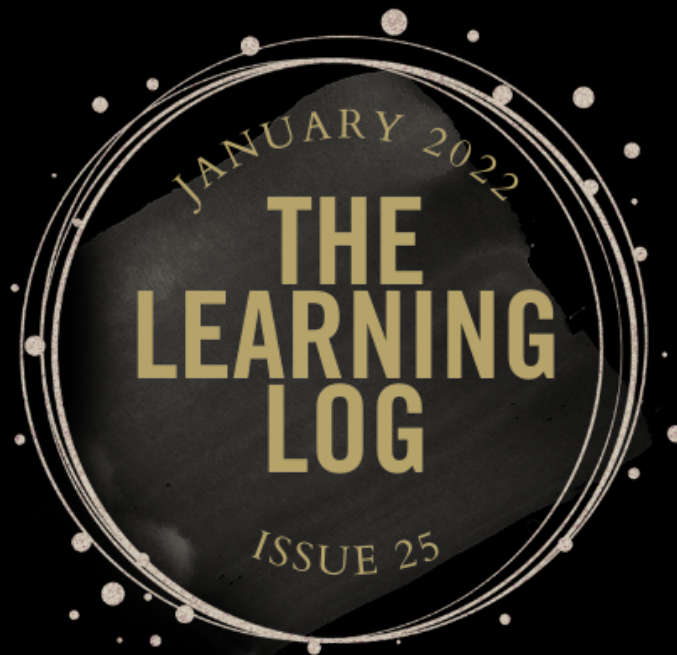


# LINDENWOOD

U N I V E R S I T Y

LEARNING ACADEMY



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## **LLA Spring 2022 Course Catalog**

Dear Staff and Faculty,

Since its establishment in 2019, the Lindenwood Learning Academy has served Lindenwood employees through virtual and in-person programming. Its purpose is to provide a platform supportive of the professional success and personal wellness of Lindenwood employees, from the time of employment through retirement. The Learning Academy partners with our colleagues to bridge the gap between your current level of employee development and the desired standards for performance at Lindenwood.

Please carefully review the contents of the spring 2022 Learning Academy Catalog. This catalog is designed to serve as a primary guide for our employees who seek professional growth opportunities. Through the resources, opportunities, and support offered by the Learning Academy, our employees continue to expand their capacity to positively impact the student experience at Lindenwood University. University leaders encourage all faculty and staff to actively and regularly engage in professional development and continuous improvement that supports the overall university mission. The Learning Academy is investing in Lindenwood's most valuable resource, its faculty and staff. Please join us on this development journey!

All the best,  
Deb



Deb Ayres, Ed.D.  
Senior Vice President, Human Resources



## Spring 2022 Course Catalog

*You may need to manually refresh your cache settings to see the new version.*

# The 2022-2023 Academic Performance Evaluation Instrument



Do you have questions after reviewing the new Academic Performance Evaluation (APE) Instrument? Would you like to provide some feedback on the current plans for the training sessions? If you answered yes to either question, make sure to share your thoughts by:

- sending questions to [academicaffairs@lindenwood.edu](mailto:academicaffairs@lindenwood.edu) and/or contacting a Faculty Development and Retention Team (FDRT) member.
- completing the [Training Plan Survey](#).
- attending your college/department meeting for a Q&A session about the new APE.

Remember to check the “Academic Performance Evaluation 2022” module in the Lindenwood Faculty Canvas shell for important information and updates.

## Human Resources



# Social Media

Did you know you can follow Human Resources on [LinkedIn](#) and [Instagram](#) for job postings, benefits reminders, professional development opportunities, and more?

## LinkedIn Learning

### *How to Crush Self-Doubt and Build Self-Confidence*

There is no magic pill that builds confidence overnight. Instead, confidence comes from repeating something until you're familiar with it. To build a genuine belief in your ability to accomplish the task at hand, you first must learn to persist. In this course, Ivan Joseph discusses critical practices that can help you build unshakeable self-confidence.

Learn techniques for keeping negative thoughts at bay. Discover how to fight impostor syndrome by creating a list of your achievements; that way, when doubt kicks in, you'll have something to remind you of what you're capable of accomplishing. Ivan also goes over the ways in which the people who surround us play a key role in shaping our beliefs, how to create effective affirmations, how to help others feel more confident by focusing on positive feedback, and more.



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## LinkedIn at Lindenwood

Lindenwood is passionate about learning! Here are a few statistics to see how, collectively, we are using LinkedIn Learning to enhance our knowledge and skills to improve both our professional and personal selves.

