# LINDENWOOD UNIVERSITY

## LEARNING ACADEMY

Summer 2023

The Learning Log

Issue 40

# RISE

### RIGOR | INCLUSIVENESS | SUPPORT | ENGAGEMENT

## RISE Awards

The 2022-2023 RISE Awards recognize four faculty members (two adjunct and two full-time faculty members) who have achieved excellence in implementing two of the RISE pillars in their courses.

### Adjunct Award Winners

**Kali Van Baale** has achieved inclusiveness in her courses offered in our MFA in Writing program in many ways, including accessibility of digital learning material in her Canvas shells. Kali supports her students through many measures such as clear grading rubrics, prior knowledge probes, and scaffolded writing workshops. In response to the knowledge that many of her students will go on to teach in some capacity, Kali added a discussion leader assignment that gives students experience in crafting and leading class discussions, which provides practice and experience in some of the skills these students will need in their own classrooms one day.

In his application, **Jesse Yarger** discussed how he incorporates Rigor and Support in his graduate-level Behavior Change Procedures course. Jesse has his students demonstrate abilities that rank high on Bloom's Taxonomy(Apply, Analyze, Evaluate, and Create), in order to practice the skills they will need to interact with and treat clients in their future careers. Jesse supports his students by fostering an emphasis on revision for assignments, allowing students to get feedback and suggestions from him before submitting their work and allowing them to resubmit work based on the feedback they receive. This support helps students focus on improvement and helps them achieve high-quality work.

## Full-Time Winners

**Erin Martin** created an engaging process for her students to learn sequences and series in Calculus II, which included the use of clicker questions, "cut-out proofs", and student presentations on proofs that include a class discussion of the proof. Erin also added extra support for Calculus II students who needed help in remembering prior knowledge from algebra, trigonometry, and Calculus I. To address this need, Erin offers a weekly "recitation" session during which students can ask questions and learn through activities created by Erin in the moment.

**Darren Marhanka** focused on engagement and support for his RISE Award submission. Darren created an engaging learning experience for his students in which they work as investigators in a staged crime scene, gaining more knowledge about the various aspects of their crime scene through classroom activities throughout the course. Darren also emphasized support through these activities, offering in-class practice time and support resources such as mathematical conversion charts to help students build confidence in their skills.

## RISE Innovator Award

The RISE Innovator Award recognizes one Lindenwood faculty member (full-time or adjunct) for exceptional creativity, problem solving, or innovation in implementing the RISE pillars in their courses.

**Trent Olsen** added a new assignment to his introductory art history survey course that asked students to consider the issue of art repatriation through the topic of the Elgin Marbles held at the British Museum. Students were assiged to one of three groups, (prosecution, defense, and the European Union council). Using knowledge gained from articles on repatriation, the groups discussed the topic through a mock trial. This assignment gave students a hands-on and highly engaging way to learn about this important topic, and it helped them develop important skills like critical thinking and public speaking along the way.

**Congratulations to all of the RISE award winners!**

# Lindenwood Learning Academy

# Q2 Award Winner!

Lindenwood receives so many stories displaying the selfless, service excellence that Q2 embodies. For the 2023 Q2 award, Lindenwood recognizes an employee who initially reached out to the Learning Academy to brag about a student who went out of their way to help him at 3 a.m.

Elvin Cruz was awakened by a phone call at 3 a.m. A student prank took place in the residence hall that escalated, requiring immediate action from the Operations team. Despite the late hour when most Lindenwood employees were asleep, Elvin swiftly got dressed, made his way to work, and diligently cleaned the entire third floor of one of the residence halls. His goal was to restore order as quickly as possible, enabling the affected students to finally find respite and return to sleep.

This is a great example of the Lindenwood Q2 dedication that demonstrates that every student counts. Thank you Elvin for leading the way!

