Northern Illinois University welcomes you to the first Engaged Learning, Teaching and Scholarship conference. The conference reflects our commitment to promoting excellence and engagement in teaching and learning, research and scholarship, creativity and artistry, and outreach and service. The goal of the conference is to share best practices and celebrate the many ways that faculty and staff collaborate with community partners and engage students using high-impact pedagogies and experiences.
## Schedule at a Glance

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>8:00 a.m.</td>
<td>Conference Registration and Continental Breakfast</td>
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| 8:30-9:00 a.m.| Welcome Remarks: Rena Cotsones and Renique Kersh with a special message from Dr. Lisa Freeman and Dr. Chris McCord  
*Bringing NIU’s Mission to Life through Engagement* |
| 9:15-9:45 a.m.| **Best Practice Concurrent Session I**                                 |
|               | Community College Engagement: Creating Strategic Partnerships to Enhance Student Opportunities  
*Illinois Room*  
Partnerships for Engaged Teacher Professional Development in STEAM  
*Lincoln Room*  
Contemplating Contemplative Practices in Higher Education: An Example of Engaged Teaching, Learning and Scholarship  
*Heritage Room*  
Multilingualism & multiculturalism for all: Language lessons in local after-school programs  
*University Suite* |
| 10:00-10:30 a.m.| **Best Practice Concurrent Session II**                                |
|               | Universidad para Padres: Developing "Parents of Change" through Community Building  
*Illinois Room*  
Project SLIDE (Science Literacy in Diversity Education)  
*Lincoln Room*  
The Common Reading Experience: An Engaged Learning Practice  
*Heritage Room*  
Engaged Learning in South Africa: The TEEEP Partnership  
*University Suite* |
| 10:45-11:30 a.m.| Plenary speaker: Amy Pratt, Ph.D., Co-Founder of the National Association for Broader Impacts and Associate Director of STEM Education Partnerships at Northwestern University  
"Title TBD" |
| 11:45 a.m.    | Poster Session begins                                                 |
| noon-12:45 p.m.| Lunch                                                                 |
| 1:00-1:30 p.m.| **Best Practice Concurrent Session III**                               |
|               | NIU College of Law's Clinical Program: Working with Community Partners to Make a Difference  
*Illinois Room*  
Kindergarten Readiness in DeKalb County: A study by the DeKalb County Community Foundation and NIU  
*Lincoln Room*  
Cross-Disciplinary Student Team Development of Implementation Recommendations for a College Student /Older Adult Housing Partnership Program  
*Heritage Room*  
The Open Doors Program: Reciprocal Engagement in High-Minority Public Schools  
*University Suite* |
| 1:45 p.m.     | Closing Discussion: The Future of Engaged Learning at NIU             |
Sessions

8:30 – 9:00 a.m.
**Bringing NIU’s Mission to Life through Engagement**
*Rena Cotsones, Division of Outreach, Engagement and Regional Development; Renique Kersh, Office of Student Engagement and Experiential Learning*
*Duke Ellington Ballroom*

Northern Illinois University is committed to promoting excellence and engagement in teaching and learning, research and scholarship, creativity and artistry, and outreach and service. Rena Cotsones and Renique Kersh will share stories of the impact this has had on our students, faculty, staff, and community.

9:15 – 9:45 a.m.
**Community College Engagement: Creating Strategic Partnerships to Enhance Student Opportunities**
*Rebecca Shortridge, Brad Cripe, and Angela Grimaldi, Department of Accountancy*
*Illinois Room*

This session is a panel discussion on ways in which the NIU Department of Accountancy has successfully partnered and engaged with community colleges to create opportunities for transfer students, who comprise over half of our student body.

**Partnerships for Engaged Teacher Professional Development in STEAM**
*Kristin Brynteson, Center for P-20 Engagement*
*Lincoln Room*

NIU STEAM collaborates with internal and external partners across the region to deliver high quality educator professional development. The relationships built through these activities are mutually beneficial for all involved, from the districts, to the external organizations, to the NIU faculty and staff. Through the professional development programs, NIU STEAM has developed a network and community of educators. This session will provide an overview of the NIU Professional Development services, and highlight key aspects and outcomes of several of the successful partnerships.

