

THE LEARNING ACADEMY COURSE CATALOG

SPRING 2021



LINDENWOOD.EDU
REAL EXPERIENCE. REAL SUCCESS.

LINDENWOOD
UNIVERSITY

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 you, our colleagues, to bridge the gap between your current state of employee development and Lindenwood's desired performance standards.

Please carefully review the contents of the spring 2021 Learning Academy catalog. This catalog is designed to serve as a primary guide for our employees who seek professional growth opportunities. By using the following key in the table of contents - AF=Adjunct Faculty, F=Faculty, S=Staff, SE= Student Employee - you will know the intended audience for each course. 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 challenges each of us to engage in 40 hours of intentional professional development annually, for the purpose of continuous improvement and growth. The Learning Academy is investing in our most valuable resource, the faculty and staff. Please join us on this development journey!

All the best,

Deb



Deb Ayres, Ed.D.

Vice President, Human Resources

The Learning Academy Course Catalog provides a snapshot of development opportunities offered through and by the Learning Academy. Throughout the semester, events will be added to the [Learning Academy Calendar](#) and new on-demand resources are created all of the time that you can find in [LinkedIn Learning](#) under Lindenwood University's courses. Some sessions are by invite only including, but not limited to, the annual Leadership Series, monthly staff and academic administrator development sessions, and the Culture Connection Professional Learning Community. If you feel that you have missed an invitation to one of these sessions, contact Director of Employee Development, Brittany Brown at BBrown@lindenwood.edu.

LEARNING ACADEMY DIRECTORS



BRITTANY BROWN
DIRECTOR,
EMPLOYEE DEVELOPMENT

Brittany Brown, Director of Employee Development, joined Lindenwood University in 2011. Brittany began as the Financial Aid and Business Office Coordinator at the Lindenwood University – Belleville Campus. In 2015, she joined the St. Charles Human Resources team as the HR Adjunct Coordinator, where she supported nearly 1000 adjunct instructors each semester.

Brittany is now enjoying her current role in Employee Development. She is putting her Masters of Arts in Teaching degree to great use as she roles out the 'Q2 Service Excellence' model to the university. She is working with a team to teach employees what it means to be dedicated to our students in all of our endeavors, all of the time, not just when it is convenient.

Lindenwood's Q2 Service Excellence model starts with just two questions, 'What' and 'How'? We are beginning to live out the service by asking two simple questions, 'What are your expectations' and 'How can I exceed those expectations'? This mindset builds the foundation for the kind of service Lindenwood University will be known for, and she is proud to be a part the culture shift that has begun.



KRISTEN NORWOOD
DIRECTOR,
FACULTY DEVELOPMENT

Kristen Norwood joined the Learning Academy as director of faculty development in September 2019. Kristen previously served as an assistant professor and director of Communication Studies at Fontbonne University and worked in Professional and Organizational Development at Edward Jones. Her research focuses on the intersections of identity, personal relationships, and cultural discourse, and she has taught courses in Gender, Persuasion, Interpersonal and Organizational Communication, Research Methods, and Business Writing, among others.

TABLE OF CONTENTS

40 Hours of Professional Development	1
Excellence	2
Executive Communication Class (AF/F/S)	2
Finding Your True Leadership Colors (F/AF/S/SE)	2
2021 Retention Retreat (F/AF/S/SE)	2
SPIKES: How to Break Bad News Like a Doctor (F/AF/S/SE)	3
Writing Program Learning Outcomes – March (F/AF/S)	3
Writing Program Learning Outcomes – April (F/AF/S)	3
Enhancing Your Curriculum Map – April (F/AF/S)	4
Enhancing Your Curriculum Map – April (F/AF/S)	4
2021 Assessment and Planning Summit (F/AF/S)	4
Meaningful Program Assessment (F/AF/S)	5
Meaningful Program Assessment (F/AF/S)	5
Staff Performance Evaluation Training (S)	5
Staff Performance Evaluation Training (S)	6
Dedication	7
LindenWell Challenges – February: Celebrate Every Beat! (F/AF/S)	7
LindenWell Challenges – March: Morning Madness – Mastering a Morning Routine (F/AF/S)	7
LindenWell Challenges – April: Lean on Me... Virtually! The Power of an Accountability Partner (F/AF/S)	7
LindenWell Challenges – June & July: Half Full – Hydration Challenges (F/AF/S)	8
Nutrition 101 – Reading Food Labels (F/AF/S)	8
Integrity	9
Mindfulness in the Workplace: February (AF/F/S/SE)	9
Mindfulness in the Workplace: March (AF/F/S/SE)	9
DEI Task Force's MLK Jr. Award Ceremony & CDI 1-Year Anniversary (AF/F/S/SE)	10
Lindenwood University Day of Dialogue: Civic Engagement & Social Awareness (AF/F/S/SE)	10
SafeZone Training: January (AF/F/S/SE)	10
SafeZone Training: March (AF/F/S/SE)	11
SafeZone Training: April (AF/F/S/SE)	11
SafeZone Training 2.0: February	11
SafeZone Training 2.0: April	12
Gender Bias (AF/F/S/SE)	12
Implicit Bias: February (AF/F/S/SE)	12
Implicit Bias: March (AF/F/S/SE)	13
Implicit Bias: April (AF/F/S/SE)	13
Cross-Cultural Bias: February (AF/F/S/SE)	13
Cross-Cultural Bias: April (AF/F/S/SE)	14
Disability Bias: January (F/AF/S/SE)	14
Disability Bias: March (AF/F/S/SE)	14
Socio-Economic Status (SES) Bias: February (AF/F/S/SE)	15
Socio-Economic Status (SES) Bias: April (AF/F/S/SE)	15
Spiritual/Religious Bias: January (AF/F/S/SE)	15
Spiritual/Religious Bias: March (AF/F/S/SE)	16
Anti-Racist Workshop: February (AF/F/S/SE)	16
Anti-Racist Workshop: February (AF/F/S/SE)	16
Anti-Racist Workshop: March (AF/F/S/SE)	17
Anti-Racist Workshop: April (AF/F/S/SE)	17