# Developing Your Leadership Philosophy

A leadership philosophy outlines an individual's core values, beliefs, skills, and perspectives. It guides a leader's practice and helps them communicate expectations to their team. Developing a personal leadership philosophy requires reflective thinking and can help a leader become more intentional in their role. To develop a philosophy, leaders should **consider great leaders they admire, identify personal values**, and **define what those values mean to them.**

Developing a personal leadership philosophy requires reflection and effort. Follow these steps to help identify your values and what is important to you as a leader:

1) **Consider** great leaders and note the characteristics that you admire.

2) Identify your **personal values** and **beliefs** about leadership, using Brene Brown's list of values as a guide.
3) Narrow down your **top 3-5 values** and define them in your own terms.

| Values | Personal Definition of Values | How do you envision values playing out in your leadership? |
|---|---|---|
| List each of your values | What does this value mean to you? How do you define the value? | How does this value inspire, guide and impact you as a leader? Does it require certain expectations of others? If so, what? |

4) **Define** your beliefs as ideas that shape your reality.

Use the following questions to brainstorm your beliefs about leadership:

What are the qualities leaders need?
Who decides who leads?
How is credibility gained?
How is leadership developed?
Why do you choose to lead?
What qualities do you admire or dislike?
How much control is necessary, is it necessary?
How do you handle mistakes?
What do you expect from your team?
What should they expect from you?

5) Write your leadership philosophy in the **present tense**, based on your identified values and beliefs.

Examples of leadership philosophies can be used for inspiration. Here are a few from our most recent Employee Management Certificate Program participants:

**Example #1:**
I believe that leadership is about those you serve more than the leader.
I value transparency and integrity among my team.
I develop my team to grow into future leaders.
I spend time evaluating how my words and actions impact those I lead.
I listen to understand and empathize with others.
I know that everyone deserves to be led well.

-Hunter Davis

**Example #2:**
I believe leaders must be willing to grow in order to lead well.
I value collaboration and shared successes.
I am committed to empowering others in their pursuit
of their goals and ambitions.
I choose to be open-minded and open-handed in receiving feedback.
Making space for others' voices and stories allows us to work together
well and celebrate our shared values.
-Joanna DeYoung

**Example #3:**
I believe leadership is earned and influenced by the collective team.
Service to others is a core value of how I work and lead.
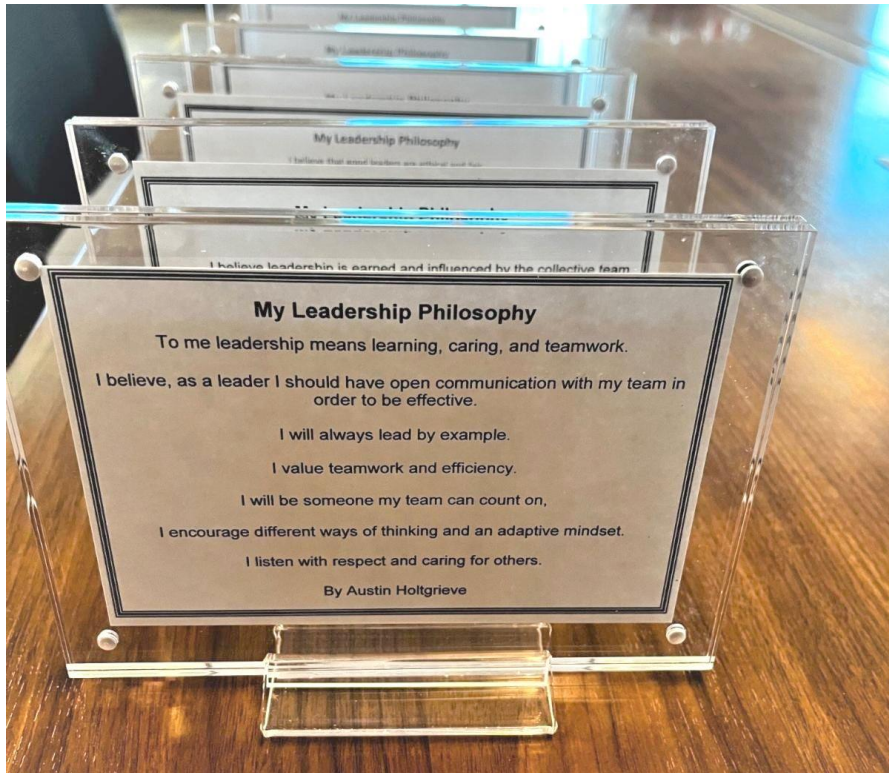I value autonomy while ensuring support and ownership.
I know that leadership evolves and feeds off failures and successes.
I recognize the power of collaboration as an exponential force.
I acknowledge my colleagues as complex individuals
who need support and connection.
-Leah Rosenmiller

