

# LINDENWOOD

U N I V E R S I T Y

LEARNING ACADEMY



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**The Learning Academy Welcomes  
Dr. Shenika Harris**



Dr. Shenika Harris plays a lot of roles at Lindenwood; in addition to being an Associate Professor of Spanish, she is the co-lead on the Diversify the Pride strategic initiative, a member of the Faculty Development and Retention Team, and was a Faculty Consultant for Online Teaching during the pandemic, to name a few. Now, she adds Teaching and Learning Specialist in the Lindenwood Learning Academy to the numerous ways she serves her peers, students, and the university.

Through her work on Diversify the Pride, Shenika was involved at the ground-level in the conceptualization of the R.I.S.E. Project, and once the project was approved as part of Lindenwood's strategic plan, the Learning Academy jumped at the chance to invite her to join in an official role. Shenika began working with the Learning Academy in a half-time capacity this summer and will continue to do so throughout the 2021-2022 academic year. Her work will focus on the R.I.S.E. Project as she continues to co-design and coordinate the initiative as well as helps to lead R.I.S.E. Scholars, create teaching resources, provide consultations, and conduct research related to the project.

We asked Shenika about this work as well as her dedication to faculty development. Here's what she had to say:

**Q: What got you interested in working as a Teaching and Learning Specialist this year with the Learning Academy?**


A: I have been a fan of the Learning Academy since its beginning, and their on-demand resources, PLCs, webinars, and events have had a profound impact on my teaching. I feel that the Learning Academy plays such a vital role in helping us to be the best instructors that we can be which has a profound impact on our students' lives that will last for a lifetime. When asked if I would like to be a part of such amazing work and work alongside such amazing people, my "yes" was automatic.

**Q: What is an example of something you've learned that you feel really changed your teaching for the better?**

A: Something that I've learned that changed my teaching is connections matter. Not only must we connect with our students in some way, we also must help them connect what they are learning in our course to what they already know, and we must help them make connections between course material and their lives. Without connections, students will simply study the material without truly learning it.

**Q: You're helping to design and lead the R.I.S.E. Project. What part of this are you most excited about rolling out to your colleagues this year?**

A: It is really difficult to pick just one part because every aspect is so impactful. I am really looking forward to faculty learning more about our LU student experiences, including their struggles and their wants, via the Student Spotlights. Also, I am looking forward to the meaningful reflection



and discussion that will take place in the college R.I.S.E. Roundtables. I believe that the Student Spotlights and Roundtable discussions will help everyone to understand the transformative impact that R.I.S.E. can have.

The Learning Academy staff is overjoyed to have Shenika on board! Kristen Norwood, Director of Faculty Development said, “Shenika is just incredible. Every aspect of the R.I.S.E. Project is made better by her contributions. She is not only the perfect partner to help design and deliver resources for faculty, she also provides the much-needed faculty voice in this initiative to enhance our culture of teaching and learning at Lindenwood.”

Welcome to the Learning Academy, Shenika! We are so lucky to have you join us.

### **Learn more about Dr. Harris**

Shenika Harris holds degrees from the University of Missouri-St. Louis and Saint Louis University. She earned a graduate certificate in Language Instruction from Washington University in St. Louis and a Ph.D. in Second Language Acquisition from the University of Wisconsin-Madison.



Shenika joined Lindenwood in 2014, and she primarily teaches courses that explore the Spanish language, literature, and culture in addition to multilingualism and multiculturalism. Regardless of the course being taught, Shenika's ultimate goal is that students leave her class with the desire and ability to apply what they have learned to their daily lives. Her current research interests include the effect of course modality on second language acquisition, foreign language literacy, and translanguaging during second language writing. In addition to serving on a variety of university committees and the editorial board of *Reading in a Foreign Language*, Shenika is thrilled to become a part of the Learning Academy as a Teaching and Learning Specialist and help implement the R.I.S.E. project.