TABLE OF CONTENTS

Anti-Racist Pedagogy – Discovery and Deployment: February (AF/F)	17
Anti-Racist Pedagogy – Discovery and Deployment: March (AF/F)	18
The Story and Heart behind EyeSeeMe African American Children’s Bookstore (F/AF/S/SE)	18
Drawn Together: Comics, Diversity, and Stereotypes (F/AF/S/SE)	18
Creativity	19
Best Practices for When You Can’t Communicate in Person (F/AF/S/SE)	19
Small Teaching Online: Practical Strategies for Teaching during COVID-19 (AF/F)	19
Creative Ways to Incorporate Spatial Data into Your Courses (AF/F/S)	20
Using Podcasts in the Classroom (AF/F)	20
Interactive Lessons with Pear Deck (AF/F)	20
Learn Kahoot! (AF/F)	21
PAGES (parts, actions, goals, event, self-concept) Problem Solving Approach (AF/F/S/SE)	21
Teamwork	22
Before Help Arrives – CPR/AED (F/AF/S)	22
Before Help Arrives – First Aid (F/AF/S)	22
RIPL Moments – Reach, Innovation, and Partnership Lab: Letter of Intent Writing (AF/F/S)	22
RIPL Moments – Reach, Innovation, and Partnership Lab: Grant Budget Creation (AF/F/S)	23
RIPL Moments – Reach, Innovation, and Partnership Lab: Setting Effective Grant Goals & Outcomes (AF/F/S)	23
RIPL Moments – Reach, Innovation, and Partnership Lab: Logic Model Creation (AF/F/S)	23
RIPL Moments – Reach, Innovation, and Partnership Lab: How to Effectively Share Your Research, Scholarship & Creative Activity (AF/F/S)	24
RIPL Moments – Reach, Innovation, and Partnership Lab: Evaluation Plan Writing (AF/F/S)	24
RIPL Moments – Reach, Innovation, and Partnership Lab: Scholarship, Creative Work, and Intellectual Property at Lindenwood University (AF/F/S)	24
Engaging Diversity in Science and Research: A Conversation on Issues in Inclusion, Equity, and Data (AF/F/S)	25
LU Grant Writing Bootcamp (AF/F/S)	25
On-Demand Resources	26
LinkedIn Learning (AF/F/S/SE)	26
SkillSoft Compliance Training (AF/F/S/SE)	26
Tips for Organizing an Online Course (AF/F/S)	26
Strategies for Designing an Online or Hybrid Course (AF/F/S)	27
Designing Assessments for Online Courses (AF/F/S)	27
Engaging Students in Online and Hybrid Courses (AF/F/S)	27
Equity-Minded Assessment: Concepts and Strategies (AF/F/S)	28
Knowing Your Students and Being Vulnerable: Engagement for Equity Building (AF/F/S)	28
Assessment Actions Toward Equity (AF/F/S)	29
Engaging Diverse Student Populations through Inclusive Assessment (AF/F/S)	29
Strategies for Culturally Responsive Assessment Design (AF/F/S)	30
Action Planning for Socially Just Assessment (AF/F/S)	30
Promoting Equity in Learning through Reflective Writing (AF/F/S)	31
Employing an Equity Mindset to Help Identify Equity Gaps and to Design Intentional Interventions to Address Them (AF/F/S)	31
Using Equity for Everyone: Using Data to Develop Continuous Improvement Plans to Benefit an Entire Campus (AF/F/S)	32
The Impact of Self in Socially Just Assessment (AF/F/S)	32
Improving Assignments and Assessment to Increase Equity (AF/F/S)	33
Fostering Socially Just Learning Environments through Assessment Instruments and Outcomes Alignment (AF/F/S)	33
Writing Learning Outcomes for Social Justice Education (AF/F/S)	34

ANNUAL GOAL: 40 HOURS OF PROFESSIONAL DEVELOPMENT

Are you currently working toward your annual goal of 40 hours of professional development? 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 activity 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.

Managers can view their team's progress toward the goal with the Workday Report "HCM My Teams Training Professional Development". Simply type the report name into the Workday search bar to view the report.

Please keep in mind:

- Managers are to use their best judgment on whether an employee's submission is professional development. If it does not qualify, send it back to the employee with a note stating why.
- All training courses taken through SkillSoft and LinkedIn Learning will be automatically added to your Workday profile.
- All training courses that are accessed through the [Learning Academy Calendar](#) will be automatically added to your Workday profile.
- Multiple sessions should be submitted as one training submission with total time calculated together for the duration, and the last date of the training should be used as the completion date.
- No two trainings should be submitted with the same title – if the training needs to be submitted separately, distinguish one from the other in the title so that they are different.
- If there is a department-wide training series, please take attendance and send the training name, description, duration for each occurrence and who attended said occurrences, and final session date to Brittany Gutermuth, BGutermuth2@lindenwood.edu. She will add the training to each Workday profile, saving the manager and the employee time.

EXCELLENCE

We are committed to providing quality and excellence in all our endeavors.

Executive Communication Class (AF/F/S)

SESSION LEADERS/PRESENTERS: Chris Lindquist/PACE

DATE: Monday, January 4, 2021

TIME: N/A

DURATION: 1 month

LOCATION: Independent

WHO SHOULD ATTEND? Adjunct Faculty, Faculty, Staff

REGISTRATION: email clindquist@lindenwood.edu to register

REGISTRATION DEADLINE: January 2, 2021

SESSION SUMMARY: Communicating effectively through email and virtual presentations is more important than ever. This course is being offered at a minimal cost and has a slight impact on your departmental budget. This is a four-week online course in Executive Communication at a reduced cost of \$99 (normally \$499). This course is one of three that can be applied towards the Professional Certificate in Executive Writing.

Finding Your True Leadership Colors (F/AF/S/SE)

SESSION LEADERS/PRESENTERS: Angie Royal

DATE: Wednesday, January 27, 2021

TIME: 4:00 p.m.

DURATION: 1 hour

LOCATION: [LLA Calendar](#)

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

REGISTRATION: leadership-colors.training.lindenwood.edu/

SESSION SUMMARY: Knowing different personality types and work styles, and recognizing your own, is essential to effectively leading a team. Learn about tools you can use to identify various work styles and strategies you can implement to best work with these varying styles.

2021 Retention Retreat (F/AF/S/SE)

SESSION LEADERS/PRESENTERS: TBD

DATE: Thursday, February 18, 2021

TIME: 2:30 p.m.

DURATION: 2 hours

LOCATION: Zoom

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

REGISTRATION: TBD

SESSION SUMMARY: Participants discuss updates on retention-related initiatives and work in teams to review retention data and best practices.

SPIKES: How to Break Bad News Like a Doctor (F/AF/S/SE)

SESSION LEADERS/PRESENTERS: Kevin Manley

DATE: Thursday, March 11, 2021

TIME: 2:00 p.m.

DURATION: 1 hour

LOCATION: [LLA Calendar](#)

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

REGISTRATION: spikes.training.lindenwood.edu/

SESSION SUMMARY: Most of us will never have to inform someone of a terminal diagnosis, but we will still occasionally have to deliver unfavorable news to a student, partner, or colleague. By leveraging a popular medical bed-side manner procedure known as SPIKES, faculty and staff can deliver upsetting news to university stakeholders with grace and compassion. This workshop will discuss SPIKES and how to apply the method to higher education.

Writing Program Learning Outcomes – March (F/AF/S)

SESSION LEADERS/PRESENTERS: Bethany Alden-Rivers

DATE: Friday, March 26, 2021

TIME: 1:00 p.m.

DURATION: 1.5 hours

LOCATION: [LLA Calendar](#)

WHO SHOULD ATTEND? Faculty, Adjunct Faculty, Staff

REGISTRATION: writing-program-outcomes.training.lindenwood.edu/

SESSION SUMMARY: Participants receive help with revising their program learning outcomes (PLOs) and mapping them to Lindenwood's newly revised institutional learning outcomes (ILOs).

Writing Program Learning Outcomes – April (F/AF/S)

SESSION LEADERS/PRESENTERS: Bethany Alden-Rivers

DATE: Thursday, April 15, 2021

TIME: 2:00 p.m.

DURATION: 1.5 hours

LOCATION: Zoom

WHO SHOULD ATTEND? Faculty, Adjunct Faculty, Staff

REGISTRATION: writing-program-outcomes2.training.lindenwood.edu/

SESSION SUMMARY: Participants receive help with revising their program learning outcomes (PLOs) and mapping them to Lindenwood's newly revised institutional learning outcomes (ILOs).