Use your personal leadership philosophy as a guiding document, consider putting it on your desk for reference. Review and revise it as you grow as a leader. Check out LinkedIn Learning for more resources and contact Lindenwood Learning Academy for assistance. Send us an *email* to set up an appointment.

## Graduate Attribute Spotlight



This feature will focus on faculty or staff members each month that are aligning the graduate attributes to courses, programs, or departments or providing evidence using signature assignments.

June focuses on **Dr. Melle Elmes**, Associate Professor of English, Interdisciplinary Studies, and Global Language. Elmes has been teaching literature, language, gender studies, Art History, and other humanities courses

since 1997 in a variety of environments, from public K-12 and private high school to liberal arts college and regional comprehensive university, and at all levels from sixth grade through graduate school. She has K-12 teaching certification for the state of Virginia, and earned the MA and PhD in English, a graduate certificate in Women's and Gender Studies, and an MFA in Writing. Further, Elmes completed formal training in language and linguistics as an undergraduate French major, where she also studied Spanish and Latin. She continued developing language and linguistics skills in Romance languages as well as in Germanic and Celtic languages through her doctorate program and has taught at Lindenwood since 2016.

Dr. Elmes is a member of the Graduate Attribute Assessment and Alignment Committee where she works with colleagues to map the Graduate Attributes to courses and programs and serves as a representative for Graduate Attribute resources to colleagues. Her course, English 20105, World Literature: The Medieval World, aligns to the attribute Analytical Thinker as well as the *RISE* components of Rigor, Inclusiveness, Support, and Engagement. The signature assignment for this course, or the means of assessment for the Graduate Attribute of Analytical Thinker, is for students to complete a Video Game jumpstarted research project. Students spend approximately six hours playing a video game of the student's choice that is based loosely on the medieval period. Examples of video games are Skyrim, Assassin's Creed: Valhalla, Medieval Dynasty, Lord of the Rings Online, or Kingdom Come: Deliverance. Based on student's game play, with the instructor's guidance, students develop a research project on some aspect of the Middle Ages of particular interest to the student, conduct research using at least 6-8 credible peer-reviewed sources, and write an essay documenting the subject, including its relationship to the gaming world examined. Elmes presented on this project and pre and post surveys on student experience with and attitudes towards humanities research at the *Emerging Technologies and the Future of Education* Conference in April of 2023. As Elmes detailed in her presentation, *Using Video Games to Jumpstart Student-Centered Research and Inquiry in the General Education Humanities Classroom*, findings showed student-centered use of video games in this English course on literature of the Medieval World to harness students' intrinsic interests through game play, helped students foster connections between those interests and course subject matter, and employment of metacognitive reflection to help them develop a line of original inquiry leading to an independently completed research project which demonstrated clear success. (Elmes: Using Video Games, 2023, slide 55)

Through this project's use of technology, alignment to graduate attributes as well as RISE, Elmes has increased student interest in research with high engagement levels. Thank you, Dr. Elmes!

