

December 5, 2007

Dear Colleagues,

The Center for New Designs in Learning and Scholarship (CNDLS), the Center for Social Justice (CSJ) and Student Affairs would like to invite you to participate in an exciting teaching initiative aimed at improving students' learning through improving their health and well being.

Connecting Life and Learning: Engaging the Whole Person through the Integration of Academics and Student Affairs is a Georgetown initiative funded by the Charles Engelhard Foundation and the American Association of Colleges & Universities. It is part of a larger national project that addresses student mental health and wellness through various forms of engaged learning. At Georgetown, our project of engaged learning takes the form of curriculum infusion—the introduction of wellness topics into the academic content of the course. In conjunction with curriculum infusion, we also support the optional addition of a community-based learning component to Engelhard courses. Four semesters of initial assessment tell us that curriculum infusion and community-based learning appear to be powerful mechanisms for engaging students in serious reflection on the integration of academic content and personal wellness issues. These pedagogies address student well-being with intellectual seriousness inside the classroom and outside the classroom through civic engagement.

Twenty-five of your colleagues from Anthropology, Biology, Business, English, Mathematics, Nursing and Health Studies, Philosophy, Psychology, SFS, Theatre and Theology have participated in this project as Engelhard Fellows. They report that teaching in this manner has been one of their *most rewarding teaching experiences*, and note the *positive influence* these types of pedagogies have on the quality of student work. We invite you to join these faculty in educating your students as whole individuals through this unique opportunity, supported by university staff in CNDLS, CSJ, and Student Affairs, and a small stipend of between \$500-\$800 (depending on class size) and the possibility of further support for your TA(s).

You will find requirements of participation and application details below. Former Engelhard Fellows are happy to speak with you about their experience with curriculum infusion and community-based learning, as are the staff at any of the centers working on this initiative. In particular, please feel free to contact Alisa Carse (Philosophy), Joan Riley (SNHS), or Joselyn Schultz (CNDLS) to discuss your interest in the project. Additionally, if your course plans for Spring 2008 are set, but you are possibly interested for Fall 2008, we welcome a chance to talk to you about future involvement in the program. Please see the project website (<http://cndls.georgetown.edu/view/about/engelhard.html>) for additional information, including a list of past Engelhard Fellows, sample syllabi, and a list of campus health professionals and resources. **To apply, send a letter of interest** by email to cndls@georgetown.edu attention Engelhard Project by **Monday, December 17th, 2007**.

All the best for healthy and happy holidays,

Sincerely,

Randy Bass
Assistant Provost for Teaching and Learning
Executive Director, Center for New Designs in Learning and Scholarship

Kathleen Maas Weigert
Executive Director, Center for Social Justice Research, Teaching & Service

Todd Olson
Vice President, Student Affairs

Requirements of Engelhard Faculty Fellowship Participation

1. Identification of a connection between a theoretical concept in your course and wellness issue in the lives of university students;
2. Development of a wellness module (minimum of one week or 3 hours) around the identified connection that includes:
 - a) a pre-unit student reading that will build the link between your course and wellness issue;
 - b) a one-day in-class conversation with a GU campus or community-based health professional to develop the connection between the course content and the wellness topic; and
 - c) a follow-up written reflection by students (writing prompt to be provided by the project).
 - d) **OPTIONAL:** In addition to the above infusion of mental health and wellness issues into the course, many Engelhard Fellows also incorporate a small or significant community-based learning component. For examples of this approach, see designated syllabi on the Engelhard website.
3. Submission of course syllabus, including a description of the wellness module (with topic, readings, speaker, dates of visit, and date of writing reflection assignment).
4. Faculty (and TA, if applicable) attendance at an orientation meeting, which includes a safety net training, with project team members and other participating faculty to be held in early January.
5. Contribution to project-wide assessment activities using Georgetown project team's assessment instruments. Minimum expectations are:
 - a) collection and sharing of copies of anonymous student written reflections with the Engelhard team and other faculty members;
 - b) asking your students to participate in an online end-of-course survey specific to the Engelhard project;
 - c) attendance at a faculty group reflection meeting at the end of the semester to provide feedback on the experience;
 - d) a one-page faculty reflection on the experience of participating in this project and any personal or professional changes due to this experience.

Funding

Engelhard Faculty Fellows will receive a stipend ranging from \$500 - \$800 (determined by class size and course design). There are a limited number of larger stipends for faculty who are teaching very large introductory level or multiple-section courses. Additionally, the project can provide a small stipend for TA involvement in your course as an Engelhard Teaching Assistant Fellow.

To Apply

Faculty interested in applying for the Engelhard Faculty Fellowship for the Spring 2008 semester should send a letter of interest by email to cnlds@georgetown.edu attention Engelhard Project **by Monday, December 17th, 2007**. While letters should include a brief description of the course, most of the letter should detail a plan for the development of the module with a mental health and wellness link to the curricular content of the course. If funds for a graduate or undergraduate fellow are desired, please outline a plan for how the student will be involved in the creation of the module and how much time the student will dedicate to the project.