Enhancing Your Curriculum Map – April (F/AF/S)

SESSION LEADERS/PRESENTERS: Bethany Alden-Rivers

DATE: Friday, April 23, 2021

TIME: 1:00 p.m.

DURATION: 1.5 hours

LOCATION: [LLA Calendar](#)

WHO SHOULD ATTEND? Faculty, Adjunct Faculty, Staff

REGISTRATION: curriculum-map.training.lindenwood.edu/

SESSION SUMMARY: Participants review examples and guiding principles for curriculum mapping and receive help with enhancing their existing curriculum map.

Enhancing Your Curriculum Map – April (F/AF/S)

SESSION LEADERS/PRESENTERS: Bethany Alden-Rivers

DATE: Thursday, April 29, 2021

TIME: 2:00 p.m.

DURATION: 1.5 hours

LOCATION: Zoom

WHO SHOULD ATTEND? Faculty, Adjunct Faculty, Staff

REGISTRATION: curriculum-map2.training.lindenwood.edu/

SESSION SUMMARY: Participants review examples and guiding principles for curriculum mapping and receive help with enhancing their existing curriculum map.

2021 Assessment and Planning Summit (F/AF/S)

SESSION LEADERS/PRESENTERS: TBD

DATE: Thursday, May 13, 2021

TIME: 9:00 a.m.

DURATION: 6 hours

LOCATION: Zoom

WHO SHOULD ATTEND? Faculty, Adjunct Faculty, Staff

REGISTRATION: TBD

SESSION SUMMARY: Participants work in school-, program-, and unit-level teams to review and reflect on institutional data as actionable insight.

Meaningful Program Assessment (F/AF/S)

SESSION LEADERS/PRESENTERS: Bethany Alden-Rivers

DATE: Thursday, May 13, 2021 **TIME:** 2:00 p.m. **DURATION:** 1.5 hours **LOCATION:** [LLA Calendar](#)

WHO SHOULD ATTEND? Faculty, Adjunct Faculty, Staff

REGISTRATION: program-assessment.training.lindenwood.edu/

SESSION SUMMARY: Participants gain insight into various way to assess program learning outcomes and how to use assessment data and other insights for learning improvement. The workshop helps us reorient the notion of assessment for quality assurance to the idea of assessment for quality enhancement.

Meaningful Program Assessment (F/AF/S)

SESSION LEADERS/PRESENTERS: Bethany Alden-Rivers

DATE: Friday, May 14, 2021 **TIME:** 9:00 a.m. **DURATION:** 1.5 hours **LOCATION:** [LLA Calendar](#)

WHO SHOULD ATTEND? Faculty, Adjunct Faculty, Staff

REGISTRATION: program-assessment2.training.lindenwood.edu/

SESSION SUMMARY: Participants gain insight into various way to assess program learning outcomes and how to use assessment data and other insights for learning improvement. The workshop helps us reorient the notion of assessment for quality assurance to the idea of assessment for quality enhancement.

Staff Performance Evaluation Training (S)

SESSION LEADERS/PRESENTERS: Brittany Brown

DATE: Tuesday, May 18, 2021 **TIME:** 2:00 p.m. **DURATION:** 1 hour **LOCATION:** [LLA Calendar](#)

WHO SHOULD ATTEND? Staff

REGISTRATION: staffeval21-1.training.lindenwood.edu/

SESSION SUMMARY: Self Evaluations are open and due July 15! Are you a new employee looking for help as you complete your performance evaluation for the first time? Are you a seasoned employee who just needs a refresher? If so, join this session for a demonstration of the performance evaluation software.

Staff Performance Evaluation Training (S)

SESSION LEADERS/PRESENTERS: Brittany Brown

DATE: Friday, May 21, 2021

TIME: 10:00 a.m.

DURATION: 1 hour

LOCATION: [LLA Calendar](#)

WHO SHOULD ATTEND? Staff

REGISTRATION: staffeval21-2.training.lindenwood.edu/

SESSION SUMMARY: Self Evaluations are open and due July 15! Are you a new employee looking for help as you complete your performance evaluation for the first time? Are you a seasoned employee who just needs a refresher? If so, join this session for a demonstration of the performance evaluation software.

DEDICATION

We are committed to developing a high-performance work ethic and dedication to discipline or vocation.

LindenWell Challenges – February: Celebrate Every Beat! (F/AF/S)

SESSION LEADERS/PRESENTERS: Whitley Huxhold and Mariah Gove

DATE: N/A

TIME: N/A

DURATION: 1 month

LOCATION: Independent

WHO SHOULD ATTEND? Faculty, Adjunct Faculty, Staff

REGISTRATION: No registration required – See [Lindenwell Challenge](#) webpage for more information.

SESSION SUMMARY: Our annual Heart Health Month festivities take a holistic approach to highlight the essential areas of wellness that contribute to living a heart-healthy lifestyle. Join us!

LindenWell Challenges – March: Morning Madness – Mastering a Morning Routine (F/AF/S)

SESSION LEADERS/PRESENTERS: Whitley Huxhold and Mariah Gove

DATE: N/A

TIME: N/A

DURATION: 1 month

LOCATION: Independent

WHO SHOULD ATTEND? Faculty, Adjunct Faculty, Staff

REGISTRATION: No registration required - See [Lindenwell Challenge](#) webpage for more information.

SESSION SUMMARY: Having a consistent morning routine can impact how productive your day is. Therefore, we are challenging you to create and implement a morning routine that sets you up to WIN each day!

LindenWell Challenges – April: Lean on Me...Virtually! The Power of an Accountability Partner (F/AF/S)

SESSION LEADERS/PRESENTERS: Whitley Huxhold and Mariah Gove

DATE: N/A

TIME: N/A

DURATION: 1 month

LOCATION: Independent

WHO SHOULD ATTEND? Faculty, Adjunct Faculty, Staff

REGISTRATION: No registration required - See [Lindenwell Challenge](#) webpage for more information.

SESSION SUMMARY: Let's face it, building new habits can be hard. However, a bit of support from a friend can go a long way! For this challenge, you and a partner will join forces to help one another reach a goal of your choosing. We want you to VIRTUALLY lean on one another to achieve your goals!

LindenWell Challenges – June & July: Half Full – Hydration Challenges (F/AF/S)

SESSION LEADERS/PRESENTERS: Whitley Huxhold and Mariah Gove

DATE: N/A

TIME: N/A

DURATION: 2 months

LOCATION: Independent

WHO SHOULD ATTEND? Faculty, Adjunct Faculty, Staff

REGISTRATION: No registration required - See [Lindenwell Challenge](#) webpage for more information.

SESSION SUMMARY: Drinking enough H2O each day is important to our overall health; therefore, we take hydration very seriously! Being well hydrated is essential to keeping our bodies functioning properly, so we are challenging you to DRINK UP!

Nutrition 101 – Reading Food Labels (F/AF/S)

SESSION LEADERS/PRESENTERS: Dr. Annie Alameda

DATE: Coming Spring 2021

TIME: TBD

DURATION: TBD

LOCATION: Independent

WHO SHOULD ATTEND? Faculty, Adjunct Faculty, Staff

REGISTRATION: No registration required

SESSION SUMMARY: We want you to feel confident when grocery shopping and selecting foods to feed your family. This session will walk you through the basics of how to read and interpret food labels.

