LINDENWOOD

UNIVERSITY

LEARNING ACADEMY

NOVEMBER 2021

THE LEARNING LOG

ISSUE 23

IN THIS ISSUE

LinkedIn Learning: *Creating Winning Teams*

In today's workplace, teams matter more than ever. If you can build an effective team, you can accomplish more than you ever could with the strongest individual contributors. In this course, Britt Andreatta, PhD, shares how to build a team that will take your organization to new heights. Learn how coordination, cooperation, and collaboration are the building blocks of teamwork styles. Britt then shares the critical factors of team building, and explains how to implement belonging, trust, and purpose on your team. Finally, explore a model to understand and measure success on your in-person and remote teams.

Teambuilding

LOWIM (Lindenwood Online Walking in Memphis)

The LOWIM Tour - The Lindenwood Online team challenged each other to walk to Memphis for BBQ. Since August, the team acquired two new teammates and what's better than a little competition with rooting along the way to get to know each other better and build comradery? Through this team building opportunity, their goal was to give to a worthy organization and have fun along the way. It turned out that they all enjoy walking, biking, and food; the idea came together organically for them to head to Memphis for BBQ as a team. Each member contributed $20 to Circle of Concern food bank to continue their philanthropic work of

providing food to those in need. They encouraged each other and had many good laughs as "Pegman" moved south on the map. Records were developed in an excel spreadsheet to keep track of miles and a Google Map was used to follow where and how they were going to make it to Memphis.

Three hundred miles later, they made it and celebrated at Pappy's! Where are they walking next? Stay tuned!

(Photo from left to right: Cindy Lane, Brittany Weiss, Dr. Hannah Kohler, Myron Burr, Kaitlyn Maxwell, Dr. Adam Valencic)

Connect Through Conversations: Giving Feedback

Date: December 2, 2021
Time: 10 - 11 a.m.
Location: Lindenwood Learning Academy, LARC 009.

The Learning Academy is hosting a three-part series called, **Connect Through Conversations**, this semester. The objective for this learning opportunity is focused on providing the tools to conduct conversations

that achieve intended goals. We want employees to be able to communicate and respond in ways that meet the unique personal needs of team members and others they work with across campus. New employee, Meredith Pool, reflected on her experience in this development series so far. She said, **"Connect Through Conversations did just that, connected the attendees to one another through various aspects and perspectives. Being able to engage with other staff and faculty was eye opening to how others process and view emotions and behaviors."**

First, learners reviewed the concept of **emotional intelligence** and then completed an assessment to measure their ability to acknowledge their own emotions. Based on the assessment score, participants were able to gauge where improvements are needed and can focus on those in the future. During the second session, attention was focused on the emotions of others; **what is your ability to empathize with and recognize emotional cues in others?** Pool said, **"It was interesting to see how everyone viewed themselves and how similar we all were, but for different reasons. I know from that session I can take a step back and think about my emotions and where they are coming from before reacting."**

While these sessions build on each other, they can also be taken independently. **Please join us in December for the *final session*, where we will discuss a framework to provide candid feedback to others.**

REGISTER

Professional Development Annual Goal

We are thrilled at the response of faculty and staff to meet their professional development goal! Information regarding the annual professional development goal can be found on the *Learning Academy webpage* for you to reference as needed. Please read below for a refresh.

We're here to help you on your professional development journey! Dr. Porter has set an aspirational goal for each employee to engage in 40 hours of professional development annually, for the purpose of continuous improvement and growth. The Learning Academy wants to make it easier for you to track your hours. Watch this *video* to learn how to add your development activities to your Workday profile. Any event that you access and attend through the *Learning Academy calendar*, complete in *SkillSoft*, or finish in *LinkedIn Learning* will be applied automatically to your training profile in Workday. *There is no need to add those, we will do that for you!* However, if you complete a development activity on your own or attend a relevant conference, use the steps in the video to add that development to your profile and track your progress! Hours are accumulated and align with your respective performance evaluation period.

Staff hours are tracked from September 1 – August 30.
Faculty hours are tracked from January 23 – January 22.

Additionally, faculty and staff can view their progress toward their professional development goal by typing "**HCM RPT My Training's - Employee Professional Development**" in the Workday search bar.

Administrators can also view their team's progress by typing "**HCM My Teams Training Professional Development**" into the Workday search bar. We hope these tools will be helpful to you as you move through your development journey!