## LinkedIn Learning content highlights (in the past 90 days) ⓘ

**3,029**  
LinkedIn Learning course views

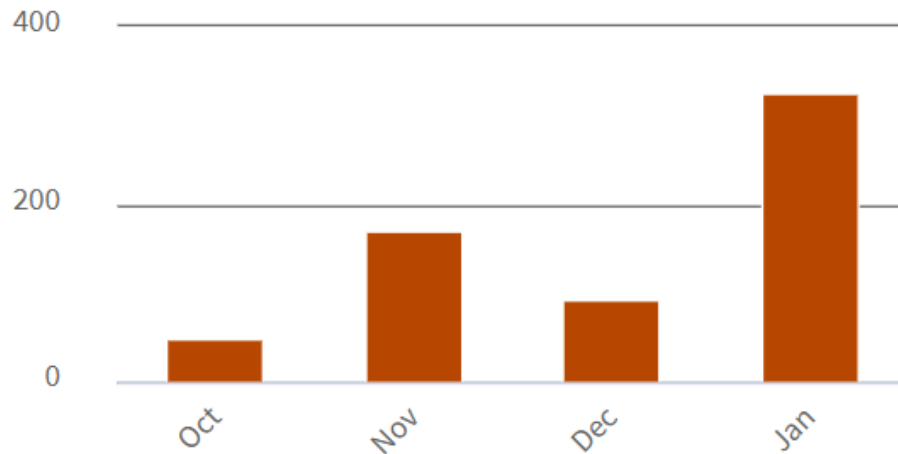
**639**  
LinkedIn Learning course completions

**24,641**  
LinkedIn Learning videos viewed

**21,435**  
LinkedIn Learning video completions

### Course completions

Day · Week · **Month**



## Cap-A.B.L.E. Fellowship

The Cap-A.B.L.E. program is off and running! We have 14 participants for the first offering and are excited to begin! We've had two large group meetings that were well-received. Each participant has also been paired with a partner and the partner sessions are taking place across campus. The first week of the course covered foundational material of the program and required participants to reflect on their personal relationships with equity and inclusion. In the second week, participants examined the nature of organizations and academic institutions. Organizational context is important in becoming capable agents of change. The next few weeks dive into social identity, diversity, equity, inclusion, and designing our Cap-A.B.L.E. action plans! Another session of the Cap-A.B.L.E. program is slated to start March 6, 2022. For more information on how to join, please contact Myron Burr directly at [mburr@lindenwood.edu](mailto:mburr@lindenwood.edu).

# Educational Technology Training Four Minute Survey

This **6-question survey** is designed to glean information for any future educational technology development opportunities and resources offered to Lindenwood faculty. The goal is to design trainings that are timely and delivered in the most convenient way possible. We invite feedback and encourage you to spend 4 minutes to assist us in helping you to engage our incredible students!

[Complete the survey!](#)

# RISE

RIGOR | INCLUSIVENESS | SUPPORT | ENGAGEMENT

## Support: Helping Lindenwood Students Succeed

During the fall semester, the R.I.S.E. team hopes that everyone learned some helpful tips and **strategies** for enhancing rigor and inclusiveness in their courses. While we will continue to consider ways to create courses that are rigorous and inclusive, it is now time for us to discuss the third R.I.S.E. pillar: Support.

At Lindenwood, we want our students to feel that they have the guidance and resources they need to rise to the high expectations we set. Instructional support is anything that an instructor can do in their course

design, instruction, or interactions with students to help increase students' chances of success. Research has found that instructional support benefits all students -especially students who feel ill-equipped to meet the demands of college- and offering a variety of support in our courses is essential.

