
The Learning Log

LINDENWOOD

U N I V E R S I T Y

LEARNING ACADEMY

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[Click here to check out our webpage!](#)



The Lindenwood Learning Academy is located in LARC 009.

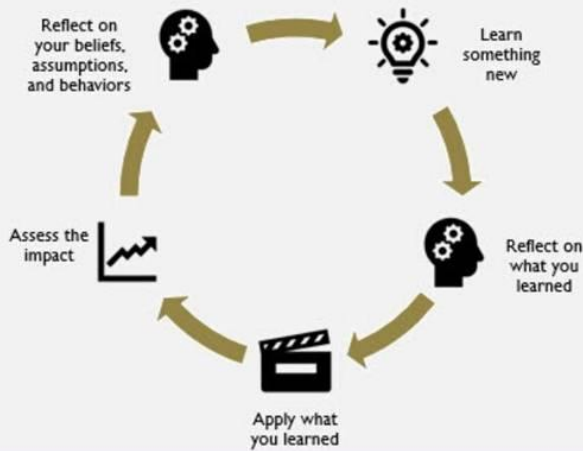
Get to Know the Learning Academy

The Lindenwood Learning Academy exists to support the professional and personal development of Lindenwood employees, enabling them to positively impact student learning and the student experience and to pursue their own full potential. We seek to accomplish this through creating a culture of development, offering valuable learning opportunities and resources, and serving as a central hub for all things professional development at Lindenwood.

The Learning Academy continues to build momentum! As part of our efforts to enhance Lindenwood's culture of continuous improvement, we are excited to launch this monthly publication. Here, you will find helpful content on topics like teaching, leadership, communication, and wellness as well as information about other learning opportunities and resources. We will also feature faculty and staff who are making an impact on students through a commitment to their own professional growth.

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The Development Process



Boud, D., Keogh, R., & Walter, D. (1985). *Reflection: Turning experience into learning*. Routledge & Kegan Paul: London.
Petty, R. E., & Cacioppo, J. T. (1986). *Communication and persuasion: Central and peripheral routes to attitude change*. New York: Springer-Verlag.

5 Steps to Growth

At Lindenwood, we believe development is a process, not an event, and that it begins with reflection. Becoming aware of our relevant beliefs and assumptions can prime us to question, change, or reinforce them once we encounter new ideas or information (Petty & Cacioppo, 1986). Upon learning something new, we can make the most of this experience through reflecting on what we've learned, which allows us to synthesize information, solidify key concepts and connections, and consider how to translate knowledge into action (Boud, Keogh, & Walter, 1985). If what we've learned has merit, we continue the development process by applying it to our work, whether that's teaching, helping students with financial aid, recruiting, or leading others, for example. Finally, to know whether our efforts are worthwhile, we should evaluate their impact. Following these 5 steps can make our development more intentional and effective.

Fellows Offer Valuable Learning Opportunities

The Learning Academy Fellows program continues to be an important source of development opportunities in its second year. Our new Employee Fellows, pictured below with returning Faculty Fellows, were named in August.

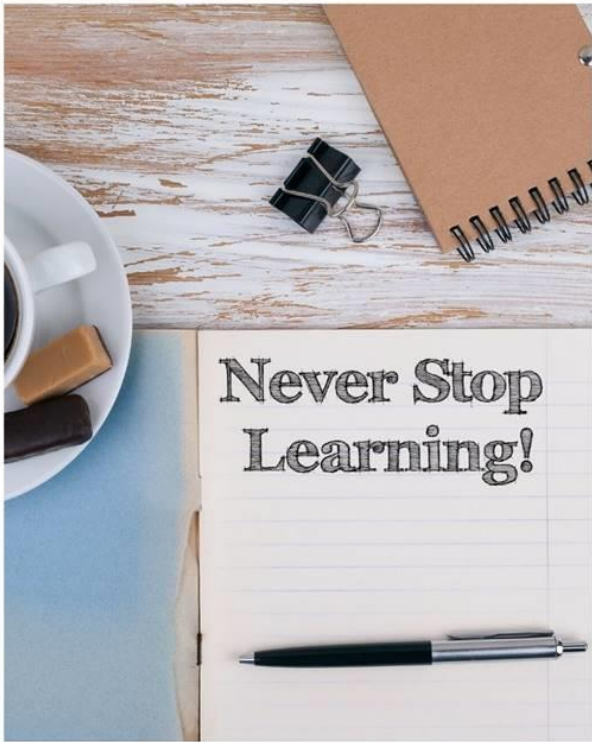
For 2019-2020, Jen Spellazza, employee fellow for diversity, equity, and inclusion, has launched the *LindenAlly Challenge* to promote LGBTQ+ allyship among employees and students. Elizabeth Snell, employee fellow for communications, will provide learning opportunities focused on change management and mindfulness. Casey Finnell, employee fellow for leadership and supervision, is offering *DiSC assessments* and *Crucial Conversations* workshops to improve department dynamics across campus. Betsy Feutz, employee fellow for service excellence, is working to assess and enhance the impact of Q2 for students and employees. And Michael Leary, employee fellow for communications, is designing a strategic communication plan to improve organizational communication on research and compliance.



Back row from left, Jen Spellazza, Dr. Julie Turner, Brittany Weiss, Dr. Meri Marsh, Dr. Michelle Whitacre, Michael Leary, Dr. Lynda Leavitt, Casey Finnell. Front row from left: Betsy Feutz, Dr. Robyn Elder
Not pictured: Elizabeth Snell

[Click here to check out returning Faculty Fellows' projects](#)

Be sure to watch the Digest for Fellows' workshops, events, challenges, and other development resources. The 2019-2020 Faculty Fellows will be announced in December.



Get to Know the Learning Academy

In addition to launching *The Learning Log*, we are revamping our website to become a centralized resource for professional development at Lindenwood. We will provide learning resources and information on programming in these areas:

- Teaching and Learning
- Service Excellence
- Leadership & Supervision
- Advising & Mentoring
- Diversity, Equity, and Inclusion
- Communication
- Scholarly Research and Writing
- Wellness
- Safety & Compliance

As we create and curate resources, look for things like tool-kits, guides, reflective exercises, modules, links to articles, *Learning Academy Library* books, consulting services, videos, learning maps, and more!

Looking to promote your learning opportunity, recommend someone to be featured, or partner in some other way with us? Soon, you'll be able to submit a form via our web page, but for now, email learningacademy@lindenwood.edu.

Learning Academy Directors

Brittany Brown has spent the last year championing the Q2 Service Excellence culture at Lindenwood. She created Q2 Service Excellence workshops and facilitated over 100 of them in 2018-2019. Brittany oversees all of Lindenwood's compliance training as well as the administrator feedback process, and has been excited to contribute to leadership development opportunities this year. Before directing the Learning Academy, Brittany served as the Financial Aid and Business Office Coordinator at the Belleville Campus and as the HR Adjunct Coordinator at the St. Charles campus.



Brittany Brown, M.A.
Employee Development
Human Resources

Kristen Norwood joined the Learning Academy as director of faculty development in September. Kristen previously served as an assistant professor and director of Communication Studies at Fontbonne University and worked in Professional and Organizational Development at Edward Jones. Her research focuses on the intersections of identity, personal relationships, and cultural discourse, and she has taught courses in Gender, Persuasion, Interpersonal and Organizational Communication, Research Methods, and Business Writing, among others.



Kristen Norwood, Ph.D.
Faculty Development
Academic Affairs