

FALL 2023 FACULTY AND STAFF PROFESSIONAL DEVELOPMENT



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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 their time of employment through retirement. The Learning Academy partners with our colleagues to bridge the gap between their current level of employee development and the desired standards for performance at Lindenwood.

Please carefully review the contents of the fall 2023 Learning Academy Catalog. This catalog is designed to serve as a primary guide for employees seeking 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. 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 is investing in Lindenwood's most valuable resource, our faculty and staff. Please join us on this development journey!

All the best,

Deb

A handwritten signature in black ink, appearing to read "Deb Ayres", with a stylized flourish at the end.

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

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ANNUAL GOAL: 40 HOURS OF PROFESSIONAL DEVELOPMENT

The Learning Academy is 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. Refer to the Learning Academy website for additional resources on how to track and achieve your goal.

Keep an eye on the Learning Academy Calendar for event updates and additional opportunities offered throughout the semester. The Learning Academy Catalog provides a snapshot of development opportunities offered through and by the Learning Academy. Some sessions are by invite only, including, but not limited to, the annual Leadership Series, monthly Leadership Development sessions, and the Culture Connection Professional Learning Community. If you feel that you have missed an invitation to one of these sessions, contact the [Lindenwood Learning Academy](#).

Below is a listing of professional development core courses taught through the Lindenwood Learning Academy. Contact the [Lindenwood Learning Academy](#) if you are interested in taking a course that is not being offered on the online [Learning Academy Calendar](#).

LINDENWOOD UNIVERSITY VALUES

The Lindenwood Learning Academy Catalog is organized by Lindenwood's values.

- **EXCELLENCE** - We are committed to providing quality and excellence in all our endeavors.
- **DEDICATION** - We are committed to developing a high-performance work ethic and dedication to discipline or vocation.
- **INTEGRITY** - We are committed to ensuring trust and respect for all persons in an environment that cultivates individual and institutional integrity.
- **CREATIVITY** - We are committed to the development of original ideas, knowledge and innovative approaches to solving complex problems.
- **TEAMWORK** - We are committed to creating a connected, diverse community of team players who are humble, motivated, and smart; committed to working together to advance the university's mission.

KNOWLEDGE & SKILLS

ADJUNCT CONFERENCE

WHO SHOULD ATTEND? Adjunct Faculty

MODALITY: Online

SESSION SUMMARY: Usually held the Saturday before Faculty Welcome Week, this online conference gives adjunct faculty information and training needed for the upcoming academic year.

ASSESSMENT SUMMIT

WHO SHOULD ATTEND? Staff, Faculty, Adjunct Faculty

MODALITY: Hybrid

SESSION SUMMARY: Participants are broken into various groups to review and reflect on institutional data as actionable insight. This event occurs during the spring semester.

ASSOCIATE DEAN'S MEETING

WHO SHOULD ATTEND? Associate Deans (*Open by invitation*)

MODALITY: Online

SESSION SUMMARY: The Associate Deans meet on the second Thursday of each month to further develop leadership and strengthen relationships as a team. The discussion topics will differ each month, but the premise of each meeting is to grow both professionally and personally as leaders. ***These meetings are for Associate Deans and are open by invitation only.***

CULTURE CONNECTION (PROFESSIONAL LEARNING COMMUNITY)

WHO SHOULD ATTEND? New Faculty and Staff Employees (*Open by invitation*)

MODALITY: Hybrid

SESSION SUMMARY: New faculty and staff are invited to participate in the Professional Learning Community (PLC) for new hires. The six-session course will explore Lindenwood's mission, values, and culture of Q2 service excellence and explore how to apply them to your daily work. Participants will learn from university leaders and Q2 Champions; they will share where we have been, where we are going, and what it looks like to be an employee at Lindenwood University. This course will occur once weekly, for a six-week period. ***This course is open by invitation only.***

EMPLOYEE MANAGEMENT CERTIFICATE PROGRAM

WHO SHOULD ATTEND? New Staff Managers (*Open by invitation*)