HCM My Teams Training Professional Development ⋯

Organizations	Learning Academy (Brittany Brown)		Start Date	07/01/2021						
Include Subordinate Organizations	Yes		End Date	06/30/2022						

Turn off the new tables view

3 items

				Knowledge and Skill Development		Wellness		Total	
Worker	Cost Center/Department	Employee Type	VP Division	Hours of Training	Average Hours of Training	Hours of Training	Average Hours of Training	Hours of Training	Average Hour
Brittany Brown	Learning Academy (CC)	Staff	Human Resources	24.91	1.13	0.00	0.00	24.91	

Fall 2021 Process Improvements

The Process Improvement Task Force has worked with campus partners to enhance areas within the university this semester. Thank you to those of you that have taken the time to review your internal processes and allowed others to provide suggestions for streamlining when possible; this is truly a team effort towards continuous improvement.

The following list includes items that have been completed or are in the works. If you have a suggestion for the task force to review, you can submit it *here*.

Activity Pay

Adjunct instructors have access to view activity pay within Workday. The video below explains how to access your activity pay information.

1. Streamlined HR and colleges' adjunct instructor onboarding and training process, click *here* to see preview.
2. Created a comprehensive list of all university committees/task forces to be added for reporting and tracking purposes within a new process developed in Workday.
3. Increasing trash can options around campus, be on the lookout for a survey in Grub Hub.
4. Creation of an "LU token" that would be used for one free meal to give students; designated areas will have on hand when a service misstep occurs.

5. Installing QR codes at the front of buildings that link to a campus map.
6. Simplifying registration process for students looking to enroll in internships.
7. Designed a "*pets on campus*" sign that can be picked up in HR when you occasionally bring your pet with you to work (allows others to know before entering a space with a pet).
8. Reviewing master campus calendar options.
9. Investigating on-campus transportation possibilities.
10. Solidified Workday's work location integration with Outlook; will take 2 -5 days to reflect change.
11. Confirmed Public Safety is mailing all adjunct instructor and commuter parking passes to homes.
12. Reviewing options for increased gender-neutral bathrooms on campus.

Cayte Billman: Q2 Service Excellence

In collaboration with Q2: Every Student Counts Retention Campaign

This year's Q2 service excellence fellowship is multi-faceted. The first component will assist in our **Q2: Every Student Counts Retention Campaign**. Starting this November, we began hosting in-person student focus groups consisting of 6-12 students. The goal of the focus groups is to measure four elements in the following areas: **Student Centeredness, Service Excellence, Inclusive Community, and Academic Engagement & Support**.
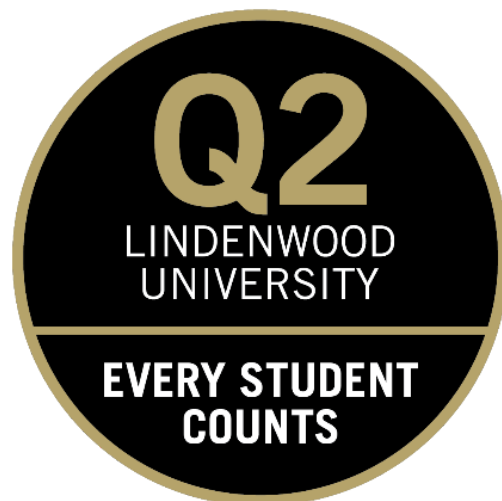
Lindenwood has previously fallen below the national average in student data collected from SSI and NSSE in 2017 and 2020 in these areas. We are looking for feedback to identify how we are currently trending in these four areas and to identify ways to improve and meet the students service needs. The goal of the focus group sessions is to collect student experiences as they relate to the focus areas during their academic

career as a traditional undergraduate student. We aim to hear from a diverse group of students. Students are still able to join a focus group! **Please encourage traditional undergraduate students to *join a focus group* and share their story.** The data collected during these student focus groups will be analyzed and discussed with key departments that make a difference in our traditional undergraduate students' experiences as a Lindenwood student.

The second component of the Q2 Service Excellence Fellowship is developing an **interactive student roadmap**. This will be a visual representation to depict the total student experience within a student's full academic year at Lindenwood. The roadmap will highlight all touchpoints along the way for an incoming Lindenwood Lion. It will serve as a digital representation of a student's journey, all the departments who make an impact on that journey, and the student's persistence to graduation. The roadmap will not only serve useful to an incoming student, by knowing what to expect within a full year, but can also be a resource for faculty and staff to utilize when students are not sure where to go for a service they need. If you have any specific information that you deem important for the student journey roadmap, please submit your feedback to Cayte Billman at *CBillman@lindenwood.edu*.

Help Desk Submission Steps

Are you thinking about submitting a ticket to the help desk for a tech problem you are experiencing? *Here* are the 5 things you should know before you hit the submit button to make your request.

