

# The Learning Log

## LINDENWOOD

U N I V E R S I T Y

LEARNING ACADEMY

### *The Fellows Issue*

## Learning Academy Fellows

## Learning Academy Highlights


## Take Advantage of the LLA Library

### Lindenwood Learning Academy

Library and Academic Resources  
Center (LARC) 009

636-949-4408

[learningacademy@lindenwood.edu](mailto:learningacademy@lindenwood.edu)

Click here to check out our learning events calendar! 



## Learning Academy Fellows

Learning Academy Fellowships are a primary way that the LLA provides professional and personal development for staff and faculty. Each year, five Employee Fellows and five Faculty Fellows are tasked with creating learning opportunities for others as well as building their own knowledge and skills. Employee fellows propose projects within one of the following categories: *Communication, Diversity, Equity, and Inclusion (DEI); Leadership and Supervision; Service Excellence; and Technology.* Faculty fellowship categories are: *Technology in Teaching; Emerging Educational Issues; Student Engagement; DEI; and Mentoring.* Employee fellowships run from August to July, and faculty fellowships run from January to December. This year's Employee Fellows are mid-way through their projects while our new Faculty Fellows are just launching theirs. We are excited to share with you the work they are doing! Please take advantage of the development opportunities provided by your colleagues and consider applying for a fellowship in the future.

# 2019-2020 Employee Fellows



Jen Spellazza, Coordinator, Center for Diversity and Inclusion and Employee Fellow for Diversity, Equity, & Inclusion

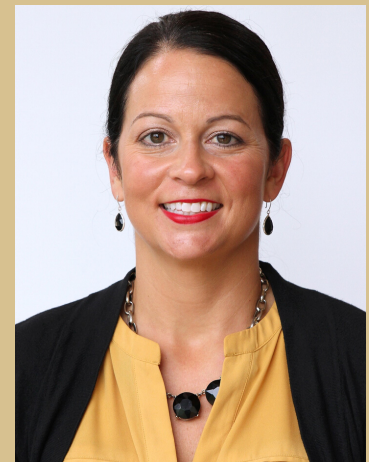
## LindenAlly Challenge

The LindenAlly challenge is designed to unite the Lindenwood community and encourage the intentional practice of allyship. Allyship is a life-long process of building relationships through trust, consistency, and accountability with marginalized individuals and/or groups of people. Participants earn points by completing LindenAlly challenges such as attending Implicit Bias Training, attending a Diversity Dialogue, and introducing themselves using pronouns. Participants keep a scorecard and at the end of the academic year can purchase LindenAlly swag with their ally points (the LindenAlly point goal is 200,000). LindenAlly has successfully engaged 70 participants in the fall. Seventeen percent are students, 19% are faculty, and 64% are staff. The goal is to recruit another 30 participants, including eight students, in the spring. LindenAlly participation will be available until May 2020; email Jennifer Spellazza at [jspellazza@lindenwood.edu](mailto:jspellazza@lindenwood.edu) for more information. #GoAllies

Betsy Feutz, Senior Associate Athletic Director, Student Support Services and Employee Fellow for Service Excellence

## Q2 Phase II

As the Service Excellence Fellow, I have been busy this past semester gathering and analyzing feedback from faculty and staff to establish a baseline perception of Lindenwood's current service quality, learning more about the impact of current Q2 programming, and gaining new ideas on how we can continue to use Q2 to drive service excellence across campus. Over 255 faculty and staff took time to complete the Service Excellence Survey and provided very insightful feedback. In addition to the faculty/staff survey, I have met with over 100 students from a variety of student organizations and groups across campus to learn about what is important to today's students and better understand how they measure service quality across campus. I used the Student Satisfaction Survey (SSI) to establish questions and categories that helped guide the discussion and feedback sessions. The data collected and information learned from faculty, staff, and students will be shared with university administration early in the spring semester. After administration has an opportunity to review the information, the data will be shared campus-wide. It is our goal to use this information to develop a metric system that allows us to prioritize Q2 initiatives, manage resources, and drive future plans and programming focused on service excellence.



# 2019-2020 Employee Fellows



Casey Finnell, Assistant Athletic Director, Academic Success and Development, and Employee Fellow for Communications

## DiSC Assessments and Crucial Conversations

In an effort to enhance communication across campus, I created two workshops: DiSC Communication Styles and Crucial Conversations. DiSC focuses on four primary communication styles and brings light to different preferences related to how people give and receive information. Crucial Conversations breaks down the formula for having important conversations and creates a process to follow in order to safely and successfully navigate challenging discussions. At the conclusion of the fall 2019 semester, 124 staff members from six different departments have participated in five DiSC workshops. Participating departments include Experiential Learning, Student Involvement, Residential Life, Enrollment Management, Business Office, Financial Affairs, and Athletics. Nearly 95% of those who responded to a post-workshop survey indicated that the workshop will impact how they communicate with co-workers. I am looking forward to facilitating several upcoming DiSC workshops this spring for Library Services, the Writing Center, Human Resources, Advancement and Communications, Academic Services, and Lindenwood Online. In addition, I have also scheduled Part 2: Crucial Conversations with Enrollment Management. If you are interested in learning more or scheduling a workshop, email me at [CFinnell@lindenwood.edu](mailto:CFinnell@lindenwood.edu).