**Contemplating Contemplative Practices in Higher Education: An Example of Engaged Teaching, Learning and Scholarship**
*Leslie Sassone and students, Department of Leadership, Educational Psychology and Foundations*
*Heritage Room*

During this session, a panel of NIU students will reflect on their Fall 2017 Upper-Division Honors Seminar in Foundations of Education where students experienced the use of contemplative practices in higher education. Students will share what they learned through this participatory action research approach. The seminar included students with major areas of study in Anthropology, Biological Sciences, Chemistry, Community Leadership and Civic Engagement, Computer Science, Engineering, English, Music Performance, Philosophy, Psychology, and Sociology.
9:15 – 9:45 a.m. (continued)

**Multilingualism and Multiculturalism for All: Language Lessons in Local After-School Programs**

*Karen Lichtman, Department of Foreign Languages and Literatures*

*University Suite*

For the past five years, NIU students training to become foreign language teachers have taught local elementary school children culturally-based thematic units in Spanish, French, and German. This engaged teaching and learning program was developed to solve three problems: (1) Foreign language teachers are licensed to teach K-12, but many have no experience teaching younger children; (2) Many college students experienced grammar-based foreign language teaching when they were in school, but today are expected to teach more cultural content, and (3) Children in DeKalb and Sycamore currently have no access to foreign language lessons before middle school. NIU students in the elementary language teaching methods class have taught at Founders, Southeast, and Brooks elementary schools. By teaching about topics ranging from the holiday of Carnaval to Little Red Riding Hood, the teacher candidates get their first classroom teaching experience and give children their first exposure to world languages and other cultures. This session will provide details about this program and the impact on students through these experiences.

10:00 – 10:30 a.m.

**Undiversidad para Padres: Developing “Parents of Change” through Community Building**

*Susana DasNeves, Parent University, Center for P-20 Engagement*

*Illinois Room*

Participants in this session will learn how the Northern Illinois Regional P-20 Network "Parent University" program is making an impact on parents' self-development, parent/child relationships and school involvement through collaborative partnerships between school districts, community, and Northern Illinois University. Lessons learned and parents’ experiences will be shared.

**Project SLIDE (Science Literacy in Diversity Education)**

*Gary Swick, Department of Leadership, Educational Psychology and Foundations; Diane Zalesky, Department of Curriculum and Instruction*

*Lincoln Room*

This session will highlight an Educate Local Project that supported a partnership between NIU, CUSD 300, and a local non-profit organization, Friends of the Fox River. Pre-service teachers developed science literacy lessons for fifth grade students. These lessons were implemented in the Golfview Elementary School classrooms and in the field at Schweitzer Woods Forest Preserve. These innovative science project-based learning experiences benefited the NIU students, the Golfview students and their teachers, and helped build the partnership in watershed education between Friends of the Fox River's Schweitzer Environmental Center and CUSD 300.
The Common Reading Experience: An Engaged Learning Practice
Kelly Smith and Shelley Mass, First- and Second-Year Experience; Michael Day and Ellen Franklin, First-Year Composition
Heritage Room
This presentation will reveal assessment data on student learning, share developed curriculum surrounding the 2017-2019 Common Reading Experience (CRE) book selection, and let participants know how they can become more involved with the CRE. First- and Second-Year Experience has collaborated with multiple departments and offices across campus, including the English Department, to implement the Common Reading Experience (CRE) book selection, producing curriculum for multiple first-year course sections and supporting a variety of on- and off-campus programming to encourage NIU students to engage in deeper learning during their first year using a common intellectual experience.