MODALITY: 3 in person sessions; 3 online sessions in Canvas

SESSION SUMMARY: The Employee Management Certificate Program is designed to coach new administrators on how to successfully lead, engage, and drive performance within their teams. This six-week training requires participants to meet three times in person in the Lindenwood Learning Academy and three times in Canvas to complete modules. Participants must attend all in person sessions and complete all weekly assignments to receive certification and training credit. ***This course is open by invitation only.***

FACULTY WELCOME WEEK

WHO SHOULD ATTEND? Faculty, Adjunct Faculty

MODALITY: Hybrid

SESSION SUMMARY: Usually held the week before classes begin in the fall semester, this professional development opportunity provides classes faculty will need to start the new academic year.

FEED YOUR MIND FRIDAYS

WHO SHOULD ATTEND? Faculty, Adjunct Faculty, Staff

MODALITY: Online

SESSION SUMMARY: A monthly online presentation during the spring semester featuring speakers and topics pertinent to higher education.

LEADERSHIP DEVELOPMENT – AVP SESSIONS

WHO SHOULD ATTEND? Assistant and Associate Vice Presidents (*Open by invitation*)

MODALITY: Hybrid

SESSION SUMMARY: These sessions are held on the third Tuesday of each month during the academic year to further develop leadership and strengthen relationships as a team. The discussion topics will differ each month, but the premise of each meeting is to grow both professionally and personally as leaders. ***This is a meeting for AVPs and is invitation only.***

LEADERSHIP DEVELOPMENT – DIRECTOR/MANAGER SESSIONS

WHO SHOULD ATTEND? Directors/Managers *(Open by invitation)*

MODALITY: Hybrid

SESSION SUMMARY: These sessions are held on the third Wednesday of each month during the academic year to further develop leadership and strengthen relationships as a team. The discussion topics will differ each month, but the premise of each meeting is to grow both professionally and personally as leaders. ***This is a meeting for Directors and Managers who have successfully attended the Employee Management Certificate Program and is by invitation only.***

NEW FACULTY ORIENTATION

WHO SHOULD ATTEND? Newly Hired Faculty *(Open by invitation)*

MODALITY: Hybrid

SESSION SUMMARY: This two-day orientation is for newly hired faculty and occurs in the fall semester. ***Registration is through invitation only.*** If you did not receive an invitation and feel that you should be included in this training, contact the [Lindenwood Learning Academy](#).

PERFORMANCE EVALUATION TRAINING

(FOR STAFF AND STAFF ADMINISTRATORS)

WHO SHOULD ATTEND? Staff, Staff Administrators, Coaches

MODALITY: In person, Online, Hybrid

SESSION SUMMARY: Staff and coaches' self-evaluations are open starting on May 1 and are due July 15! Are you a new employee looking for help as you complete your performance evaluation for the first time? Or are you a seasoned employee that just needs a refresher? Join us for a demonstration of the performance evaluation software. There will also be an opportunity to ask questions and get clarity on the overall performance evaluation process.

COMPLIANCE, SAFETY & WELLNESS

ACTIVE SHOOTER PHASE 1 & 2

WHO SHOULD ATTEND? Faculty, Adjunct Faculty, Staff

MODALITY: In person

SESSION SUMMARY: Phase 1 training entails a presentation to provide a baseline and to educate the participant. Afterwards, participants are broken into groups for scenario-based training. The session usually completes four scenarios. Phase II consists of a presentation reviewing first aid needs and tourniquet application. We break into groups and practice application of tourniquets and participate in scenarios practicing emergency first aid skills. Participants MUST complete Phase 1 training prior to taking Phase 2.

ADULT HEARTSAVER CPR AED FIRST AID

WHO SHOULD ATTEND? Faculty, Staff, Adjunct Faculty, Student Employees, Students

MODALITY: In person

SESSION SUMMARY: The Heartsaver Adult First Aid with CPR & AED course teaches how to manage illness, injuries, and cardiac arrest before professional help arrives. Content taught in the Heartsaver Adult First Aid with CPR & AED Course includes:

- General first aid principles
- Adult medical and injury emergencies
- Critical concepts of high-quality adult CPR
- Use of an automated external defibrillator (AED)
- Relief of choking for the adult

This training is open to Lindenwood University faculty, adjunct faculty, staff and students. There may be a cost to be certified unless you are required to be certified as a requirement of your position.

