

# LINDENWOOD

U N I V E R S I T Y

LEARNING ACADEMY



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**LinkedIn Learning: *Practices for  
Regulating Your Nervous System***

## and Reducing Stress

### **Are you stressed, burned-out, in need of relief?**

You may not feel as though you have the time to take this course, but trust us, it's worth it! Listen to it on your drive and thank us later.



In this course, somatic expert and coach Jay Fields teaches specific practices for regulating the autonomic nervous system, which unconsciously controls the fight-or-flight responses, like your breathing, heart rate, and sleep.

While this course won't magically make the world a less stressful place, if you apply the lessons and practice with the **exercise files**, you'll have more control over how you take on the challenges you face, letting you experience more of the harmony that exists in the world we work in today.

Begin by getting to know the **three states of our nervous system**, social engagement, mobilized, and immobilized. And if you don't make time to review the whole course, at least review this **guide for regulating your nervous system** and begin implementing some new habits today.

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## Giving Performance-Related Feedback

In this month's staff administrator development session, Liz MacDonald and Sue Edele presented on giving performance-related feedback. While this session was designed with administrators in mind, the tips provided also apply to those being evaluated. We know that being the recipient of performance feedback is stress inducing for many. So why not do something different this year, prepare yourself to receive feedback and then commit to learn and grow from this experience. Here are some tips you might use:



**Prepare** by knowing what you will be evaluated on, while this should be done throughout the

year, now is still a good time to start. Review your job profile (job description) in Workday and the [staff evaluation guide](#) or [staff administrator evaluation guide](#).



**Use active listening skills** and be aware of body language.

**Participate** in the conversation and provide examples when appropriate. **Clarify** any doubts or misunderstandings by asking questions.

**Remember the new rating scale.** We moved from a 0-4 to 0-3 point scale, so take that into account when comparing your rating with previous years. HR will convert the scores when applying the compensation matrix.

**Show appreciation.** Often, it is more difficult to be the one delivering feedback than it is to be the one receiving it.

**Set clear intentions together** for moving forward toward continuous improvement!

For questions about using the performance evaluation instrument, contact Brittany Brown at [BBrown@lindenwood.edu](mailto:BBrown@lindenwood.edu), all other performance related questions should be directed to Amanda Price, [APrice@lindenwood.edu](mailto:APrice@lindenwood.edu).

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## Process Improvement Task Force

Submit a process for review [here](#).

**Chairs:** Brittany Brown and Joe Zitta

**Members:** Rachael Heuermann, Cynthia Schroeder, Jennifer Firestine, Annie Alameda, Tom Wagganer, Jason Owen, Molly Hudgins, Kathi Vosevich, Dan Plate, Adam Benkendorf, Tom Falls, Chanda Jackson, and Jessica Schroer

In an effort to provide Q2 service excellence to our employees, the Process Improvement Task Force (PITF) was formed in 2019. Since its inception, many improvements have been made to ensure Lindenwood is a great place to work and learn. For example, due to the diligence of the PITF, increased awareness and accessibility was added to the LARC and field house, overall signage on campus was improved and street signs

were added for campus navigation. Additionally, purchasing options were enhanced with the Amazon punch-out process, student user account accuracy was elevated, and increased timeliness of Residential Life key creation was accomplished. Most recently, the task force has worked with Public Safety to note traffic concerns on campus; they plan to roll out a Traffic Safety Campaign this coming fall. The campaign priorities are stop signs, cross walks, and traffic hazards at the Spellmann Center and Evans Commons. Processes that are currently under review as a result of the PITF are improving adjunct instructor onboarding and training, simplifying registration for internships and transfer course evaluations, streamlining name changes in various locations, and centralizing oversight of volunteers on campus. We want to continue to build on this foundation to improve our processes university-wide.

If you interact with a process that could use a refresh, submit the details and your ideas for increased efficiency [here](#) and the PITF will review with the appropriate stakeholders. We look forward to partnering with you on this journey!

## Launch & Learn with us during Faculty Welcome Week

# RISE

RIGOR | INCLUSIVENESS | SUPPORT | ENGAGEMENT

This year's faculty welcome week will be a special one! We will come back together on campus to kick off a new and, hopefully, less turbulent year of teaching and learning. The week offers many opportunities to connect with and learn alongside your colleagues, and to get inspired as you head into the fall semester. A full welcome week schedule will be provided by Faculty Council soon, but the Learning Academy would like to highlight a few events – be

**Tuesday, August 17<sup>th</sup>**

10:15 am - 12:00 pm

***R.I.S.E. Project Launch with  
Keynote Address by Sandra  
McGuire***

1:00 - 2:30 pm

***R.I.S.E. Project Town Hall***

**Thursday, August 19<sup>th</sup>**

10:00 – 11:00 am

***Helping Students to R.I.S.E.  
above Cheating***

Find information about the R.I.S.E. Project, including the launch, on the [LLA website](#).

sure register and add these to your calendars!