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## **The R.I.S.E. Scholars Go to Summer School**

For Drs. Javeria Farooqi, Emilie

## The R.I.S.E. Project

*Designing courses and creating classroom cultures that elevate student learning*

R.I.S.E. Scholar Handbook



Johnson, Ana Schnellmann, and Megan Woltz, this summer is no time for rest! In our last issue, we introduced you to these R.I.S.E. Scholars who will be faculty leaders of the R.I.S.E. Project in their respective colleges next year. Since then, they've been working to enhance their expertise in all things R.I.S.E. such that they are well-prepared to support their colleagues in the coming year. We thought we'd give you a little glimpse into what they've been up to.

To start their summer learning, our scholars spent time combing through the R.I.S.E. project plan, research related to each of the pillars in the R.I.S.E. framework, and faculty survey data.



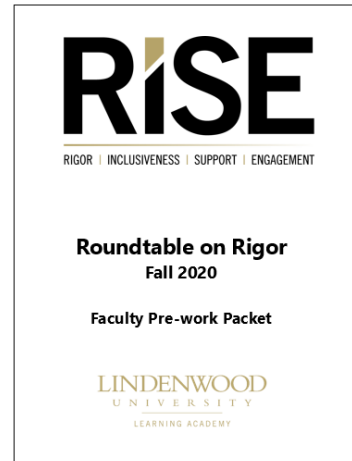
They then attended an orientation session where they learned more about the details of the project. This was the first of several meetings scheduled for this summer where they will come together with the Learning Academy staff to plan, share ideas, and prepare for their official roles in R.I.S.E., which begin in August. In June, scholars also attended a two-day conference hoping to learn about new strategies, research, and tools related to rigor, inclusiveness, support, and engagement and subsequently met to share what they learned and discuss how that might be incorporated into project resources. Quickly, they moved on to working their way through a summer reading list consisting of six books and numerous articles on pedagogy related to the R.I.S.E. pillars. In addition, each of our scholars will read up on discipline-specific research that details the application and impact of using certain teaching strategies within the disciplines in their respective colleges.



As the summer goes on, R.I.S.E. Scholars will collaborate with the Learning Academy staff to create resources to bring to their colleagues. They will work to customize their college's R.I.S.E. Roundtable sessions

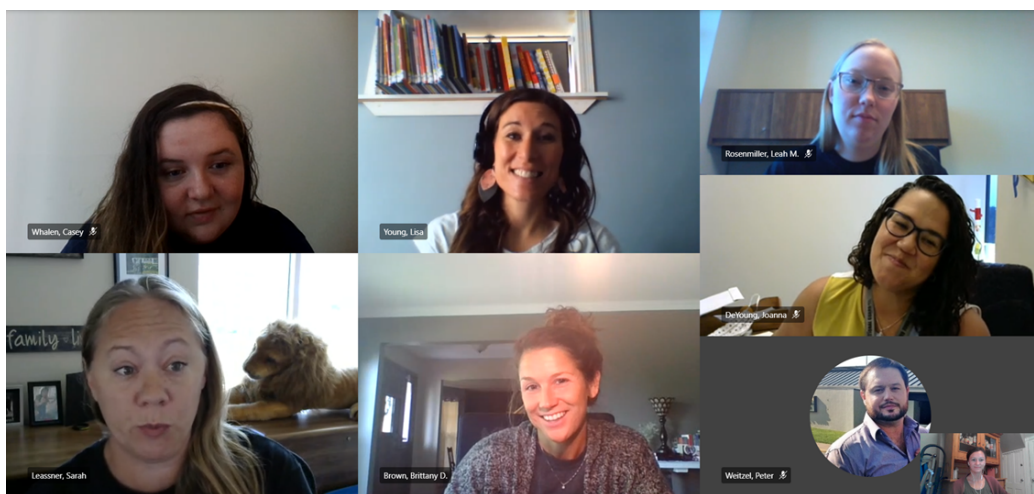
on rigor and inclusiveness for the fall and on support and engagement for the spring.