FINANCIAL WELLNESS

WHO SHOULD ATTEND? Faculty, Staff, Adjunct Faculty, Student Employees, Students

MODALITY: Online

SESSION SUMMARY: Beginner courses that provide high-level information and encourage attendees to start laying the foundation for their financial goals and unique situation. Each month's presentation is a different topic.

LU BRAND GUIDELINES OVERVIEW

SESSION LEADERS/PRESENTERS: Julee Mitsler

WHO SHOULD ATTEND? Faculty, Staff, Adjunct Faculty, Student Employees, Students

MODALITY: Online

SESSION SUMMARY: Employees are invited to join a virtual info session that will serve as an overview of the University Brand Guidelines and orientation to campus resources. These guidelines are geared toward making it easier for those who work with branded material across campus to successfully implement Lindenwood's most up-to-date branding, and the resources will help you achieve your goals.

GRADUATE ATTRIBUTE COURSES

CURRICULUM MAPPING

WHO SHOULD ATTEND? Faculty, Adjunct Faculty

MODALITY: In person, Online & Hybrid

SESSION SUMMARY: As we transition to Graduate Attributes, alignment of course and program outcomes to our new university outcomes is imperative. This workshop explores the process of curriculum mapping, a literal 'map' showing how graduate attributes, program outcomes, and course outcomes align as well as scaffolding from introductory, advanced, to mastery knowledge. Bring your current map and/or outcomes as we workshop our way to alignment!

GRADUATE ATTRIBUTES LUNCH AND LEARN WORKSHOPS

WHO SHOULD ATTEND? Faculty, Adjunct Faculty

MODALITY: In person & Online

SESSION SUMMARY: Bring your own lunch (or brunch!) and learn more about the [Graduate Attributes](#) during these virtual or in-person workshops! We will overview the Graduate Attributes, alignment in courses and programs, and assessment using signature assignments.

RETENTION RETREAT

WHO SHOULD ATTEND? Faculty, Adjunct Faculty, Staff

MODALITY: Hybrid

SESSION SUMMARY: Please join us for the annual Retention Retreat, an opportunity to review retention and persistence data from student surveys and to use the data for future planning.

RETENTION WORKSHOP

WHO SHOULD ATTEND? Faculty, Adjunct Faculty, Staff

SESSION SUMMARY: Annual opportunity to gather to review retention and persistence data and to use the data for planning.

SIGNATURE ASSIGNMENTS

WHO SHOULD ATTEND? Faculty, Adjunct Faculty

MODALITY: In person, Online & Hybrid

SESSION SUMMARY: Signature assignments are the assignments we use in the classroom to assess our outcomes. In this workshop, we will take the assignments we are already implementing and ask the questions: How does this assess my course outcomes, program outcomes, and graduate attributes? How does this align to rubrics? Or do rubrics need to be developed? What makes my assignment signature? How could this assignment be scaffolded with other courses in my program? Join us as we ask and work through these questions and learn more about using signature assignments in our courses!

RISE COURSES

DESIGNING DISCUSSIONS FOR AUTHENTIC ENGAGEMENT

WHO SHOULD ATTEND? Faculty, Adjunct Faculty

MODALITY: In person, Online & Hybrid

SESSION SUMMARY: Student engagement in class discussions is one of the most important factors in their sense of connection, interest, and investment in the course material. Authentic discussions are difficult to achieve, but this authenticity enhances students' experience significantly. In this collaborative workshop, participants will explore strategies and best practices for engaging students in authentic discussions. This workshop supports the RISE Pillar of Engagement.