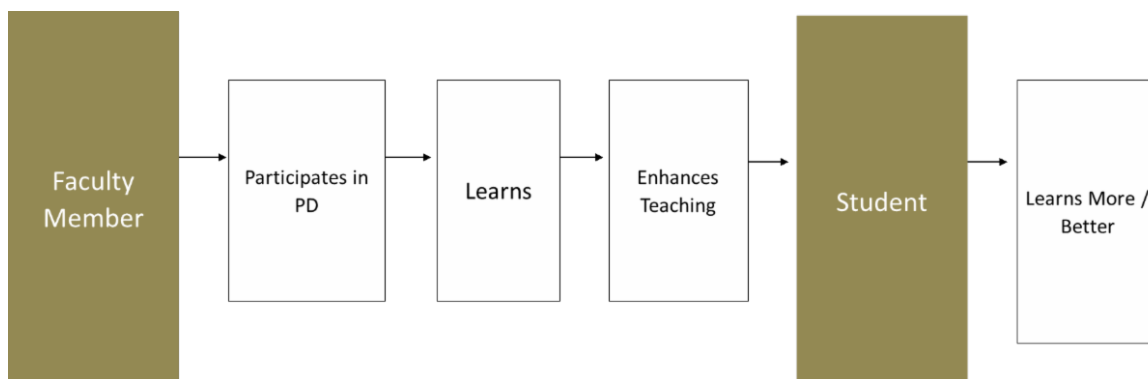
Over the next couple of months, faculty will have several opportunities to discuss, learn, and revisit tips and strategies to help support their students. Interested in reading some research on the topic?



Check out the following research study on the impact of instructional support: [\*Examining the relationship among student perception of support, course satisfaction, and learning outcomes in online learning.\*](#) Be on the lookout for information from the R.I.S.E. Scholars and make sure to check the Learning Academy calendar for news about upcoming events regarding instructional support.

## R.I.S.E. Research Study #1

The LLA is conducting 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. With these studies, our aim is 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.



### Updates from Faculty Researchers

The first R.I.S.E. research study is off to a great start with a wonderful group of faculty researchers. Each faculty researcher has committed to implementing teaching changes to enhance one or more of the R.I.S.E.

pillars that they learn about through roundtables, peer coaching, and/or on-demand resources. Preliminary results are in for Drs. Javeria Farooqi and Renee Porter!



**Dr. Javeria Farooqi**  
Plaster College of Business &  
Entrepreneurship

**Interested in learning more  
about Javeria's research?  
Email her to find out more!**  
[JFarooqi@lindenwood.edu](mailto:JFarooqi@lindenwood.edu)

**RISE pillar examined:** Rigor  
**Impetus for your study:** To  
better align the summative  
assessments with formative  
assessments and learning  
material.

**Course:** Investments I

**Research question:** Does  
alignment in formative and  
summative assessment  
improve student understanding  
and performance?

**Procedure:** Require students to  
complete multiple low-stakes  
group activities and give the  
students feedback before they  
complete the high-  
stake projects.

**Preliminary Results:**

- Project 1: 14.24%  
increase in class average  
relative to Spring  
semester
- Project 2: 22% increase in  
class average relative to  
Spring semester



**Renee Porter**  
Plaster College of  
Business &  
Entrepreneurship

**RISE pillar examined:** Rigor  
**Impetus for you study:** Assess  
student learning at higher levels of  
cognitive complexity by designing and  
implementing targeted learning  
reflection activities centered on inquiry.

**Course:** Management Policy

**Research question:** Does integrating  
recurring reflection activities increase  
student connections to course level  
learning outcomes?

**Procedure:** Require weekly reflections  
(through journals) that require students  
to respond to three questions about  
their learning experiences for the  
week. At the end of the course,  
compare student responses to "What  
did I learn in this course" to previous



Interested in learning more about Renee's research? Email her to find out more!

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

courses responses before integrating weekly journals.

**Preliminary Results:** Students are identifying changes in their learning approaches and making real-time self-adjustments in regards to time management, reading and working with their groups. Additionally, based on their responses, the instructor is also making real-time changes to adapt to their learning needs (more explanations, videos and current events related to the content).

## Ferbruary Professional Development Opportunities

### Culture Connection - Cohort 4

Welcome cohort 4! Culture Connection is a six-week Professional Learning Community (PLC) for new employees. We will explore Lindenwood's mission, values, and culture of Q2 service excellence and learn how to apply these concepts to daily work. You will hear about the journey of where we have been, where we are going, and what it looks like to be an employee at Lindenwood University. This event is by invite-only. If you believe you should be included in this cohort, but haven't received an invite, please contact [Brittany Brown](#).

### **Wellness Challenge:** Heart Health Month - Put a Little Love in Your Heart

In support of the American Heart Association's "Heart Health Month," our goal is to promote heart disease awareness and bring awareness to the daily activities and choices that contribute to living a heart healthy lifestyle. Cardiovascular disease is the number one killer worldwide, and while that fact may seem scary, the great news is there are many preventative measures we can take daily to minimize our risk of heart disease. Join as we play a fun round of Heart Health Bingo, designed to help us all make more heart healthy adaptations.