Engaged Learning in South Africa: The TEEEP Partnership
Joanne Dempsey, Econ-Illinois; Tracy Rogers-Tryba, Center for P-20 Engagement
University Suite
This session will provide an overview of the Economics and Entrepreneurship Education Program (TEEEP) in South Africa. TEEEP is an after-school program for grades 5-7 that provides children with the knowledge and skills needed to open doors of opportunity in the working world. The curriculum is sequential (Units 1-3), and integrates hands-on, engaged learning activities within a classroom economy in which children “earn” and learn about spending and saving. The program was developed by Northern Illinois University and is being delivered through a partnership with the South African YMCA in cooperation with the University of Johannesburg. The program could be used in after-school settings here in the U.S. or in other international settings.

Plenary Speaker
Amy Pratt, Northwestern University
Duke Ellington Ballroom
Amy Pratt, Ph.D. currently serves as the Associate Director for the Office of STEM Education Partnerships at Northwestern University. Pratt has 10 years of experience with non-profits both nationally and internationally and her areas of expertise include education, public health, community development and the environment. She has extensive experience in organizational development and strategy; program development, management and evaluation; building partnerships between community groups, non-profits, government agencies, public schools, universities, foundations and corporations; and grant development and fundraising.

Pratt is a founding member of the National Alliance for Broader Impacts (NABI), which is designed to create a community of practice that fosters the development of sustainable and scalable broader impacts activity. She is also assisting with the development of STEM Ecosystems in Chicago and Evanston as part of the national STEM Ecosystem initiative that is building a national community of practice focused on developing cross-sector collaborations to deliver engaging, real-world pre-K-16 STEM learning.
11:45 a.m. – 12:45 p.m.

**Poster Session**
Enjoy the following posters in the Duke Ellington Ballroom over lunch.

**Educate U.S.**  
*Portia Downey and students, College of Education*
This poster will provide information about the outcomes and impacts of Educate U.S. Educate U.S. is a component of the College of Education's hands-on "Educate and Engage" program. This opportunity enables select teacher licensure candidates to work side-by-side with cooperating teachers, preparing lessons and engaging in co-teaching strategies in Houston Independent School District. NIU Teacher candidates further enrich their experience by staying with host families, exploring the community and "living the life of a teacher".

**Team Based Learning in Nursing: Preparing Students to Work Collaboratively**  
*Kari Hickey and Amy Johnson, School of Nursing*
This poster will provide participants with information on the use of team-based learning practices with nursing students. Active learning is an essential component of healthcare education and team-based learning (TBL) is a unique teaching pedagogy that emphasizes teamwork, communication skills, and problem-solving. Through the Readiness Assurance Process students' level of understanding is gauged and misunderstandings are clarified. Through classroom activities designed using the 4S framework, students reveal their level of understanding and create opportunities for specific and timely feedback. Finally, students are held accountable to high levels of effort and team contribution.

**Engaged Learning Lessons from Tanzania Study Abroad**  
*Kurt Thurmaier, Department of Public Administration*
This poster will provide lessons learned from the Tanzania study abroad program from 2009 to 2016. Program challenges include forming partnerships with Tanzanian NGOs, creating appropriate activities, managing field logistics for engaged learning project, and developing appropriate assessments for student learning.

**Engaging Scholars, Learners, and Practitioners through Rigorous and Relevant Leadership Projects**  
*Mahesh Subramony, Department of Management*
This poster will highlight the work of the Center for Human Capital and Leadership. Communities are composed of people and organizations with heterogeneous, yet overlapping needs and values. Effective partnerships between higher-education institutions and organizations (private and non-profit) can result in positive experiences and outcomes for three stakeholders - students, organizations, and faculty. I will present a case-study describing the creation and evolution of a community of College of Business students, faculty, and practitioners initiated by the Center for Human Capital and Leadership.