INTEGRITY

We are committed to ensuring trust and respect for all persons in an environment that cultivates individual and institutional integrity.

Mindfulness in the Workplace: February (AF/F/S/SE)

SESSION LEADERS/PRESENTERS: Elizabeth Snell

DATE: Friday, February 12, 2021

TIME: 2:00 p.m.

DURATION: 1 hour

LOCATION: Independent

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

REGISTRATION: mindfulness1.training.lindenwood.edu/

SESSION SUMMARY: Mindfulness is the quality of being present and fully engaged in the moment. This session will help you find small ways to incorporate mindfulness into your work and personal life. Additionally, we will talk about some of the extra stress and pressure that COVID-19 has brought into our lives and ways to stay connected with others in a time of social distancing.

Mindfulness in the Workplace: March (AF/F/S/SE)

SESSION LEADERS/PRESENTERS: Elizabeth Snell

DATE: Friday, March 5, 2021

TIME: 12:00 p.m.

DURATION: 1 hour

LOCATION: Independent

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

REGISTRATION: mindfulness2.training.lindenwood.edu/

SESSION SUMMARY: Mindfulness is the quality of being present and fully engaged in the moment. This workshop will help you find small ways to incorporate mindfulness into your work and personal life. Additionally, we'll talk about some of the extra stress and pressure that COVID-19 has brought into our lives and ways to stay connected with others in a time of social distancing.

DEI Task Force's MLK Jr. Award Ceremony & CDI 1-Year Anniversary (AF/F/S/SE)

SESSION LEADERS/PRESENTERS: DEI Task Force and the Center for Diversity & Inclusion

DATE: Thursday, January 21, 2021 **TIME:** 3:00 p.m. **DURATION:** 1 hour **LOCATION:** [LLA Calendar](#)

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

REGISTRATION: mlk-awardceremony-1year.training.lindenwood.edu/

SESSION SUMMARY: Presented by the Diversity, Equity, and Inclusion (DEI) Task Force and the Center for Diversity & Inclusion (CDI), this event is a Lindenwood tradition. Offered by the DEI Task Force, the MLK, 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. We seek the nomination of individuals who embrace creativity, leadership, scholarship, and/or service towards an outcome intended to positively impact the Lindenwood community, with particular emphasis on such activities as they relate our task force's core values of diversity, equity, and inclusion. Award recipients will be announced at the DEI Task Force's MLK Jr. Award Ceremony & Center for Diversity & Inclusion 1-Year Anniversary. We hope to see you there! #LionsUnited

Lindenwood University Day of Dialogue: Civic Engagement & Social Awareness (AF/F/S/SE)

SESSION LEADERS/PRESENTERS: DEI Committee Members

DATE: Wednesday, March 3, 2021 **TIME:** 8:00 a.m. **DURATION:** 8 hours **LOCATION:** [LLA Calendar](#)

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

REGISTRATION: dod-2021.training.lindenwood.edu/

SESSION SUMMARY: Participants will examine the theme through an exploration of the topics: Ableism, Ageism, Civic Engagement, Distance Learning and Globalization, Race, Scholarly Engagement, Social Awareness and University Processes and Procedures.

SafeZone Training: January (AF/F/S/SE)

SESSION LEADERS/PRESENTERS: Jen Spellazza

DATE: Wednesday, January 27, 2021 **TIME:** 10:00 a.m. **DURATION:** 2 hours **LOCATION:** [LLA Calendar](#)

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

REGISTRATION: cdi-spring-2021.training.lindenwood.edu/

SESSION SUMMARY: This 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.

SafeZone Training: March (AF/F/S/SE)

SESSION LEADERS/PRESENTERS: Jen Spellazza

DATE: Monday, March 8, 2021 **TIME:** 1:00 p.m. **DURATION:** 2 hours **LOCATION:** [LLA Calendar](#)

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

REGISTRATION: cdi-spring-2021.training.lindenwood.edu/

SESSION SUMMARY: This 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.

SafeZone Training: April (AF/F/S/SE)

SESSION LEADERS/PRESENTERS: Jen Spellazza

DATE: Wednesday, April 7, 2021 **TIME:** 2:00 p.m. **DURATION:** 2 hours **LOCATION:** [LLA Calendar](#)

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

REGISTRATION: cdi-spring-2021.training.lindenwood.edu/

SESSION SUMMARY: This 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.

SafeZone Training 2.0: February

SESSION LEADERS/PRESENTERS: Jen Spellazza

DATE: Wednesday, February 10, 2021 **TIME:** 11:00 a.m. **DURATION:** 1 hour **LOCATION:** [LLA Calendar](#)

WHO SHOULD ATTEND? Anyone who has completed SafeZone training

REGISTRATION: cdi-spring-2021.training.lindenwood.edu/

SESSION SUMMARY: SafeZone 2.0 will focus on current events, issues, and policies that are impacting the LGBTQ+ community nationally and globally. Participants will also examine bias, prejudice, and privilege through hypothetical social scenarios.

SafeZone Training 2.0: April

SESSION LEADERS/PRESENTERS: Jen Spellazza

DATE: Thursday, April 8, 2021 **TIME:** 11:00 a.m. **DURATION:** 1 hour **LOCATION:** [LLA Calendar](#)

WHO SHOULD ATTEND? Anyone who has completed SafeZone training

REGISTRATION: cdi-spring-2021.training.lindenwood.edu/

SESSION SUMMARY: SafeZone 2.0 will focus on current events, issues, and policies that are impacting the LGBTQ+ community nationally and globally. Participants will also examine bias, prejudice, and privilege through hypothetical social scenarios.

Gender Bias (AF/F/S/SE)

SESSION LEADERS/PRESENTERS: Jen Spellazza

DATE: Thursday, April 8, 2021 **TIME:** 11:00 a.m. **DURATION:** 1 hour **LOCATION:** [LLA Calendar](#)

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

REGISTRATION: cdi-spring-2021.training.lindenwood.edu/

SESSION SUMMARY: This session will help participants develop an awareness of how gender bias can impact those around them who have different genders. Participants will be able to identify and question their own gender bias.

Implicit Bias: February (AF/F/S/SE)

SESSION LEADERS/PRESENTERS: Jen Spellazza

DATE: Thursday, February 4, 2021 **TIME:** 10:00 a.m. **DURATION:** 2 hours **LOCATION:** [LLA Calendar](#)

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

REGISTRATION: cdi-spring-2021.training.lindenwood.edu/

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

Implicit Bias: March (AF/F/S/SE)

SESSION LEADERS/PRESENTERS: Jen Spellazza

DATE: Wednesday, March 10, 2021 **TIME:** 11:00 a.m. **DURATION:** 2 hours **LOCATION:** [LLA Calendar](#)

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

REGISTRATION: cdi-spring-2021.training.lindenwood.edu/

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

Implicit Bias: April (AF/F/S/SE)

SESSION LEADERS/PRESENTERS: Jen Spellazza

DATE: Monday, April 19, 2021 **TIME:** 1:00 p.m. **DURATION:** 2 hours **LOCATION:** [LLA Calendar](#)

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

REGISTRATION: cdi-spring-2021.training.lindenwood.edu/

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

Cross-Cultural Bias: February (AF/F/S/SE)

SESSION LEADERS/PRESENTERS: Jen Spellazza

DATE: Tuesday, February 16, 2021 **TIME:** 1:00 p.m. **DURATION:** 1 hour **LOCATION:** [LLA Calendar](#)

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

REGISTRATION: cdi-spring-2021.training.lindenwood.edu/

SESSION SUMMARY: This session will help participants develop an awareness of how cross-cultural bias can impact those around them from other cultures. Participants will be able to identify and question their own cross-cultural bias.