For further technology assistance, Cindy Lane, was recently hired as the Instructional Technology Specialist and can be contacted at *clane@lindenwood.edu*.

RISE

RIGOR | INCLUSIVENESS | SUPPORT | ENGAGEMENT

Inclusiveness

Inclusive Classrooms by Megan Woltz

Why inclusivity matters in the classroom
Inclusive classrooms are important for all students, regardless of which discipline you teach. Diversity and inclusion matter to your discipline because your students are diverse and it affects their success in your classroom. Your students have different backgrounds, races, ethnicities, cultures, countries, religions, sexualities, gender identities, and life experiences. Some are parents. Some are veterans. Some work part- or full-time.

Graduation gaps continue to persist for students of color, low-income students, and students who are underprepared for college (Gabriel 2018). These students come to college with preparation deficits compared to White, wealthy students. Those deficits are not your fault. However, the way we interact with these students in our classrooms can either exacerbate these gaps or reduce them. The way you teach your classes has a huge impact on student success and retention. Failing to acknowledge the diversity of students in your classroom hinders development for marginalized students – in other words, if you aren't explicitly being inclusive, marginalized students will feel excluded (Gabriel 2018).

Megan is our R.I.S.E. Scholar Expert on Inclusiveness. Scroll to the bottom of the *Scholars page* on the LLA website to read more about inclusivity in the classroom and inclusive teaching strategies.

Schedule a R.I.S.E. Scholar Consultation Today: As you plan your courses for next semester, remember that the scholars are ready to talk with their colleagues about rigor, inclusiveness, support, and engagement!

You can *contact your R.I.S.E. Scholar* to talk over ideas or teaching strategies, to request feedback on something, to request to view their teaching materials and much more.

The R.I.S.E. Team would like to thank everyone for their participation during Inclusiveness Roundtable #1!

During the roundtable, we reviewed what inclusiveness is, why it's important, and discussed what we all currently do to make our classrooms inclusive. The R.I.S.E. Scholars shared minimal-effort strategies (e.g., correctly and frequently using students' names and pronouns, sharing experiences, etc.), moderate-effort strategies (e.g., making course material accessible, gauging students' prior knowledge, etc.), and significant-effort strategies (e.g., implementing the principles of Universal Design) to help everyone enhance inclusivity in their courses. Faculty feedback shared with the R.I.S.E. Scholars and on the post-roundtable survey was overwhelmingly positive, and the vast majority of faculty said that they learned something valuable about inclusiveness during the roundtable session.

At the end of the roundtable, faculty were given a few moments to plan changes to implement in their courses to help enhance students' sense of belonging and make their courses more inclusive. In the post-roundtable survey, several professors shared plans for teaching changes they hoped to apply to their courses soon:

- *Calling out students by their names during class time*
- *On-ground students will list their preferred pronouns in the beginning of each semester*
- *Making sure slides are more inclusive for different disabilities*
- *I am working on bringing in different perspectives in all of my classes, but making sure students get background information on the diverse authors we are reading.*
- *I may try the "give students a turn kicking off the discussion" idea*
- *Learning names for each student sooner*
- *More student selection in topic for research papers*
- *Ask students what they'd like to learn from the course*
- *I am fairly familiar with UDL and other practices mentioned in today's presentation, but I intend to continue to rethink my course design, particularly in online courses to ensure that I am providing space for student-created and contributed content. For example, I am considering what assigned discussion leaders may be like in a asynchronous course.*
- *Use universal design*

More R.I.S.E roundtables to come! R.I.S.E. Scholars will lead several roundtables within college or department faculty meetings throughout the year on this schedule:
- October – December: Inclusiveness Roundtables
- January – March: Support Roundtables
- March – May: Engagement Roundtables

*R.I.S.E. Inclusiveness Guides and Resources***:** Were you unable to attend the first Inclusiveness Roundtable? Would you like a refresher about the strategies presented during the roundtable? Are you interested in learning more strategies to make your courses more inclusive? If you answered yes to either of these questions, please see the *R.I.S.E. Guides, Definitions, Research, and Teaching Resources* section of the *R.I.S.E. Project website*! In this section, you will find definitions of each pillar, research demonstrating its benefits, teaching strategies for enhancing inclusiveness in a course, and recordings of the first Inclusiveness roundtable.

**THE R.I.S.E. GUIDES:
DEFINITIONS, RESEARCH, AND
TEACHING RESOURCES**

The R.I.S.E. framework was created to describe characteristics of good teaching that are relevant in all disciplines and courses. The pillars of rigor, inclusiveness, support, and engagement were chosen based on research findings that demonstrate their broad benefits for student learning and their benefits for specific students who are part of underrepresented or marginalized groups.