Mike Leary, Director, Research & Compliance and Employee Fellow for Communications

## Strategic Communication: Research, Scholarship, and Innovation

During the fall, I spent a lot of time in organizational communication research, recent corporate communication strategy, focus groups with faculty and students, and structured interviews with people all over campus. This process identified several fundamental enhancements we can make together in our ethics, compliance, and support spaces.

The student focus groups in particular provided inspiring qualitative insight about our culture of “real experience,” and how we can better focus on this basic LU distinctive. In the spring semester, you will begin noticing enhanced communication around research ethics, health and safety, policy resources, funding opportunities, and initiatives for our community of research, scholarship, and creative activity. In particular, the Research & Compliance Office will support a group of faculty and staff research mentors, providing partnerships for people interested in accessing data, implementing research and evaluation projects, and bringing innovations to life on campus and in our community. Also, look for brief workshops this spring on strategic communication planning, research and scholarship dissemination, intellectual property and open access licensing, and tools for sharing research and scholarship resources with students. Finally, this spring, watch for new online resources, including videos featuring faculty and staff.





# 2019-2020 Employee Fellows



Elizabeth Snell, Assistant Director, Study Abroad and Academic Engagement and Employee Fellow for Communications

## Change Management and Mindfulness at Work

My fellowship is focused on change management and providing support, opportunities for employee personal growth, and an increased focus on self-care. Through these efforts, I hope to provide opportunities to help employees grow, succeed, and thrive at Lindenwood University. During the fall semester, I researched best practices to find out what sorts of programs have worked at other universities and companies worldwide. In the spring semester, we will be implementing a phone extension at Lindenwood where employees can call the number and listen to a guided meditation. Additionally, we are collaborating with LindenWell to have an increased mental health focus for the month of February. I will also be offering workshops in "Understanding Change" and "Mindfulness at Work." I want to help us all find ways to prioritize self-care and implement small moments of mindfulness into our daily work lives.

# 2020 Faculty Fellows

Elizabeth Fleitz, Associate Professor of English and Faculty Fellow for Student Engagement  
**Faculty Certificate Program in Writing**

This project will create a training program for faculty who are interested in integrating writing into their courses. Improving our teaching of writing will make great strides in improving our students' writing, as they will be able to practice these skills more thoroughly in more of their courses, be more successful in reaching our expectations for student learning, and be better prepared post-graduation. This program can also help us, as a university, place a greater value on one of the most-desired job skills for new hires. This professional development program is meant for all faculty across the university, in any department, with any level of experience with using writing in their courses. It will consist of a series of learning materials on topics relevant to using writing in the classroom, including (but not limited to) using writing in the classroom (writing as a teaching tool), creating effective writing assignments, assessing student writing, and common problems involving writing (such as avoiding plagiarism, helping students proofread, problems with student research projects, common grammar errors). Learning opportunities and resources will include written texts, video presentations (webinar or pre-recorded format), an online discussion community, and in-person one-hour workshops. Faculty will also be able to complete just one, a few, or all of the training materials/workshops at their own discretion. Faculty interested in earning a Faculty Certificate in Writing will be able to do so by completing all of the training materials. Full details for the requirements for the Faculty Certificate in Writing and information about attending events, accessing the training materials, or joining the Canvas community will be forthcoming in the Digest. Please email me at [EFleitz@lindenwood.edu](mailto:EFleitz@lindenwood.edu) with questions.





# 2020 Faculty Fellows



Rebecca Fousheé, Professor of Psychology and Faculty Fellow for Student Engagement

## Student Engagement BINGO! and Online Learning Community

**Do you enjoy developing engaging activities and experiences for your students in the classroom, the laboratory, or the studio? Do you like to share teaching tips and socialize with your colleagues? Do you like playing BINGO? Are you wondering how you can blend these interests together? If so, this learning opportunity is for you.**

First, my project involves developing an online learning community in Canvas that will provide an outlet for faculty to collectively learn about, discuss, and assess various

student engagement practices. The course will launch on June 1, and all interested faculty members are welcome to join the learning community any time between June and December. Each week between June and November, I will introduce a new engagement strategy listed on the BINGO! Card and host a discussion. I will also upload readings and activities related to each high-impact or student engagement practice. We will also be playing Student Engagement BINGO! together during fall 2020. The goal of the BINGO! game is to implement as many high-impact and engaging activities as possible in your courses throughout fall semester. In early December, all faculty participating in the online learning community and playing Student Engagement BINGO! will come together to eat, discuss, and present their experiences. Awards and prizes will also be presented. Look to the Digest for calls for participation or email me for information at [RFoushee@lindenwood.edu](mailto:RFoushee@lindenwood.edu).