**Creating Career Pathways for Local Communities**  
*Amy Jo Clemens and Chris Kraner, Center for P-20 Engagement*
Network Leadership Communities were looking for ways to help students and their advisors visualize the quickest way to careers in their priority sectors. The Center for P20 Engagement developed NIU career pathways documents to simplify the sometimes complex routes to a certificate or degree. This poster will highlight insights from focus groups with students, faculty and staff. These documents allow students to begin pursuing various high-demand careers with local economic impact while still in high school.
Social Venture Consulting: Engaging Students and the Community
Christine Mooney, Department of Management
This poster will highlight a course that entails partnering student teams with social enterprises to help the clients identify business problems, develop viable solutions, and provide implementation strategies. Students learn consulting methodologies, which focus on building sound relationships, exercising a strength-based approach, embracing a “possibility and capacity” methodology for problem-solving, and managing the process for implementation. This course helps students examine the strategic aspects of social enterprises with a focus on developing and implementing those strategies. At the same time, this course provides consulting services, including research and expertise, to social ventures at an affordable price - their time.

STEM Read: Explore the Science Behind the Fiction!
Gillian King-Cargile, Center for P-20 Engagement
STEM Read uses live and online programs to inspire readers to learn more about the science, technology, engineering, and math concepts in popular fiction. Readers enjoy the books on their own or with school or library groups and then meet at NIU or connect with us online to explore the science behind the fiction through hands-on activities, presentations by NIU faculty and staff, author visits, interactive web games, collaborative writing projects, and other STEAM activities. In the past year, our program involved nearly 7,000 people at live events and over 100,000 more online. This poster will introduce the NIU community to our program and offer ways for faculty, staff, and students to get involved.

In 2002 the Illinois Report Card was established as a ground-breaking partnership between NIU and the Illinois State Board of Education, providing a broad public audience with an approachable and understandable synopsis of K-12 school performance across the State of Illinois, and providing access to data for over a decade of research and scholarship. In 2018 NIU will again lead the way by partnering with the Illinois Board of Higher Education and the Illinois Community College Board to launch the Illinois Post-Secondary Report Card. This poster will explore the ongoing opportunities that these innovative state partnerships provide for NIU’s research community.

STEM Outreach and Its Students Have Grown Together for Eight Years, Engaging Children and Adults of All Ages with Inspirational and Awe-Inspiring Programs
Samuel Watt, STEM Outreach
NIU STEM Outreach has utilized the burgeoning skills of students through employment and volunteer opportunities. This poster will include selected students’ bios depicting how they have made efforts to engage with the community, how NIU STEM Outreach has benefited from their work, and how the students themselves have grown through the program's positive influence. These stories are shared through the lens of the students with the context of the different programs they've participated in described by NIU STEM Educators.
Making University, Community, and Global Partnerships Possible: Lessons Learned by a NIU Student Organization about Engagement

Chris Kraner, Lexi Marcotte, and Kaitlyn Amenda, Kappa Delta Pi International Honor Society in Education; Elizabeth Wilkins, Department of Curriculum and Instruction

This poster focuses on lessons learned by a NIU student organization about making university, community, and global partnerships possible. Three key areas will be shared as to how that outreach resulted in service opportunities for both undergraduates and graduate students: (1) leadership experience gained; (2) selection and focus on complex problems; and (3) networking with college administrators, faculty, and staff to enhance engagement. The positive impact on those involved will be described, along with how the organization was re-energized and re-structured.

Co-curricular Service-learning Programs Fostering a Community for First-generation and Low-income Students

Michaela Holtz, Nelisha Gray, and Edgar Lopez Chacon, Office of Student Engagement and Experiential Learning

Studies have shown that first-generation and low-income students often struggle with the transition to college and with issues related to family and work demands and finances. This poster will provide information about how the Office of Student Engagement & Experiential Learning (OSEEL) collaborates with a number of campus and community partners to offer two paid, co-curricular service-learning programs, Huskie Service Scholars (HSS) and NIU Service Leaders (NIUSL). The programs provide students with the opportunity to engage in service-learning on campus or in the community, grow their academic, social, civic, and professional skills, and create a support network of peers and staff, while also offering financial support.

