

LINDENWOOD

U N I V E R S I T Y

LEARNING ACADEMY



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Faculty Performance Evaluation Process

As evaluation season approaches, we wanted to take an opportunity to share a few updates with you regarding the faculty performance evaluation process.

Updated Performance Evaluation Guidebook

The Performance Evaluation Guidebook explains the evaluation process and guides you through the indicators for success for each standard. This guidebook has been updated for the 2023-2024 academic year and will provide clarity. As you begin preparing your evaluation evidence and materials, please ensure you review the updated guidebook in detail. You can find the guidebook on Workday, under *Useful links*. It is also linked within the evaluation software.

RISE Resources

Several resources have been prepared for you to assist you in collecting evidence related to RISE. You can find direct links to each of these resources [in the linked document](#). If you are new to RISE or need a place to start, we recommend starting with the RISE roundtable recordings before diving into the Canvas shell or the RISE guidebooks.

You can also find these resources on [the RISE page of the Lindenwood website](#).



All adjunct faculty are invited to join the Rise-Certified Instructor Program. This asynchronous program provides in-depth training on RISE pillars and access to teaching consultations with the Learning Academy. All participants who complete the program by May 1, 2024, will be compensated \$500.

To participate in the program, please [complete the online application form](#) no later than Friday, October 13. For more information, please see the [informational flyer](#) or contact the Learning Academy directly at LearningAcademy@lindenwood.edu.

Save the Date: Celebration of Teaching Day

February 13, 2024 marks our first Celebration of Teaching Day at Lindenwood. All faculty are welcome and encouraged to attend! Details regarding the schedule of events will be released as they are developed.

If you are engaging in creative and innovative teaching that you would like to share with your colleagues, consider presenting - we'd love to learn from you! If you are interested, please send an email to LearningAcademy@lindenwood.edu by Friday, October 20th.

Lindenwood Learning Academy



Performance Management Training for the Operations Department

In early September, the Lindenwood Learning Academy partnered with David Powell, Assistant Director of Facilities, to further train Operations staff on developing goals and inputting evidence into the performance management software in preparation for the October 1 deadline when goals are to be set and approved for the current evaluation year.

Brittany Brown, Director of Employee Development, facilitated this interactive training. She discussed the importance of working with your supervisor to ensure annual goals are **S.M.A.R.T.:**

Specific - What are trying to achieve? Set realistic goals with realistic deadlines.

Measurable - How do you know when the goal is achieved? Develop it so your goal can be quantified.

Achievable - Can this goal be reached? Goals should be challenging but also possible to achieve.

Relevant- Is the goal relevant to the University's mission, values or strategic plan? Will this goal help LU move forward in any of its annual goals?

Timely - What is the reasonable time period the goal can be achieved?
Give yourself a deadline.

S.M.A.R.T. goals make it easier to identify achievements.

During the session, staff learned that evidence for meeting goals can come in many forms from uploading pictures of completed projects, to thank you emails from other staff, to project checkpoint completions, to reports detailing their accomplishments.

Overall, this workshop allowed Operations staff time to consider the evaluation year and think about how to proceed in setting goals and gathering evidence for the evaluation year.

Contact the [Lindenwood Learning Academy](#) if you have questions about performance management or if you are interested in having your team attend a session on performance management.

High Performing Teams (HPT) An Introduction

Lindenwood staff will have the opportunity to attend HPT-focused training specifically designed for their team by the Lindenwood Learning Academy in partnership with their department leaders. Over the course of the fall semester, LU staff will be learning about the characteristics of high performing teams and how to work together to continue striving towards being a collaborative and high functioning team! The pyramid graphic is a visual representation of the characteristics of HPT.



The foundation of a high performing team is **trust**. Trust can be defined by words such as *credibility, integrity capability, results, and reliability*. Take a moment to think about how you define trust and see if you agree with these attributes of trust.