ENHANCING COGNITIVE COMPLEXITY IN CLOS AND ASSESSMENTS

WHO SHOULD ATTEND? Faculty, Adjunct Faculty

MODALITY: In person, Online & Hybrid

SESSION SUMMARY: This interactive workshop on increasing the level of cognitive complexity in course learning objectives and setting rigorous standards for learning. This workshop will address needs for cognitive complexity according to both the Graduate Attributes and RISE Project. We will also work on aligning major assessments with learning objectives and designing authentic assessments. This workshop applies to all learning modalities and correlates to the RISE Pillar of Rigor.

EQUITY IN ASSESSMENT ROUNDTABLE

WHO SHOULD ATTEND? Faculty, Adjunct Faculty

MODALITY: In person, Online & Hybrid

SESSION SUMMARY: Five years ago, Montenegro and Jankowski began a national conversation on equity and assessment through Equity and Assessment: Moving Towards Culturally Responsive Assessment. This type of research led to our own Certificate in Culturally Responsive Assessment, but more work remains. This roundtable provides a discussion on equity in assessment, the work that has been done and what remains unfinished, and questions we have on this issue. Participants will also learn about various resources and examples for embedding equity within the work of assessment.

MAKING COURSE MATERIALS ACCESSIBLE

WHO SHOULD ATTEND? Faculty, Adjunct Faculty

MODALITY: In person, Online & Hybrid

SESSION SUMMARY: This workshop will help participants learn how to make sure the materials they use for their courses are accessible for students and demonstrate some tools that can be used to check accessibility. There will be time for participants to practice working on accessibility and using the related tools. This workshop is applicable to instructors teaching in all modalities and supports the RISE Project Pillars of Inclusiveness and Support.

MID-SEMESTER SUPPORT WORKSHOP

WHO SHOULD ATTEND? Faculty, Adjunct Faculty

MODALITY: Online

SESSION SUMMARY: The middle of the semester is an ideal time to evaluate how well students are learning and performing in your class. This information allows you to offer additional support to struggling students or make adjustments to your teaching methods to better suit student needs. In this workshop, participants will explore a variety of strategies for offering support and gathering student feedback. This workshop supports the RISE Pillar of Support.

OFFERING STUDENTS MEANINGFUL FEEDBACK

WHO SHOULD ATTEND? Faculty, Adjunct Faculty

MODALITY: In person, Online & Hybrid

SESSION SUMMARY: This workshop will explore how to offer students feedback that is meaningful and that they can apply for the purposes of growth and improvement. We will also discuss what type of feedback to offer for which types of assignments, and how to make the feedback process efficient. This workshop supports the RISE Project Pillar of Support.

THE POWER OF DESIGN: INCREASING STUDENT ENGAGEMENT THROUGH THE VISUAL DESIGN OF COURSE MATERIALS

WHO SHOULD ATTEND? Faculty, Adjunct Faculty

MODALITY: Online

SESSION SUMMARY: In this workshop, participants will explore best practices for creating course materials that are visually engaging for students, ranging from how to find open-source assets, to choosing images, to designing slideshows and documents that are both visually appealing and well organized. This workshop supports the RISE Pillar of Engagement.

REMEMBER, REMEMBER! RETRIEVAL PRACTICE STRATEGIES

WHO SHOULD ATTEND? Faculty, Adjunct Faculty

MODALITY: In person, Online & Hybrid

SESSION SUMMARY: In this session, we will discuss the importance of retrieval practice for helping students remember essential course content. We will also explore a few strategies for embedding retrieval practice in your class sessions in both synchronous and online courses. This workshop is applicable to instructors teaching in all modalities and supports the RISE Project Pillars of Rigor and Support.

SCAFFOLDING STRATEGIES

WHO SHOULD ATTEND? Faculty, Adjunct Faculty

MODALITY: Online

SESSION SUMMARY: Using a scaffolded structure for major assessments is one of the most effective ways to embed support for students in a course. In this session, we will discuss best practices and various strategies for implementing scaffolded assessments. This workshop is applicable to instructors teaching in all modalities and supports the RISE Project Pillar of Support.