**TEACHING AND
LEARNING**

R.I.S.E. PROJECT ▾

THE R.I.S.E. SCHOLARS

THE R.I.S.E. PROJECT LAUNCH

THE R.I.S.E. GUIDES:
DEFINITIONS, RESEARCH, AND
TEACHING RESOURCES

THE R.I.S.E. RESEARCH

R.I.S.E. Research

What is R.I.S.E. Research?
As a reminder, the LLA is conducting two research studies to assess the impact of the R.I.S.E. Project and to contribute to faculty development scholarship as well as scholarship of teaching and learning. For each R.I.S.E. research study, we aim to connect the dots between faculty development and student learning, test the utility of the R.I.S.E. framework, and validate particular pedagogical strategies.
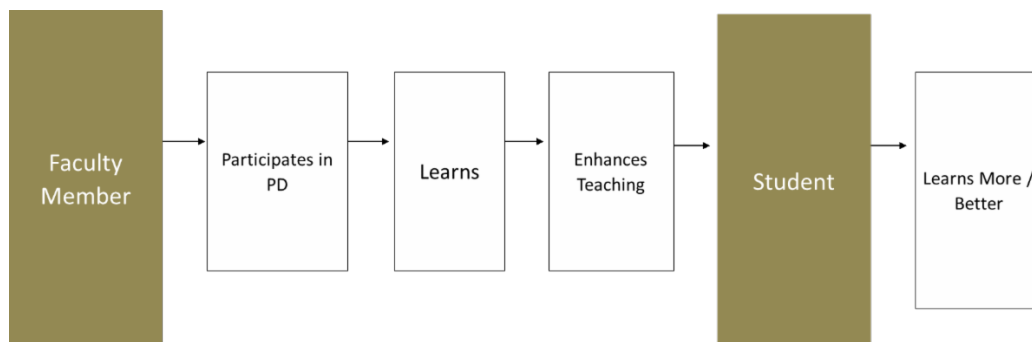
Introducing R.I.S.E. Research Study #1 Participants
The first R.I.S.E. research study is off to a great start with a wonderful group of faculty researchers! Each researcher has committed to implementing teaching changes to enhance one or more of the R.I.S.E. pillars they learn about through roundtables, peer coaching, and/or online resources. Additionally, they will help to provide self-report data, teaching and learning artifacts, and/or student perception data. Detailed information about what our faculty researchers are exploring and finding in their *classrooms turned laboratories* will be featured in future Learning Logs and during other R.I.S.E. events.

Dr. Stephanie Afful
College of Science, Technology, & Health
R.I.S.E. pillar(s): Inclusiveness
Semester(s): Fall 2021

Dr. Javeria Farooqi
Plaster College of Business & Entrepreneurship
R.I.S.E. pillar(s): Rigor, Inclusiveness, Support and Engagement
Semester(s): Fall 2021 and Spring 2022

Dr. Lynda Leavitt
College of Education & Human Services
R.I.S.E. pillar(s): Rigor
Semester(s): Spring 2022

Dr. Mitch Nasser
College of Education & Human Services
R.I.S.E. pillar(s): Inclusiveness, Support and Engagement
Semester(s): Fall 2021

Dr. Renee Porter
Plaster College of Business &
Entrepreneurship
R.I.S.E. pillar(s): Rigor
Semester(s): Spring 2022 and Fall
2022

Dr. Ana Schnellmann
College of Arts & Humanities
R.I.S.E. pillar(s): Rigor and
Engagement
Semester(s): Spring 2022

Dr. Suzanne Stoelting
College of Science, Technology, &
Health
R.I.S.E. pillar(s): Inclusiveness
Semester(s): Fall 2021

Dr. Megan Woltz
College of Science, Technology, &
Health
R.I.S.E. pillar(s): Inclusiveness
Semester(s): Fall 2021

**There is still time to make your classroom your laboratory and
participate in R.I.S.E. Research Study #1!** Interested in joining this
wonderful group of faculty researchers and examining how your small
teaching changes can impact your students' learning? If so, come join
the R.I.S.E. Research Study #1 Team. Interested in learning more or

participating? Check out the *Faculty Guide R.I.S.E. Research* and contact *Shenika Harris*.

"The moral of the story is: We thrive when we have a positive goal to move toward, not just a negative state we're trying to move away from."
– Emily Nagoski, Burnout: The Secret to Unlocking the Stress Cycle

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Visit our Website

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