Cross-Cultural Bias: April (AF/F/S/SE)

SESSION LEADERS/PRESENTERS: Jen Spellazza

DATE: Wednesday, April 14, 2021

TIME: 1:00 p.m.

DURATION: 1 hour

LOCATION: [LLA Calendar](#)

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

REGISTRATION: cdi-spring-2021.training.lindenwood.edu/

SESSION SUMMARY: This session will help participants develop an awareness of how cross-cultural bias can impact those around them from different cultures. Participants will be able to identify and question their own cross-cultural bias.

Disability Bias: January (F/AF/S/SE)

SESSION LEADERS/PRESENTERS: Jen Spellazza

DATE: Thursday, January 21, 2021

TIME: 11:00 a.m.

DURATION: 1 hour

LOCATION: [LLA Calendar](#)

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

REGISTRATION: cdi-spring-2021.training.lindenwood.edu/

SESSION SUMMARY: This session will help participants develop an awareness of how disability bias can impact those around them with ability differences. Participants will be able to identify and question their own cross-cultural bias

Disability Bias: March (AF/F/S/SE)

SESSION LEADERS/PRESENTERS: Jen Spellazza

DATE: Tuesday, March 23, 2021

TIME: 2:00 p.m.

DURATION: 1 hour

LOCATION: [LLA Calendar](#)

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

REGISTRATION: cdi-spring-2021.training.lindenwood.edu/

SESSION SUMMARY: This session will help participants develop an awareness of how disability bias can impact those around them with ability differences. Participants will be able to identify and question their own disability bias.

Socio-Economic Status (SES) Bias: February (AF/F/S/SE)

SESSION LEADERS/PRESENTERS: Jen Spellazza

DATE: Monday, February 22, 2021 **TIME:** 2:00 p.m. **DURATION:** 1 hour **LOCATION:** [LLA Calendar](#)

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

REGISTRATION: cdi-spring-2021.training.lindenwood.edu/

SESSION SUMMARY: This session will help participants develop an awareness of how SES bias can impact those around them who practice to of different socioeconomic statuses. Participants will be able to identify and question their own SES bias.

Socio-Economic Status (SES) Bias: April (AF/F/S/SE)

SESSION LEADERS/PRESENTERS: Jen Spellazza

DATE: Tuesday, April 13, 2021 **TIME:** 1:00 p.m. **DURATION:** 1 hour **LOCATION:** [LLA Calendar](#)

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

REGISTRATION: cdi-spring-2021.training.lindenwood.edu/

SESSION SUMMARY: This session will help participants develop an awareness of how SES bias can impact those around them who practice to of different socioeconomic statuses. Participants will be able to identify and question their own SES bias.

Spiritual/Religious Bias: January (AF/F/S/SE)

SESSION LEADERS/PRESENTERS: Jen Spellazza

DATE: Wednesday, January 13, 2021 **TIME:** 1:00 p.m. **DURATION:** 1 hour **LOCATION:** [LLA Calendar](#)

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

REGISTRATION: cdi-spring-2021.training.lindenwood.edu/

SESSION SUMMARY: This session will help participants develop an awareness of how spiritual/religious bias can impact those around them who practice different spiritualities or religions. Participants will be able to identify and question their own spiritual/religious bias.

Spiritual/Religious Bias: March (AF/F/S/SE)

SESSION LEADERS/PRESENTERS:

DATE: Tuesday, March 30, 2021 **TIME:** 1:00 p.m. **DURATION:** 1 hour **LOCATION:** [LLA Calendar](#)

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

REGISTRATION: cdi-spring-2021.training.lindenwood.edu/

SESSION SUMMARY: This session will help participants develop an awareness of how spiritual/religious bias can impact those around them who practice different spiritualities or religions. Participants will be able to identify and question their own spiritual/religious bias.

Anti-Racist Workshop: February (AF/F/S/SE)

SESSION LEADERS/PRESENTERS: Jen Spellazza

DATE: Tuesday, February 2, 2021 **TIME:** 11:00 a.m. **DURATION:** 1 hour **LOCATION:** [LLA Calendar](#)

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

REGISTRATION: cdi-spring-2021.training.lindenwood.edu/

SESSION SUMMARY: This session 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.

Anti-Racist Workshop: February (AF/F/S/SE)

SESSION LEADERS/PRESENTERS: Jen Spellazza

DATE: Thursday, February 18, 2021 **TIME:** 10:00 a.m. **DURATION:** 1 hour **LOCATION:** [LLA Calendar](#)

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

REGISTRATION: cdi-spring-2021.training.lindenwood.edu/

SESSION SUMMARY: This session 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.

Anti-Racist Workshop: March (AF/F/S/SE)

SESSION LEADERS/PRESENTERS: Jen Spellazza

DATE: Monday, March 15, 2021 **TIME:** 10:00 a.m. **DURATION:** 1 hour **LOCATION:** [LLA Calendar](#)

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

REGISTRATION: cdi-spring-2021.training.lindenwood.edu/

SESSION SUMMARY: This session 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.

Anti-Racist Workshop: April (AF/F/S/SE)

SESSION LEADERS/PRESENTERS: Jen Spellazza

DATE: Thursday, April 1, 2021 **TIME:** 2:00 p.m. **DURATION:** 1 hour **LOCATION:** [LLA Calendar](#)

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

REGISTRATION: cdi-spring-2021.training.lindenwood.edu/

SESSION SUMMARY: This session 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.

Anti-Racist Pedagogy – Discovery and Deployment: February (AF/F)

SESSION LEADERS/PRESENTERS: Jen Spellazza

DATE: Thursday, February 25, 2021 **TIME:** 6:00 p.m. **DURATION:** 1 hour **LOCATION:** [LLA Calendar](#)

WHO SHOULD ATTEND? Adjunct Faculty, Faculty

REGISTRATION: cdi-spring-2021.training.lindenwood.edu/

SESSION SUMMARY: This session will discover the harms of racism and colonialism in pedagogy and suggest anti-racist and decolonization strategies. Supporting resources for delivery are Mentimeter and a resource workbook.

Anti-Racist Pedagogy – Discovery and Deployment: March (AF/F)

SESSION LEADERS/PRESENTERS: Jen Spellazza

DATE: Tuesday, March 16, 2021

TIME: 6:00 p.m.

DURATION: 1 hour

LOCATION: [LLA Calendar](#)

WHO SHOULD ATTEND? Adjunct Faculty, Faculty

REGISTRATION: cdi-spring-2021.training.lindenwood.edu/

SESSION SUMMARY: This session will discover the harms of racism and colonialism in pedagogy and suggest anti-racist and decolonization strategies. Supporting resources for session delivery are Mentimeter and a resource workbook.