Heather Pennington, Assistant Professor of Physical Education and Faculty Fellow for Diversity, Equity, and Inclusion

## Respect Ability

I am so excited to bring "Respect Ability," or the chance to learn to approach and accept people of all abilities to our campus this year! Thank you for the opportunity. The project involves a series of events, discussions, presentations, speakers, and more. I hope to become a resource for those who are interested in improving the experiences of students, faculty, staff, and future students who have chronic diseases, mental health issues, or different abilities of some sort. The Ability Awareness Experience events include, but may not be limited to, Coffee Conversations for one-on-one troubleshooting or education, an Ability Awareness School Tour, Ability Awareness Webinars, and Ability Awareness experiences like an Amazing Race challenge.



**UPCOMING EXCITING EVENT: Disability Awareness Week Mar. 24-26, 2020!**

Please consider participating in one or more learning opportunities this year. Watch for information in the Digest and email me at [HPennington@lindenwood.edu](mailto:HPennington@lindenwood.edu) for information.

# 2020 Faculty Fellows



Gillian Parrish, Assistant Professor of Writing and Faculty Fellow for Emerging Educational Issues

## Integrating Contemplative Pedagogy

Twenty-first century pedagogy demands that we prepare students to thrive as leaders and continuous learners in their future organizations. Our students will be entering a time of heightened uncertainty, a time of rapid changes as we face global problems born of disconnected thinking—climate crisis and social crisis driven by wealth, health, and educational inequality, all of which bear the additional pressure of the coming wave of automation. In their book *Transforming Students* Johansson and Felten (2014) note that

“The only way to prepare for anticipated unknowns is to practice being reflective, resilient, and innovative.”

Contemplative pedagogy is one avenue for fostering these skills. Contemplative pedagogy includes the breath, the senses, as well as intra- and interpersonal dimensions of the learning process. Contemplative pedagogy takes many forms. A common approach is to begin class with a minute or two of attention to the breath. By making space in this way, contemplative pedagogy lends itself to a powerful aspect of learning: reflection. With brief, simple techniques, faculty can provide opportunities—in person and online—that can deepen student's thinking about course material, help them improve meta-cognition, and increase their self-awareness and compassion for others. Through my fellowship, I will continue the guest-teaching I've been doing in the Plaster School of Business and will begin working closely with a few faculty in other schools this spring to integrate contemplative pedagogy in their courses. Faculty participants will have spring and summer to cultivate their own practices and will start to integrate in their classrooms in the fall. Additionally, I will offer a workshop on getting started with contemplative pedagogy in the fall and provide a Canvas shell with some resources for faculty and staff who want to explore contemplative practices. For information, please email me at [GParrish@lindenwood.edu](mailto:GParrish@lindenwood.edu).

Mitch Nasser, Assistant Professor of Educational Leadership and Faculty Fellow for Diversity, Equity, and Inclusion

## Take it Further

My project asks faculty and staff to examine how their own identities may impact how they see and serve students. I will offer the chance to participate in a three-part workshop series during which participants will review their current practices, reflect on how informal comments or actions can impact the student experience, and identify adjustments they can make to improve student experiences and achievement. I will also host the same three-part series live via Canvas for those who cannot attend face-to-face sessions. Additionally, I will offer a weekly Canvas discussion on relevant topics. Look for information in the Digest for sessions and discussions this Spring or contact me at [RNasser@lindenwood.edu](mailto:RNasser@lindenwood.edu) for information.



# Learning Academy Highlights



- We're excited to have **FIVE Teaching Squares** this semester.
- **THIRTY** faculty and staff joined **The Grub Club** to read and work through ***Dare to Lead***.
- We have **TEN** faculty and staff using **Writing Circles** to create accountability and community for their writing practice. Want to join? Email [knorwood@lindenwood.edu](mailto:knorwood@lindenwood.edu)
- Our campus now has access to ***The Teaching Professor***, a newsletter filled with teaching tips, reflections, and research. Login info was provided in the Digest.
- **Q2 enters Phase II:** In February, the LLA will release a Q2 Phase I assessment report. Phase I was about identifying and acting upon low-risk, high-yield opportunities to improve service across campus. The next phase is designed to address more challenging issues related to service through cross functional collaboration. To do so, difficult conversations and compromise may be necessary, but the goal is and always will be to ensure our students have experiences that will last a lifetime.

## Take Advantage of the Learning Academy Library

Current titles include

- *The Strategic Teacher: Selecting the Right Research-Based Strategy for Every Lesson*
- *Crucial Conversations: Tools for Talking When the Stakes are High*
- *Online Teaching at Its Best: Merging Instructional Design with Teaching and Learning Research*
- *Radical Candor: How to Get What You Want by Saying What You Mean*
- *Witnessing Whiteness: The Need to Talk About Race and How to Do It*
- *A Guide to Leadership and Management in Higher Education: Managing Across Generations*



These resources and others are available for check-out in LARC 009.