Designing and Teaching an Effective Service Learning Course: Lessons Learned

Mylan Engel, Jr., Department of Philosophy

This poster will provide information about the development and implementation of a new service-learning course: "The Philosophy of Food." The poster will highlight how service-learning became a primary interest, the kinds of service-learning activities incorporated into a philosophy of food course, and the community partnerships that were essential to its success. The poster will also include the role that reflection papers plan in successful service-learning courses and tips on course design.
Harnessing Technology for Maximum Student Engagement
Alicia Schatteman, Department of Public Administration and Center for Nonprofit and NGO Studies

Faculty members are challenged by student use of mobile devices in the classroom which can also be distracting for other students. No one wants to look out at a sea of students, heads down, their eyes focused on something other than course content. This poster will explore the ways faculty can engage students in course content using technology in the classroom but also in assignments. Ideas from an undergraduate course where technology is embraced will be profiled.

Assessment of the Holistic Needs of Clients in the Community with Mental Health Issues: Engagement of Nursing Students via an Innovative Simulation Exercise
Carol Wahlstrom, Kathleen Musker, Jeanette Rossetti, and Joseph Griffey, School of Nursing

This poster will highlight an innovative educational simulation exercise which engages the undergraduate nursing student in the assessment process of their client's community mental health needs. The simulation allows the student to utilize therapeutic communication techniques, conduct holistic assessments and document the nursing process of their clients in a safe environment. The protocol for implementing scenarios that engage the learner will be presented and outcomes of student learning highlighted.

NIU Forensics, the Embodiment of Engaged Learning
Judy Santacaterina, College of Liberal Arts & Sciences; Lauren Hoppenrath, School of Health Studies; Paige Russell, Department of Communication

This poster will highlight the outcomes for students from participation in forensics including honing public speaking skills, forensics students engage in quality research, community involvement, policy making along artistry and performance. NIU Forensics is one of the oldest co-curricular activities on the campus. Our students and alumni represent 50 different majors from all 6 Colleges.

Engagement Hacked
Tracy Rogers-Tryba, Center for P-20 Engagement

This poster will provide an overview NIU’s Huskie Hack, the nation’s only mixed educational Hackathon hosting middle school to collegiate students over a 24+hour continuous period. These competitions and ideations engage learners from all interest and experience levels in open critical thinking challenges involving informal engaged learning. Walk away with an understanding of how informal and interdisciplinary engaged learning opportunities can promote more inquiry, development of critical thinking skills, and self-efficacy in students beginning as early as 4th grade. Understand that formal learning can take place within an informal event through peer-to-peer mentoring, community mentoring, skill development workshops, and assigned tasks throughout the event.

Undeclared Majors: How Project-Based Learning Can Help Students Select a Career Pathway
Luanne Mayorga, Econ Illinois

Selecting a major can be challenging. Estimates indicate that roughly half of America’s undergraduate students struggle with the process of identifying and/or declaring a major. This poster highlights stories from two NIU students and how project-based learning involving multidisciplinary teams and realistic workplace scenarios helped them find their way. Learn how these students were able to explore various career pathways and confidently declare their major.
Engaged Learning through Immersion: Deutschland heute - Facets of Contemporary Germany

Friedemann Stuebing, Department of Foreign Languages and Literatures

This poster will highlight a study abroad program coordinated by the Northern Illinois University Study Abroad Office, in cooperation with the Northern Illinois University College of Liberal Arts and Sciences and Department of Foreign Languages and Literatures. The International Academy Internationales Haus Sonnenberg, St. Andreasberg, Germany, is the cooperating institution overseas. Students in the program are introduced to a variety of topics on contemporary Germany. Instruction and local excursions provide first-hand experience, in-depth understanding, and language immersion.

Writing About Migration: English 103 Research Proposal

Jeanne Jakubowski and students, Department of English

This poster will highlight the use of migration discovery for students in the CHANCE program. In the Spring of 2018, students are asked to read the interview-based text, The Warmth of Other Suns: The Epic Story of America’s Great Migration, by Isabelle Wilkerson. Students conduct their own research by interviewing a senior family member or other individual in the community who has experienced migration and include online and other research (ex. music of the time period) to become more engaged in discovering the migration story of their interview subject.