The Story and Heart behind EyeSeeMe African American Children's Bookstore (F/AF/S/SE)

SESSION LEADERS/PRESENTERS: Leah Rosenmiller, Lisa Young, Jeffrey and Pamela Blair

DATE: Tuesday, February 2, 2021

TIME: 7:00 p.m.

DURATION: 1 hour

LOCATION: [LLA Calendar](#)

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

REGISTRATION: eyeseeme.training.lindenwood.edu/

SESSION SUMMARY: Join Diversity, Equity, and Inclusion (DEI) Fellows and owners of EyeSeeMe African American Children's Bookstore located in University City for this session. You will hear the story and heart behind the bookstore, receive book recommendations, and receive advice on how to get the most out of reading diversely. One lucky attendee will receive a gift card to EyeSeeMe Bookstore!

Drawn Together: Comics, Diversity, and Stereotypes (F/AF/S/SE)

SESSION LEADERS/PRESENTERS: Leah Rosenmiller, Lisa Young, Harleen Singh

DATE: Thursday, February 25, 2021

TIME: 2:00 p.m.

DURATION: 1 hour

LOCATION: [LLA Calendar](#)

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

REGISTRATION: drawn-together.training.lindenwood.edu

SESSION SUMMARY: Diversity, Equity, and Inclusion (DEI) Reading Challenge Employee Fellows welcome the director of the documentary "Drawn Together: Comics, Diversity, and Stereotypes." This fantastic [documentary](#) is available for streaming through the Library. Join us to hear the story and heart behind the documentary, receive book and film recommendations, and receive advice on how to get the most out of reading diversely. One lucky attendee will receive a gift card to a local African American Bookstore, EyeSeeMe!

CREATIVITY

We are committed to the development of original ideas, knowledge and innovative approaches to solving complex problems.

Best Practices for When You Can't Communicate in Person (F/AF/S/SE)

SESSION LEADERS/PRESENTERS: Liz MacDonald and Sue Edele

DATE: TBD

TIME: TBD

DURATION: 1.5 hours

LOCATION: [LLA Calendar](#)

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

REGISTRATION: TBD

SESSION SUMMARY: Discover tips, strategies, and best practices for improving your communication when you cannot meet in person. This session will cover pre- and post- meeting strategies, technological tips, and when to use which medium.

Small Teaching Online: Practical Strategies for Teaching during COVID-19 (AF/F)

SESSION LEADERS/PRESENTERS: Flower Darby

DATE: Tuesday, January 12, 2021

TIME: 12:00 p.m.

DURATION: 1.25 hours

LOCATION: [LLA Calendar](#)

WHO SHOULD ATTEND? Adjunct Faculty, Faculty

REGISTRATION: small-teach-online.training.lindenwood.edu/

SESSION SUMMARY: Remote, blended, and online courses present unique challenges for both students and faculty. Small teaching can help. Please join “Small Teaching Online” author, Flower Darby, to explore practical, evidence-based techniques you can apply in your online teaching practices. You will learn small but impactful strategies that result in significant gains in student engagement and learning. You will gain guiding principles for structuring learning in online and blended environments, brief learning actives, and tips for impactful and efficient communication with students. Faculty who attend will be entered into a drawing for a chance to win a copy of “Small Teaching Online.”

Creative Ways to Incorporate Spatial Data into Your Courses (AF/F/S)

SESSION LEADERS/PRESENTERS: Dr. Meri Marsh

DATE: Friday, February 26, 2021

TIME: 9:00 a.m.

DURATION: 2 hours

LOCATION: [LLA Calendar](#)

WHO SHOULD ATTEND? Adjunct Faculty, Faculty, Staff

REGISTRATION: spatial-data.training.lindenwood.edu/

SESSION SUMMARY: This session will introduce you to The Living Atlas, a vast dataset provided by ESRI/ArcGIS online. This online dataset provides a wide array of data and applications from around the world in a range of categories (e.g., climate, infrastructure, crime, housing, etc.) This session will provide you with scientific research and data analysis. As an important piece of our broader historical and social context, science often reflects our biases, power structures, and cultural assumptions. We will explore these connections and discuss ways we can support inclusive approaches to science and data.

Using Podcasts in the Classroom (AF/F)

SESSION LEADERS/PRESENTERS: Drs. Lynda Leavitt and Robyne Elder

DATE: Friday, March 5, 2021

TIME: 12:00 p.m.

DURATION: 1 hour

LOCATION: [LLA Calendar](#)

WHO SHOULD ATTEND? Adjunct Faculty, Faculty

REGISTRATION: podcasts.training.lindenwood.edu/

SESSION SUMMARY: Podcasting can be a great tool to further educational topics in the classroom, collaborate on projects, and engage students. The medium of podcasting can also be a tool for instructors and students alike. This session will share all the needed tools to help you get started in podcasting, and how to create a lesson using podcasting.

Interactive Lessons with Pear Deck (AF/F)

SESSION LEADERS/PRESENTERS: Dr. Tawni Hunt Ferrarini

DATE: Wednesday, January 13, 2021

TIME: 1:30 p.m.

DURATION: 1 hour

LOCATION: [LLA Calendar](#)

WHO SHOULD ATTEND? Adjunct Faculty, Faculty

REGISTRATION: peardeck.training.lindenwood.edu/

SESSION SUMMARY: Calling all faculty into action! This interactive session will apply the seven principles of good undergraduate teaching to online teaching. Through Pear Deck, create an exciting and engaging learning experience that matches, if not surpasses, your on-campus course. With Pear Deck, you can easily add formative assessments and interactive questions to your presentations. Challenge on!

Learn Kahoot! (AF/F)

SESSION LEADERS/PRESENTERS: Dr. John Barr

DATE: Thursday, January 14, 2021

TIME: 10:00 a.m.

DURATION: 1 hour

LOCATION: [LLA Calendar](#)

WHO SHOULD ATTEND? Adjunct Faculty, Faculty

REGISTRATION: kahoot.training.lindenwood.edu/

SESSION SUMMARY: Kahoot! is a game-based learning platform that allows you to create interactive games (quizzes!) to help students check their understanding and process what they've learned. These games are easy to create and engaging for your students. See how one faculty member used Kahoot! to engage students in his physics courses.

PAGES (parts, actions, goals, event, self-concept) Problem Solving Approach (AF/F/S/SE)

SESSION LEADERS/PRESENTERS: Laura Wehmer-Callahan

DATE: Thursday, April 22, 2021

TIME: 1:00 p.m.

DURATION: 1 hour

LOCATION: [LLA Calendar](#)

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

REGISTRATION: pages.training.lindenwood.edu/

SESSION SUMMARY: Learn to intentionally change your perspectives in order to approach ideas and problems in a new way using a PAGES (parts, actions, goals, event, self-concept) approach. Using PAGES analysis will not only help you to see problems from another perspective but will also build on your teamwork and collaboration abilities.

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.

Before Help Arrives – CPR/AED (F/AF/S)

SESSION LEADERS/PRESENTERS: Janet Schulte

DATE: Coming Spring 2021

TIME: TBD

DURATION: TBD

LOCATION: Independent

WHO SHOULD ATTEND? Faculty, Adjunct Faculty, Staff

REGISTRATION: No registration required

SESSION SUMMARY: We want you to feel confident and equipped in the event an emergency occurs. This session will cover some of the important CPR/AED skills you should know and feel comfortable implementing while waiting for emergency services to arrive.