## As You Start to Plan Your Fall Courses...

It's that time again! Maybe you're designing a new course, revising an existing course, or just looking for a few new things to incorporate as you prepare for the fall semester. The Learning Academy has resources on various topics in teaching and learning that might give you some ideas. If you're creating a new course, spend a few minutes watching our tutorial on [Backwards Design](#) – a simple method for crafting a coherent course that can lead to significant learning.

### Backwards Course Design



If you're looking to design a better assessment of student learning, take a few minutes to watch this overview on [Authentic Assessment](#). These types of assessments go a long way toward engaging students, plus they come with the added bonus of helping to prevent academic dishonesty and of being inclusive.

### Authentic Assessments 720p c5c217b8 73f4 452c a4...



Finally, you can be on the cutting-edge of teaching and learning without knowing anything about technology! Learn about using *Virtual Reality* in your courses and the resources Lindenwood provides for students (and for you) to get started.

Virtual Reality in Teaching and Learning - Lindenwood ...



And don't forget about the plethora of resources we created during the pandemic that are still relevant for anyone teaching online or in a hybrid or hy-flex format. Start [here](#) and peruse more pages via the dropdown on the right of the page. There are also archived Learning Academy sessions available through our custom LinkedIn Learning portal on the following topics:

*Strategies for Designing an Online or Hybrid Course*  
*Tips for Organizing an Online Course*  
*Designing Assessments for Online Courses*

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## **Small Lessons Learned: A Reflection on *Small Teaching***

# Online by Flower Darby with James Lang

**By Theresa Jeevanjee, Associate Professor of Computer Sciences**

The spring break in March 2020 was extended in order to “flatten the curve” of the pandemic, but we never went back. Instead, teachers and students at all levels were thrust into online teaching and learning, many of us having had no prior experience in either online learning or teaching.



I was already drowning as the first few years as a professor at a new university are so challenging. While I saved time not having the commute to St. Charles from Webster, everything else took more time, and nothing seemed to be working very well. I was desperate for any information that could make life easier and better for my students.

In January, I attended the virtual workshop delivered by Flower Darby and hosted by the Learning Academy. As is often the case for teachers of mathematics and computer science, most of the techniques she covered just did not apply, and most of what did apply, I was already doing. But I wrote down some important take-aways specific to online learning and applied them with some success:

- Do something intentional to welcome students.
- Make it personal. Put up a picture of your family.
- Use Canvas to its full abilities.
- Host a “bring your pet to class day”.

Bring your pet day (or if you don’t have a pet, bring something you like) was a big success. Several students even mentioned it in their evaluations. I made it count for a few points, so they took it seriously, and we had a lot of fun. We heard lots of “oohs and ahhs.”

I also decided for the first time in over 30 years of teaching to award points for attendance, which was defined as being present for the synchronous sessions online or watching the video and emailing me afterwards. Students got a point for “being there” and another one or two for contributing a question or comment about the content we covered. Participation only counted 5 percent of their grade, but they worked at it. Compared to my colleagues who complained that they only had 5 or 10 percent of students showing up online, I had between 80 and 90 percent participation. Yes, it was more work for me to keep track of attendance, but well worth it.

Another benefit of attending Darby's workshop was that I won her book in the drawing. I decided to make it my faculty goal for this year to read and reflect on it. Even if we don't go back online in the same way we did in 2020, I thought it might help.

Reading her book was one of the things on my very long summer to-do list. I just finished it, and I feel the same way about the book as I did the seminar: I'm already doing a lot of what she suggests and many of the techniques do not apply to teaching in my discipline, but there were a few that do and are golden.

- Start small, stay small when making changes so you don't get overwhelmed.
- Begin working with students toward preparing them for the final assessment in week one. I used to think this was "teaching the test," but am convinced that if a final assessment is that important, we need to focus on it from the beginning. I have always done this a bit, but now am convinced it is very important.
- Provide very specific instructions for assessments. "Here's what I want you to do. Here's why I want you to do it. Here's how to do it." I think this will help me get better at specifications for assignments and rubrics.
- Building community online is very important. If we do go back online, or if I teach online courses in the future, I will definitely use more "low stakes assignments" for building community. I do some already, such as giving extra points if students work with each other on some assignments.

I am grateful to the university for bringing in Flower Darby and for providing me with her book. I am happy to give the book back so someone else can read it and potentially get a few ideas for their own teaching.

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*"Not everything that is faced can be changed, but nothing can be changed until it is faced." – James Baldwin*

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**Visit our website!**

**Lindenwood Learning Academy**

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