Money Smart Partnerships

Judith Dymond, NIU STEAM; Beth Metzler, Econ Illinois; Josh Huseman, First National Bank; Tammy Batsman, Department of Economics

This poster will highlight the opportunities provide through the NIU Center for Economic Education and its partners Econ Illinois and First National Bank. This partnership connects the university to the community by engaging adults through STEM Cafe talks in restaurants, activities at the library for kids, student competitions, and visiting classrooms to engage young people in financial literacy, economic way of thinking, and career spotlights for upper grade students.

NIU College of Law's Clinical Program: Working with Community Partners to Make a Difference

Colleen Boraca, College of Law Health Advocacy Clinic; Anita Maddali, College of Law; Stella Fitzgerald, Aunt Martha’s Health and Outreach Center; Jennifer Beebe, College of Law Health Advocacy Clinic

This session focuses on the role of community partnerships in developing and expanding clinical opportunities and engaged learning for law students. To begin the session, NIU’s clinical director will discuss the evolution of their four legal clinics serving three separate Illinois communities.
1:00 – 1:30 p.m. (continued)

**Kindergarten Readiness in DeKalb County: A study by the DeKalb County Community Foundation and NIU**

*Amy Jo Clemens, Center for P-20 Engagement; Shannon Sohl, Center for Governmental Studies; Anita Zurbrugg, DeKalb County Community Foundation*

*Lincoln Room*

The span from birth to age five is a unique time in a child’s life and can positively or negatively impact the ability to be ready for kindergarten and to succeed in life. The DeKalb County Community Foundation commissioned a study from the NIU Center for P20 Engagement and the Center for Governmental Studies that focuses on children in DeKalb County birth to five years of age and explores the factors that are contributing to or hindering their successful transition into kindergarten. This presentation will highlight the use of a collective impact process and information from the report, which has resulted in the Foundation’s engagement with early care and education teachers, Kindergarten teachers and community stakeholders in working together to implement approaches for strengthening the transition to Kindergarten for DeKalb County's children and their families.

**Cross-Disciplinary Student Team Development of Implementation Recommendations for a College Student/Older Adult Housing Partnership Program - Challenges, Opportunities, and Strategies for a Successful Outcome**

*Jamie Mayer, School of Allied Health and Communicative Disorders; Shail Godambe, Department of Operations Management and Information Systems; Chase Nelson, Student; Joan Petros, College of Business Experiential Learning Center*

*Heritage Room*

The Experiential Learning Center (ELC), housed in the College of Business, connects faculty-guided teams of undergraduate and graduate students with real organizations to tackle a real issue over the course of a 16-week collaboration. Hardworking, intelligent, and creative students apply lessons from their coursework and utilize an internally developed project management methodology to work through the real-world issue. The students’ fresh insights lead to impactful solutions delivered to the external organization in a formal written report and presentation. In this session, we will share how students from business and health and human sciences examined the possibility of providing low cost housing for college students while meeting companion needs of older adults through a housing partnership program and turned their fresh insights into impactful solutions for AMITA Health.

**The Open Doors Program: Reciprocal Engagement in High-Minority Public Schools**

*Natalie Young, Department of Special and Early Education; Veronica Riva, NIU Alum*

*University Suite*

This presentation will provide information on the outcomes of the Open Doors Project. The Open Doors Project is sponsored by the Partnership Office in the College of Education as part of the Educate Local initiative. The Open Doors Project is a hands-on field experience for pre-service teachers; that provides them with an opportunity to serve and connect with primary grade-level students of color through the creation of personal vision boards. The partnering school community is located in an urban area on the outskirts of Chicago and primarily consists of low socioeconomic African-American and Latino families.
1:45 – 2:30 p.m.

The Future of Engaged Learning at NIU

Rena Cotsones, Division of Outreach, Engagement and Regional Development; Renique Kersh, Office of Student Engagement and Experiential Learning

Duke Ellington Ballroom

As a wrap up to the conference, participants will engage in brief discussions about future engagement opportunities at NIU, including potential partnerships.