Before Help Arrives – First Aid (F/AF/S)

SESSION LEADERS/PRESENTERS: Janet Schulte

DATE: Coming Spring 2021

TIME: At your liberty – archived

DURATION: TBD

LOCATION: Independent

WHO SHOULD ATTEND? Faculty, Adjunct Faculty, Staff

REGISTRATION: No registration required

SESSION SUMMARY: We want you to feel confident and equipped in the event an emergency occurs. This session will cover some of the important First Aid skills you should know and feel comfortable implementing while waiting for emergency services to arrive.

RIPL Moments – Reach, Innovation, and Partnership Lab: Letter of Intent Writing (AF/F/S)

SESSION LEADERS/PRESENTERS: Dr. Michael Leary

DATE: Tuesday, January 26, 2021

TIME: 12:00 p.m.

DURATION: 30 minutes

LOCATION: [LLA Calendar](#)

WHO SHOULD ATTEND? Adjunct Faculty, Faculty, Staff

REGISTRATION: ripl.training.lindenwood.edu/

SESSION SUMMARY: In each Research, Innovation and Partnership Lab (RIPL) session, we will provide practical information and guidance for each topic and have time for questions and conversation.

RIPL Moments – Reach, Innovation, and Partnership Lab: Grant Budget Creation (AF/F/S)

SESSION LEADERS/PRESENTERS: Dr. Michael Leary

DATE: Tuesday, February 9, 2021

TIME: 12:00 p.m.

DURATION: 30 minutes

LOCATION: [LLA Calendar](#)

WHO SHOULD ATTEND? Adjunct Faculty, Faculty, Staff

REGISTRATION: ripl.training.lindenwood.edu/

SESSION SUMMARY: In each Research, Innovation, and Partnership Lab (RIPL) session, we will provide practical information and guidance for each topic and have time for questions and conversation.

RIPL Moments – Reach, Innovation, and Partnership Lab: Setting Effective Grant Goals & Outcomes (AF/F/S)

SESSION LEADERS/PRESENTERS: Dr. Michael Leary

DATE: Tuesday, March 2, 2021

TIME: 12:00 p.m.

DURATION: 30 minutes

LOCATION: [LLA Calendar](#)

WHO SHOULD ATTEND? Adjunct Faculty, Faculty, Staff

REGISTRATION: ripl.training.lindenwood.edu/

SESSION SUMMARY: In each Research, Innovation, and Partnership Lab (RIPL) session, we will provide practical information and guidance for each topic and have time for questions and conversation.

RIPL Moments – Reach, Innovation, and Partnership Lab: Logic Model Creation (AF/F/S)

SESSION LEADERS/PRESENTERS: Dr. Michael Leary

DATE: Tuesday, March 16, 2021

TIME: 12:00 p.m.

DURATION: 30 minutes

LOCATION: [LLA Calendar](#)

WHO SHOULD ATTEND? Adjunct Faculty, Faculty, Staff

REGISTRATION: ripl.training.lindenwood.edu/

SESSION SUMMARY: In each Research, Innovation, and Partnership Lab (RIPL) session, we will provide practical information and guidance for each topic and have time for questions and conversation.

RIPL Moments – Reach, Innovation, and Partnership Lab: How to Effectively Share Your Research, Scholarship & Creative Activity (AF/F/S)

SESSION LEADERS/PRESENTERS: Dr. Michael Leary

DATE: Tuesday, March 30, 2021 **TIME:** 12:00 p.m. **DURATION:** 30 minutes **LOCATION:** [LLA Calendar](#)

WHO SHOULD ATTEND? Adjunct Faculty, Faculty, Staff

REGISTRATION: ripl.training.lindenwood.edu/

SESSION SUMMARY: In each Research, Innovation, and Partnership Lab (RIPL) session, we will provide practical information and guidance for each topic and have time for questions and conversation.

RIPL Moments – Reach, Innovation, and Partnership Lab: Evaluation Plan Writing (AF/F/S)

SESSION LEADERS/PRESENTERS: Dr. Michael Leary

DATE: Tuesday, April 13, 2021 **TIME:** 12:00 p.m. **DURATION:** 30 minutes **LOCATION:** [LLA Calendar](#)

WHO SHOULD ATTEND? Adjunct Faculty, Faculty, Staff

REGISTRATION: ripl.training.lindenwood.edu/

SESSION SUMMARY: In each Research, Innovation, and Partnership Lab (RIPL) session, we will provide practical information and guidance for each topic and have time for questions and conversation.

RIPL Moments – Reach, Innovation, and Partnership Lab: Scholarship, Creative Work, and Intellectual Property at Lindenwood University (AF/F/S)

SESSION LEADERS/PRESENTERS: Dr. Michael Leary

DATE: Tuesday, April 27, 2021 **TIME:** 12:00 p.m. **DURATION:** 30 minutes **LOCATION:** [LLA Calendar](#)

WHO SHOULD ATTEND? Adjunct Faculty, Faculty, Staff

REGISTRATION: ripl.training.lindenwood.edu/

SESSION SUMMARY: In each Research, Innovation, and Partnership Lab (RIPL) session, we will provide practical information and guidance for each topic and have time for questions and conversation.

Engaging Diversity in Science and Research: A Conversation on Issues in Inclusion, Equity, and Data (AF/F/S)

SESSION LEADERS/PRESENTERS: Dr. Michael Leary and Dr. Vetta Sanders Thompson

DATE: Friday, March 19, 2021 **TIME:** 12:00 p.m. **DURATION:** 1 hour 30 minutes **LOCATION:** [LLA Calendar](#)

WHO SHOULD ATTEND? Adjunct Faculty, Faculty, Staff

REGISTRATION: dei-research-data.training.lindenwood.edu/

SESSION SUMMARY: We are pleased to host Dr. Vetta Sanders Thompson (E. Desmond Lee Professor of Racial and Ethnic Diversity, Brown School, Washington University in St. Louis), presenting her work on inclusive, community-engaged approaches to science and research. As an important piece of our broader historical and social context, science often reflects our biases, power structures, and cultural assumptions. During this conversation, we will explore these connections and discuss ways we can support inclusive approaches to science and data at LU. The presentation will be followed by a breakout session by school or discipline, during which moderators will help lead a discussion of how these ideas may apply to our fields of study. This session will be of interest to faculty, staff, and students of every discipline and field of study.

LU Grant Writing Bootcamp (AF/F/S)

SESSION LEADERS/PRESENTERS: Dr. Michael Leary

DATE: Wednesday, May 12, 2021 **TIME:** 9:00 a.m. **DURATION:** 4 hours **LOCATION:** [LLA Calendar](#)

WHO SHOULD ATTEND? Adjunct Faculty, Faculty, Staff

REGISTRATION: grant-writing-bootcamp.training.lindenwood.edu/

SESSION SUMMARY: During this extended session, the Research, Innovation, Partnership Lab (RIPL) will host a series of micro-workshops on writing effective grant applications. Attendees are required to bring a specific grant or funding opportunity to the workshop, with the aim of completing aspects of the application over the course of the event. The Grant Writing Bootcamp will jump-start your application process and provide a creative, collaborative environment to fine-tune your grant writing skills.