UDL: WHAT IT IS, WHY IT MATTERS AND HOW TO USE IT IN HIGHER EDUCATION

WHO SHOULD ATTEND? Faculty, Adjunct Faculty

MODALITY: Online

SESSION SUMMARY: Universal Design for Learning (UDL) is a framework for designing courses and learning experiences that accommodate the varying needs of individual learners. In this workshop, participants will learn about the guiding principles of UDL and why UDL standards should be followed in course design. Participants will also explore strategies for meeting UDL standards in their courses. This workshop supports the RISE Project Pillar of Inclusiveness.

USING MULTIPLE CHOICE READING QUIZZES TO INCREASE SUPPORT AND ENGAGEMENT

WHO SHOULD ATTEND? Faculty, Adjunct Faculty

MODALITY: In person

SESSION SUMMARY: This workshop will introduce you to the IF-AT (Immediate Feedback Assessment Technique) “Scratch Off” cards that motivate students to carefully complete readings before class meetings. We will discuss how to write multiple-choice questions that assess deeper levels of understanding and integration of course concepts, and how to use IF-AT and a team-based approach to work toward articulation and application of foundational concepts. This workshop supports the RISE Project pillars of Engagement and Support.

DIVERSITY, EQUITY, & INCLUSION

DISMANTLING RACISM: CREATING A CULTURE OF EQUITY

WHO SHOULD ATTEND? Faculty, Staff, Adjunct Faculty, Students

MODALITY: Online, In person

SESSION SUMMARY: This interactive 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.

DISABILITY BIAS 1.0

WHO SHOULD ATTEND? Faculty, Staff, Adjunct Faculty, Students

MODALITY: Online, In person

SESSION SUMMARY: This interactive training session will help the training participants develop an awareness of how disAbility bias can impact those around them with ability differences. Training participants will discover campus resources and strategies to apply what they learned to their environment in order to identify and challenge their own disAbility bias.

DISABILITY BIAS 2.0

WHO SHOULD ATTEND? Faculty, Staff, Adjunct Faculty, Students

MODALITY: Online, In person

SESSION SUMMARY: This interactive training session will help training participants develop an awareness of how disAbility bias can impact those accessing course materials with ability differences. Training participants will discover classroom resources, software options, and strategies that can be applied to their classroom environment and assist them in identifying their challenges and offer suggestions as to how to overcome their own disAbility bias.

IMPLICIT BIAS

WHO SHOULD ATTEND? Faculty, Staff, Adjunct Faculty, Students

MODALITY: In person, Online, Hybrid

SESSION SUMMARY: This interactive training session is designed to define implicit bias; demonstrate common forms of implicit bias and their potential impact on the University community; provide applicable resources on campus; and allow participants to examine their own assumptions and privileges.

SAFE ZONE 1.0

WHO SHOULD ATTEND? Faculty, Staff, Adjunct Faculty, Students

MODALITY: Online, In person

SESSION SUMMARY: This interactive training session will help participants learn how to support and advocate for LGBTQ+ students, faculty, and staff. Participants will examine LGBTQ+ identities, genders, and sexualities. Training participants will discover campus resources as well as strategies to apply what they learned to their environment.

SAFE ZONE 2.0

WHO SHOULD ATTEND? Faculty, Staff, Adjunct Faculty, Students

MODALITY: In person, Hybrid, Online

SESSION SUMMARY: This interactive training session is for anyone who has completed Safe Zone training. Safe Zone 2.0 will focus on the current events, issues, and policies that are impacting the LGBTQ+ community nationally and globally. Hypothetical social scenarios will provide participants opportunities to examine bias, prejudice, and privilege.

SOCIO-ECONOMIC BIAS

WHO SHOULD ATTEND? Faculty, Staff, Adjunct Faculty, Students

MODALITY: In person

SESSION SUMMARY: This interactive training session will help the training participants develop an awareness of how SES bias can impact those around them with different socioeconomic statuses. Training participants will discover campus resources and strategies to apply what they learned to their environment in order to identify and challenge their own socioeconomic status bias.