### Choosing your OER Materials Workshop

Date: February 1

Time: 11 a.m. – 12 p.m.

Location: Online

In this interactive workshop we want to bring faculty experiences and librarian knowledge and searching skills together to help find materials that are available for you. We will go over the basics for searching for OER and have discussions to give you the opportunity to think and discuss methods to use and what to consider as you look for and find materials for your courses.

**REGISTER**

## **RIPL Moments: What Can RIPL Do for You?**

**Date:** February 1

**Time:** 12:30 – 1 p.m.

**Location:** Online

During this microworkshop we will talk about the Research, Innovation, and Partnership Lab (RIPL) at LU and what we can do to strategize and support your academic goals. This will be a great session if you are interested in grant funding, project startup assistance, partnership planning, and the range of related services available to LU faculty, staff, and students.

**REGISTER**

## **Adult CPR, AED, and First Aid Trainings**

*February 3, 9 a.m. – 12 p.m.*

*February 11, 8 – 11 a.m.*

*February 22, 1 – 4 p.m.*

**Location:** Lindenwood University Cultural Center

The Adult CPR, AED, and First Aid course from the American Heart Association is designed for anyone with little or no medical training who wants to be prepared to act in an emergency at work or home. This 3-hour course will prepare you for the most common types of first aid emergencies and equip you with CPR skills for adults.

## **Survey 101: Qualtrics**

**Date:** February 16

**Time:** 2 – 3 p.m.

**Location:** Lindenwood Learning Academy, LARC 009

*Survey 101: Qualtrics* is a foundational course that explores Qualtrics and all it has to offer. In this session you will learn how to create distribution lists and surveys and how to use many more Qualtrics functions.

## **Fundamentals of Environmental Economics**

**Date:** February 17, 2022

**Time:** 9 am - 3:30 pm

**Location:** Harmon Hall

The one-day Fundamentals of Environmental Economics workshop is designed to familiarize educators and curriculum specialists with a non-biased and data-driven approach that introduces the basics of environmental economics. This day-long workshop provides effective simulations to introduce the concepts into the classroom.

**REGISTER**

## **Feed Your Mind Friday**

**Date: February 18**

**Time: 12 – 1 p.m.**

**Location: Online**

Feed Your Mind Fridays are brief discussions on pressing issues in higher education. Each discussion begins with a presentation by a regional or national expert. A Q&A session follows each presentation. We welcome faculty and staff to these important conversations! In this session, we will discuss the impact of trauma on the academic and co-curricular experiences of students.

**REGISTER**

**REGISTER**

## **Support, Don't Smother**

**Date: February 21**

**Time: 3 - 4 p.m.**

**Location: Online**

Since students do not always realize how serious things are until it is too late, it is crucial for instructors to recognize the warning signs quickly to help students overcome issues and get back on track. In this workshop, Dr. Jenny Billings will demonstrate how to determine students' pivot points: when things are turning for the worse, when things could easily improve and when a student needs immediate intervention. This session will also cover how and when to apply support and what type of outreach is appropriate at each pivot point.

**REGISTER**

## **MLK Jr. Day Celebration - NEW DATE**

**Date: February 22**

**Time: 12:30 – 2:30 p.m.**

**Location: Spellmann Center**

Join us for a day of events in celebration of MLK Day and the Rededication and Ribbon Cutting for the NEW Center for Diversity, Equity & Inclusion! St. Louis County Prosecuting Attorney Wesley Bell is our keynote speaker and will kick off the celebration, followed by the MLK Awards Ceremony. Next, we will head over to the NEW Center for Diversity, Equity, & Inclusion for ribbon cutting.

### ***Nominate an individual for the Dr. Martin Luther King, Jr. Leadership Awards!***

Please help us in nominating a student, staff, or faculty member for the annual Dr. Martin Luther King, Jr. Leadership Awards! The Dr. Martin Luther King, Jr. Leadership Award is intended to grant distinction and recognition to those individuals in the Lindenwood University community who embody the spirit of Dr. King's work. [Click here](#) to read more and to submit your nomination.

## REGISTER

### **Courageous Conversations**

**Date: February 24**

**Time: 2 – 3:30 p.m.**

**Location: Center for Diversity and Inclusion (CDI), Spellmann 3085**

“Courageous Conversations” is a facilitated conversation for faculty and staff to have an open dialogue about topics that impact real career and life experiences. We will discuss challenges, opportunities, and successes from which we can learn from each other, become more empathetic, and identify actionable ways to create a more inclusive environment for our entire campus community. In this session, we will discuss how we can ensure everyone’s voice is heard while we are talking about diversity, equity, and inclusion.