Finally, they will prepare to serve as peer consultants for faculty who want to learn more, talk about ideas, or get feedback. As you can see, our R.I.S.E. Scholars are hard at work helping the Learning Academy to create the best possible experience for faculty as we come together to enhance the culture of teaching and learning at Lindenwood. Thank you, scholars, for your dedication, enthusiasm, and leadership!



## 2020-2021 Employee Fellows Farewell

The third cohort of Employee Fellows concluded in May. They each brought unique development opportunities to the Lindenwood community and we hope that you were able to benefit from them. In an effort to bring one last development opportunity to you, each of the fellows developed a poster and video summarizing their year's work. Enjoy!



**Sarah Leassner**  
The Power of Positivity

- [Poster](#)
- [Video](#)

## Lisa Young and Leah Rosenmiller

DEI Reading Challenge: Read. Learn. Grow. Connect.

- [Video](#)

## Dr. Peter Weitzel and Casey Whalen

Technology Proficiency

- [Poster](#)

## Joanna DeYoung

Accessibility and Universal Design

- [Poster](#)
- [Video](#)

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## 2021-2022 *Employee Fellows* – *Apply Now in Workday’s Career Worklet*

Are you interested in becoming an Employee Fellow? The Lindenwood Learning Academy Employee Fellow Program provides an opportunity for Lindenwood’s full-time employees to practice leadership in areas of professional development. Fellows also advocate for, support, and guide the Lindenwood Learning Academy during their tenure and will serve as an ongoing resource to their colleagues throughout the Lindenwood system in the area of their fellowship. Additionally, as a new component of the program, ***fellows are encouraged to partner with a student intern to provide real experience relative to the student’s area of study.*** [Click here](#) to learn more and apply in [Workday’s Career Worklet](#).

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## Would you like to see the Monday Mentor Series Continue?

Last spring, the Learning Academy provided access to a professional development resource called the *Monday Morning Mentor*. Each Monday, faculty and staff who teach could access a 20-minute video recorded presentation along with the transcript, handouts, and supplemental

materials on various topics related to teaching and to working as a faculty member. The Learning Academy is considering providing this resource again for the 2021-2022 academic year, but requests your feedback. Please take our very quick poll to let us know if you used this resource and found it valuable, and if you would use it if we offered it again with a new set of topics. [Magna Monday Morning Mentor Fall 2021 Schedule](#)

Thank you for your feedback!



Did you use the Monday Morning Resource?

**Yes**

**No**

Is this resource valuable to you?

**Yes**

**No**

Would you use this resource if we provide it again?

**Yes**

**No**

**LinkedIn Learning:**

# Communication within Teams

Communication is an integral part of strong teamwork. In this course, Duke University professor Dr. Daisy Lovelace walks you through how to cultivate the communication practices of high-performing teams. She highlights the foundations of successful teams, and explains how to craft a team charter to establish norms for how you work together as a cohesive group. Dr. Lovelace also discusses essential elements of team communication—such as establishing trust and holding teammates accountable—and shows how to best communicate with your team in different settings.

## Learning objectives

- Differentiate between the roles and responsibilities for team members.
- Describe the purpose of a RACI matrix.
- Identify the elements of a team charter.
- Determine how best to manage conflict within teams.
- Interpret which approaches should be used to manage virtual teams and cross-cultural team communications.

## Professional Development Tracking

Are you looking for a good way to track your professional development? Try this, type “professional development” in Workday’s search bar and click on the HCM RPT My Training’s – Employee Development report. Then you can input the date range you are looking for and click OK. The column labeled “Duration in Hours” is where you will find the time you have spent developing. For easy calculations, you can also click the Excel button on the far right to export this data into a report.

62 items

Worker	VP Level	Entered On	Training Name	Training Type	Description	Training Duration	Duration in Hours	Number of Sessions	Academic Year Completed	Completed On
Brittany Brown	Human Resources	12/16/2020	COMPLIANCE IMPACT	Compliance		.02	0.02	1	2021-Academic Year	09/08/2020



“The truth of ourselves, and of the things around us is more important than anything that stops us from pursuing it.” – **Luvvie Ajayi Jones**, *Professional Troublemaker*

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