SPIRITUAL/RELIGIOUS BIAS

WHO SHOULD ATTEND? Faculty, Staff, Adjunct Faculty, Students

MODALITY: In person, Hybrid

SESSION SUMMARY: This interactive training session will help the training participants develop an awareness of how spiritual/religious bias can impact those around them who practice different spiritualities or religions. Training participants will discover campus resources and strategies to apply what they learned to their environment in order to identify and challenge their own spiritual/religious bias.

ON-DEMAND RESOURCES

ACCESSIBILITY AWARENESS ASYNCHRONOUS TRAINING

WHO SHOULD ATTEND? Adjunct Faculty, Faculty

REGISTRATION: In order to participate in the course, please submit a ticket to the Help Desk at Helpdesk@lindenwood.edu requesting access to the Accessibility Awareness Course on Canvas. All instructors and staff are encouraged to participate in the course. Let us work together to cultivate an accessible environment at Lindenwood where everyone can thrive!

SESSION SUMMARY: The members of the Learning Experience Design Team have developed a self-paced accessibility training available through Canvas. Focusing on accessibility in your role at Lindenwood means that we continue to foster a supportive community on campus that empowers students, promotes diversity, and enhances the campus experience for all. The training consists of four modules offering information and guidance developed from the Basic Course Accessibility Checklist at Lindenwood. Topics covered include: (1) Accessibility features that exist natively in Canvas; (2) Creating accessible documents; (3) Producing video and audio materials using Microsoft Stream that include captions and/or transcripts; and (4) Supplemental resources.

ANTHOLOGY ACADEMY

WHO SHOULD ATTEND? All Faculty, Adjunct Faculty, Staff, Student Employees

SESSION SUMMARY: Training videos to be utilized by new employees and as refresher training for veteran employees for various functions of Anthology. Email the [Lindenwood Learning Academy](#) for registration information.

LINKEDIN LEARNING

LOCATION: lindenwood.edu/academics/support-resources/information-technology/it-applications/linkedin-learning/

WHO SHOULD ATTEND? All Faculty, Adjunct Faculty, Staff, Student Employees

SESSION SUMMARY: Lindenwood University students, faculty, and staff may access LinkedIn Learning to help fuel a lifetime of learning and professional development. Login to LinkedIn Learning by using your Lindenwood login credentials to start learning today.

RISE ASYNCHRONOUS COURSES CAN BE FOUND IN THE RISE MODULES IN THE LEARNING ACADEMY CANVAS SHELL

WHO SHOULD ATTEND? Faculty, Adjunct Faculty

REGISTRATION: email learningacademy@lindenwood.edu

SESSION SUMMARY: The Learning Academy is also offering opportunities for asynchronous RISE trainings. If you are interested in the asynchronous trainings, please email the [Lindenwood Learning Academy](#) for more information. Completing asynchronous trainings will also count towards professional development hours.

SKILLSOFT COMPLIANCE TRAINING

LOCATION: lindenwood.percipio.com/

WHO SHOULD ATTEND? Adjunct Faculty, Faculty, Staff, Student Employees

SESSION SUMMARY: SkillSoft provides compliance and safety training specific to higher education. Employees will be required to complete different trainings on various topics throughout the year. SkillSoft provides relevant training and records employee passage and completion. Most employees will complete the sessions at their workstation and will receive an electronic alert to do so. Are you interested in exploring other topics through SkillSoft? Check out their [catalog!](#)

SUBMITTING A PROFESSIONAL DEVELOPMENT TRAINING COURSE

The Lindenwood Learning Academy (LLA) is the campus hub for professional development event registration and promotion. When you work with the LLA to set up event registration, your event will appear on our Learning Events Online Calendar and will be promoted in the Lindenwood Digest when applicable. Faculty, Adjunct Faculty and staff can submit a professional development training course through the LLA [event submission form](#).

Additionally, all staff who register with a Lindenwood email address and attend the event will receive professional development credit in their Workday Training Profile. Contact the [Lindenwood Learning Academy](#) with questions or concerns regarding this process.