**REGISTER**

### **Socially Just Design in Postsecondary Education**

**Date: February 24**

**Time: 3 - 4 p.m.**

**Location: Online**

Join the Socially Just Design in Postsecondary Education PLC as they discuss their key takeaways from a seven-part series hosted by the Gardner Institute. After discussing key takeaways, the group will share actionable items that everyone can do to help ensure that Lindenwood is working to eliminate the role that demographic variables (i.e., race/ethnicity, family income, etc.) play in predicting success in higher education. Regardless of your role at Lindenwood, please join us as we discuss evidence-based approaches to make Lindenwood a place where all students succeed.

**REGISTER**

### **Encounters with Campus-Community Interests**

**Date: February 25**

**Time: 12:30 – 1 p.m.**

**Location: Online**

Please join us for this next installment of ongoing workshops around academic community engagement, community-engaged research, and equitable approaches to research, scholarship, and creative activity. Dr. Catherine Shoff and Dr. Amanda Harrod will present research on the impact of COVID-19 on birth experiences. Dr. Agata Freedle will present research on posttraumatic stress disorder and posttraumatic growth following pregnancy loss. Both projects are 2021 PRIDE Fund awardees and

### **Understanding New Quizzes in Canvas**

**Date: February 28**

**Time: 2 – 2:30 p.m.**

**Location: Online**

How do you like creating quizzes in Canvas? The new quizzes are even better with great features and will be the only option soon. Come spend 30 minutes understanding all of the new and improved features for you!

feature significant elements of community-based research practices.

**REGISTER**

**REGISTER**

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## *CDI Diversity/Bias Trainings*

### **Anti-Racist Workshop**

**Date: February 9**

**Time: 11 a.m. – 12 p.m.**

**Location: Online**

This workshop will review current events regarding anti-racism and decolonization along with the harms of racism and colonialism. Training participants will discover campus resources and anti-racist strategies to apply what they learned to their environment.

### **Implicit Bias**

**Date: February 10**

**Time: 11 a.m. – 1 p.m.**

**Location: Online**

This session is designed to define implicit bias, demonstrate common forms of implicit bias and the potential impact on the university community, provide resources on campus, and allow participants to examine their own assumptions and privilege.

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### **Cross-Cultural Bias**

**Date: February 15**

**Time: 11 a.m. – 12 p.m.**

**Location: Online**

This session will help participants develop an awareness of how cross-cultural bias can impact those around them from different cultures. Training participants will discover applicable campus resources, as well as strategies to identify and challenge their own cross-cultural bias.

### **disAbility Workshop**

**Date: February 17**

**Time: 2 – 3 p.m.**

**Location: Hybrid - Lindenwood Learning Academy, LARC 009**

This session will help participants develop an awareness of how disAbility bias can impact others with different abilities or disAbilities. Training participants will discover applicable campus resources, as well as strategies to help identify and challenge their own disAbility bias.

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### **SafeZone**

**Date: February 23**

**Time: 1 – 3 p.m.**

**Location: Lindenwood Learning Academy, LARC 009**

This session will help participants learn how to support and advocate for LGBTQ+ students, faculty, and staff. Participants will examine LGBTQ+ identities, genders,

### **Anti-Racist Pedagogy: Discovery & Deployment**

**Date: February 23**

**Time: 6 – 7 p.m.**

**Location: Online**

Attendees of this interactive workshop will discover the harms of racism and colonialism in pedagogy and learn how to

and sexualities. Training participants will discover applicable campus resources as well as strategies on how to apply what they learned to their environment.

utilize anti-racist and decolonization pedagogical strategies. This workshop provides a way to connect adjunct faculty to campus resources and community for continued learning.

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## Socio-economic Status Bias

**Date:** February 28

**Time:** 10:30 a.m. – 12 p.m.

**Location:** Online

This session will help participants develop an awareness of how SES bias can impact those around them with different socioeconomic statuses. Training participants will discover applicable campus resources, as well as strategies to identify and challenge their own SES bias.

**REGISTER**

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*“Be thankful for what you have; you’ll end up having more. If you concentrate on what you don’t have, you will never, ever have enough.” – Oprah Winfrey*

**Visit our Website**

## Lindenwood Learning Academy

LARC 009

209 S. Kingshighway  
St. Charles, MO 63301  
636-949-4408



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