The next layer of the HPT pyramid is **communication**, both verbal and nonverbal. Words identified with communication are *healthy debate, input, transparency, respectful candid dialogue active listening and, connection*. You will notice that communication is not always agreeing with each other. Conflict may occur and it doesn't have to be a negative situation.

Commitment is the next in the HPT pyramid and is defined by words such as the *ability to move beyond debate, clarity, and alignment around the decision*. Allowing others to state their opinions, in the previous component of the framework, allows for commitment to occur even when there is initial disagreement.

The final section of the HPT pyramid is **accountability**, which includes the *ability to take ownership and follow through with commitments*. Trust, communication, commitment, and accountability form the stable structure that supports the **high performance capstone**.

Keep an eye on future Learning Logs as we explore each HPT characteristic to help Lindenwood achieve the goal of high performance.

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CENTER FOR ENGAGED LEARNING

I'm not exactly sure when I became aware of Maslow's Hierarchy of Needs, but it was an aha moment to realize that engaging with students – creating connections that foster a student's sense of belonging – was nigh impossible if a student was hungry, sleep-deprived, or experiencing homelessness. While student complaints about washing machines might

seem trivial, I know from the experience of doing construction that nothing feels better than a hot shower and changing into some clean clothes. I just feel more human.

What does this have to do with the Center for Engaged Learning? We want faculty and staff to be aware of two initiatives that address clothing needs of our students, one that is long-standing and the other that is new.

Suits for Success is an initiative of Career Services started in 2017 to allow our students to select professional items of clothing that will set them up for success at career fairs, in interviews, or at internships and student teaching, and perhaps their first job after graduation. Unlike other institutions, there is no means test; the suits are available to all our students. The clothes are not a loan; they keep the clothes they choose. This service is available because of the generous donations from the campus community and our employer partners. As you go about cleaning your closet, if you find articles of professional clothing that you no longer need, please consider donating it to *Suits for Success*! Just bring your clothing to the Center for Engaged Learning in LARC 242. If you know students who need access to the Suits, please email [Alyx Stewart](#).

A newer initiative we are exploring through First-Year Programs started with the realization that our new international students often come to us in August without space in their luggage for heavy and bulky winter clothing. Additionally, students are also in need of winter accessories such as gloves, hats, and scarves. If you would like to help in a winter clothing drive, please email [Justin Barton](#).

Thank you!

October Training Highlights

HLC Information Sessions

October 6, 9:30 a.m.
October 16, 2 p.m.
Online

Representatives from the Higher Learning Commission will be coming to campus on November 6 & 7 to perform a comprehensive evaluation & reaffirmation of accreditation for the University. These 30 minute sessions are designed to give faculty and staff a better understanding of the scope and format of the evaluation and accreditation visit including where and how they may be required to participate. **All faculty and staff are encouraged to attend one of these online sessions.**

REGISTER

Fall 2023 Retention Workshop

October 18, 1-3 p.m.
Online

The Annual Fall Retention Workshop is an opportunity for university faculty, staff, and administrators to all come together, review our retention and persistence data, and plan for the future. This year, the workshop will focus heavily on telling the story behind the data. To that end, the workshop will include student panel sessions. Students from around the university will attend and to tell their Lindenwood story so we can learn more about the reality behind the data. The workshop will then conclude with college and staff focused workshops wherein participants can wed insights from the data review and student panels to plan for the future.

REGISTER

DISMANTLING RACISM: CREATING A CULTURE OF EQUITY

October 24, 1-2:30 p.m.
Online

This interactive workshop will review current events regarding anti-racism along with the harms of racism in today's society. Training participants will discover campus resources and anti-racist strategies to apply what

they learned to their environment. Keela Ross will be leading these sessions.

[**REGISTER**](#)

Learning Academy Calendar

Click on the button below to go to the Lindenwood Learning Academy calendar to see all training sessions offered for the fall semester!

[**Training Calendar**](#)

[**Visit our Website**](#)

Lindenwood Learning Academy

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