**_[General Education & Graduate Attribute Assessment | Lindenwood University](#)_**

LINDENWOOD
U N I V E R S I T Y

CENTER FOR ENGAGED LEARNING

## Engaging with Sustainability

When the Lindenwood Sustainability Task Force delivered its White Paper to the Academic Affairs office in Summer 2022, they offered this simple definition of sustainability for our campus: "**living more conscientiously and operating more efficiently concerning the health of our planet and all the beings that inhabit it.**" From an engaged learning perspective, I might recast the definition slightly to highlight the mindfulness that is nurtured by reflection and the doing or action that is guided by a desire for environmental justice. Among the recommendations offered by the Task Force to strengthen sustainability within the curriculum and co-curriculum is the maintenance of LU's Community Garden as an Open Classroom, a space that invites continuing encounter (both with the natural world and others in our community), action, and mindfulness. The Task Force and guests broke ground for the Community Garden on March 29, 2022, near the Glencoe Residential Area. While programs in

biology and environmental science will naturally find this Open Classroom useful, the Community Garden believes all academic and co-curricular programs can make use of the space. Indeed, we need the entire community, including community partners like the St. Charles County Farm Bureau, to help make the Community Garden… well… sustainable! Efforts are being guided by the new University Committee on Sustainability, which grew out of the Sustainability Task Force. Contact Ana Londono or Meredith Boerding, co-chairs of the Sustainability Committee, to see how your curriculum or program can make use of the Community Garden. In the meantime, with the summer upon us, help is needed to maintain the garden over the growing season. Not only will you get the health benefits of getting your hands dirty with soil and plants in the sunshine, you'll also be able to claim some free, fresh veggies!

## Summer Training Highlights

### Heartsaver CPR/AED/First Aid Training

**Dates:**
June 27 & 29
July 11, 13

All sessions are held in the Lindenwood Cultural Center, Room 109 from 1-4 p.m. Each session has a maximum of 6 participants.

The Heartsaver Adult First Aid with CPR & AED course teaches how to manage illness, injuries, and cardiac arrest before professional help arrives. This training is open to Lindenwood University faculty, adjunct faculty, staff and students only. Participants who wish to be certified may be required to pay a fee of $20. Course certification is for two years.

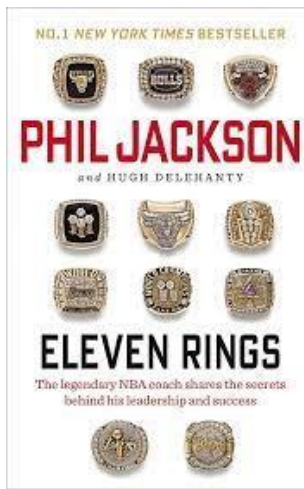Go to the *Lindenwood Learning Academy Online Calendar* and register.

**Look for more CPR Classes
on the Learning Academy calendar this summer!**

## Summer Book Club - *Eleven Rings*

Phil Jackson's book "11 Rings" provides valuable insights into *leadership, teamwork,* and the *power of a shared vision.* Jackson's coaching philosophy, which is grounded in Eastern philosophy, emphasizes the importance of mindfulness, self-awareness, and collaboration.

In the book, Jackson describes his journey from a basketball player to one of the most successful coaches in NBA history, and how he learned to cultivate a winning mindset in his players. He emphasizes the importance of developing a shared vision and cultivating a sense of trust and respect among team members.

We invite you to join our book club, which meets 4 times this summer. You will have the opportunity to explore these themes and learn from the experiences of one of the greatest coaches of all time. Through engaging discussions and shared insights, you will gain a deeper understanding of the principles that underpin successful teams, and how you can apply them to your own life.

[REGISTER](#)

## Take a LinkedIn Learning Course This Summer!

Don't forget that all Lindenwood employees can take courses through *LinkedIn Learning* and receive professional development credit. LinkedIn Learning courses cover a wide variety of topics and be taken at your convenience.

# Learning Academy
# Summer Calendar

Click on the button below to go to the Lindenwood Learning Academy calendar to see all training sessions offered during June, July, and beyond.

**Training Calendar**

**Visit our Website**

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