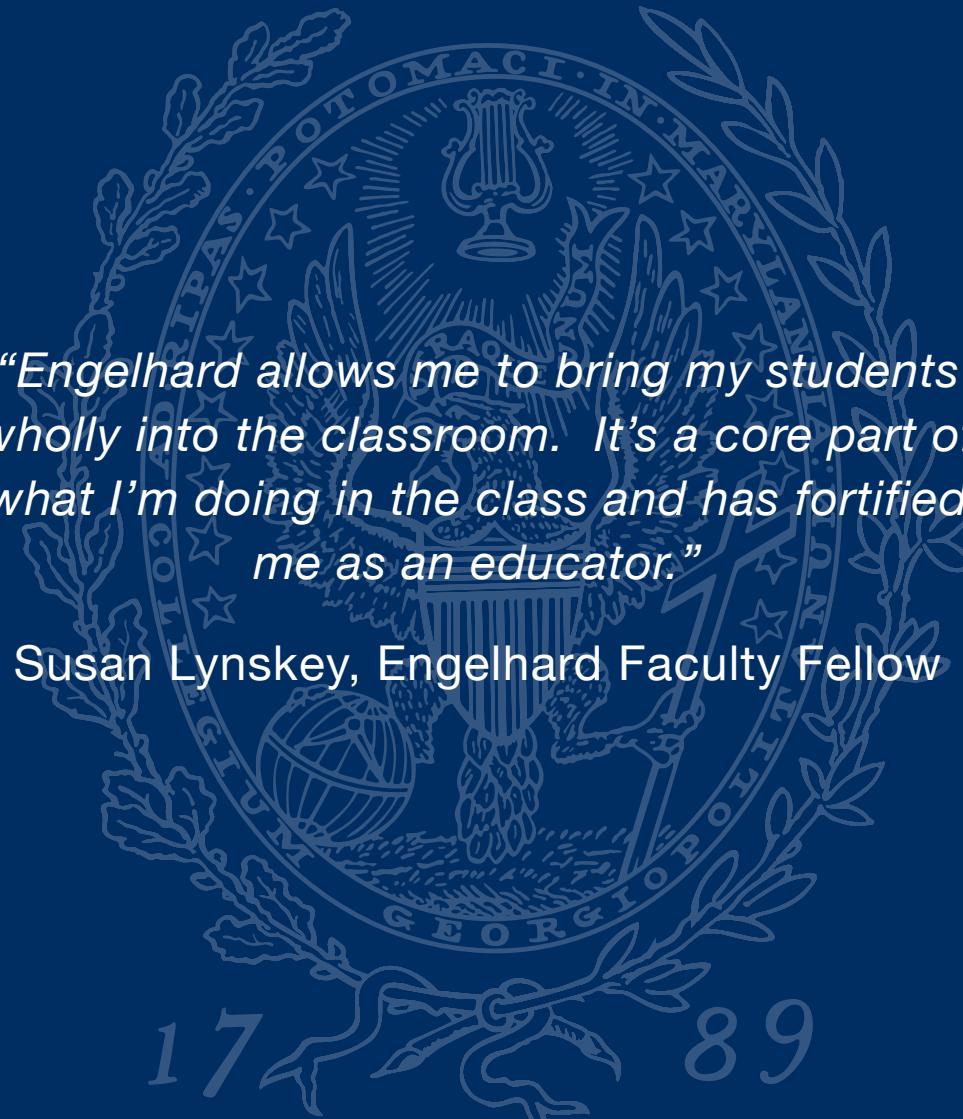
HEALTH PROFESSIONAL FELLOWS: COUNSELING AND PSYCHIATRIC SERVICES (CAPS) · Jamila Cunningham · Makon Fardis · Raia Gorcheva · Susan Gordon · Meghan Hanlon Gregory Jones · Hallie Lightdale · Sonja Lillrank · Deardre McGuire · Phil Meilman · Lindsay Metcalfe · Afshin Nili · Matt Schottland · Alisa Schwartz · Erica Shirley · Leigh Stewart · Rena Sugarbaker · Charles Tartaglia · John Wright · **HEALTH EDUCATION SERVICES** · Carol Day · Patrick Kilcarr · Amanda Mabry · Jen Schweer · Meera Seshadri · Tessa Telly · **LGBTQ RESOURCE CENTER** · Matthew LeBlanc · Bridget Sherry · Sivagami Subbaraman · **CAMPUS MINISTRY** · Fr. Steve Spahn · **JOHN MAIN MEDITATION CENTER** · Tim Casey · **YATES** · Meghan Dimsa · **MEDICAL CENTER** · Paul Jones · **WOMEN'S CENTER** · Laura Kovach · **STUDENT HEALTH** · James Marsh · Kenneth Moon · Deborah Morone · Joan Riley · **STUDENT AFFAIRS** · James Welsh

Student Voices

“Many of my peers revealed their personal experiences, which brought the conversation to a human level I had not experienced in a classroom setting before.”

“If only all courses could prove to be so relevant to my personal and educational growth. This class is truly reflective of what all courses in college ought to be.”

“...I felt like I was entering a tight knit community with a professor who very much cared about me, and everyone else in the class, as an individual person.”



“Engelhard allows me to bring my students wholly into the classroom. It’s a core part of what I’m doing in the class and has fortified me as an educator.”

Susan Lynskey, Engelhard Faculty Fellow



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