ON-DEMAND RESOURCES

LinkedIn Learning (AF/F/S/SE)

SESSION LEADERS/PRESENTERS: Varies by course

DATE: N/A

TIME: N/A

DURATION: Varies by course

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

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

REGISTRATION: Use Lindenwood credentials

RESOURCE SUMMARY: Lindenwood University students, faculty, and staff may access LinkedIn Learning to help fuel a lifetime of learning and professional development. Log in to LinkedIn Learning to start learning today.

SkillSoft Compliance Training (AF/F/S/SE)

SESSION LEADERS/PRESENTERS: Varies by course

DATE: N/A

TIME: N/A

DURATION: Varies by course

LOCATION: lindenwood.percipio.com/

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

REGISTRATION: LearningAcademy@lindenwood.edu

RESOURCE SUMMARY: SkillSoft provides compliance and safety training specific to higher education. Employees are required to complete different trainings on various topics throughout the year. SkillSoft provides effective training and documents 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!

Tips for Organizing an Online Course (AF/F/S)

SESSION LEADERS/PRESENTERS: Dr. Kristen Norwood, Director of Faculty Development

TIME: N/A

DURATION: 35 minutes

LOCATION: LinkedIn Learning

WHO SHOULD WATCH? Adjunct Faculty, Faculty, Staff who teach

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

SESSION SUMMARY: This session offers tips for making your online (or hybrid) course organization clear and simple, and for helping your students navigate it.

Strategies for Designing an Online or Hybrid Course (AF/F/S)

SESSION LEADERS/PRESENTERS: Dr. Kristen Norwood, Director of Faculty Development

TIME: N/A

DURATION: 75 minutes

LOCATION: LinkedIn Learning

WHO SHOULD WATCH? Adjunct Faculty, Faculty, Staff who teach

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

SESSION SUMMARY: This session reviews some strategies for course design suited to online and hybrid formats. Topics include using learning goals and outcomes to anchor design choices, using modules as the building block of an online/hybrid course, a framework for determining what to include in a module, some criteria for deciding how to best use online vs. on-ground course time, and a few best practices and resources for creating or finding content.

Designing Assessments for Online Courses (AF/F/S)

SESSION LEADERS/PRESENTERS: Dr. Kristen Norwood, Director of Faculty Development

TIME: N/A

DURATION: 1 hour

LOCATION: LinkedIn Learning

WHO SHOULD WATCH? Adjunct Faculty, Faculty, Staff who teach

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

SESSION SUMMARY: This session reviews some ways to design effective assessments for online courses, especially given concerns about academic dishonesty. Strategies will include ways to make quizzes/exams less susceptible to academic dishonesty as well as designing different kinds of assessments that are more authentic and, therefore, help to prevent academic dishonesty.

Engaging Students in Online and Hybrid Courses (AF/F/S)

SESSION LEADERS/PRESENTERS: Dr. Kristen Norwood, Director of Faculty Development

TIME: N/A

DURATION: 75 minutes

LOCATION: LinkedIn Learning

WHO SHOULD WATCH? Adjunct Faculty, Faculty, Staff who teach

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

SESSION SUMMARY: This session covers ideas for engaging students in online or hybrid courses. Specifically, it discusses ways to get students to engage with content, instructor, and one another. It also includes ideas for engaging multiple audiences – on-ground, virtual synchronous, and virtual asynchronous – as you facilitate weekly classroom sessions in a hy-flex course format.

The following on-demand resources count towards the Certificate in Culturally Responsive Assessment. Please email Assessment@lindenwood.edu to be added to the Canvas site where you can access the videos.

Equity-Minded Assessment: Concepts and Strategies (AF/F/S)

SESSION LEADERS/PRESENTERS: Dr. Gavin Henning, New England College and Dr. Anne Lundquist, Anthology (formerly CampusLabs)

TIME: N/A

DURATION: 1 hour

LOCATION: Canvas

WHO SHOULD WATCH? Adjunct Faculty, Faculty, Staff

REGISTRATION: Assessment@lindenwood.edu

SESSION SUMMARY: We must create processes to ensure equity and inclusion as our campuses diversify. Often viewed as an objective, data-driven process for accountability and improvement, assessment not only must be implemented in an equitable way, but it can also be a process that fosters equity and inclusion. This reconceptualization of assessment requires an unpacking of the philosophical underpinnings of assessment practice as well as exploration into how assessment can be used to understand and deconstruct systems of power and oppression in higher education. Presenters will share a continuum of equitable assessment, engage participants in discussion regarding how to ensure individual and organizational readiness, and identify specific strategies for implementing assessment that is equitable.

Knowing Your Students and Being Vulnerable: Engagement for Equity Building (AF/F/S)

SESSION LEADERS/PRESENTERS: Dr. Divya Bheda, Higher Education Consultant

TIME: N/A

DURATION: 1.5 hours

LOCATION: Canvas

WHO SHOULD WATCH? Adjunct Faculty, Faculty, Staff

REGISTRATION: Assessment@lindenwood.edu

SESSION SUMMARY: The premise of Dr. Bheda's webinar is the foundational question: How can faculty engage in culturally responsive assessment if they do not know the culture(s) they are trying to be responsive to? How can we achieve equity if we cannot see inequity? How can we engage our students in learning when we do not know all the factor(s) impacting their learning? Through the ideas, theories, and concepts presented in this webinar, you will understand the role you can play in engaging students authentically, enabling their success meaningfully, and impacting their learning profoundly.

Assessment Actions Toward Equity (AF/F/S)

SESSION LEADERS/PRESENTERS: Dr. Joseph D. Levy, National Louis University

TIME: N/A

DURATION: 1 hour

LOCATION: Canvas

WHO SHOULD WATCH? Adjunct Faculty, Faculty, Staff

REGISTRATION: Assessment@lindenwood.edu

SESSION SUMMARY: After briefly clarifying the necessity for efforts to combat educational inequities, this presentation will draw connections to assessment as a vehicle for change via assessment principles and literature. Key concepts for critical assessment practice will be presented and used to frame assessment actions that infuse and promote equity in relation to a typical assessment cycle. The presentation will close with a reflection and call to action for individuals to apply this information in their own practice.

Engaging Diverse Student Populations through Inclusive Assessment (AF/F/S)

SESSION LEADERS/PRESENTERS: Dr. Marjorie Dorimé-Williams, University of Missouri-Columbia

TIME: N/A

DURATION: 1.25 hours

LOCATION: Canvas

WHO SHOULD WATCH? Adjunct Faculty, Faculty, Staff

REGISTRATION: Assessment@lindenwood.edu

SESSION SUMMARY: Colleges and universities spend a significant amount of money, time, and resources supporting student success and positive long-term academic outcomes. However, these institutions often fail to evaluate the impact of their efforts to design and implement interventions to promote equitable student success. This dearth of evaluation may contribute to ineffective or inefficient use of resources, promotion of practices that do not support positive outcomes, and a lack of critical reflection on attending to students' needs. By creating learner-centered programming and engaging in learner-centered assessment practices, educators can both improve the effectiveness of these initiatives and contribute to more equitable and inclusive learning environments, particularly for marginalized students. After attending this session, participants will be able to: define learner-centered assessment practices and describe their value for marginalized student populations; articulate assessment practices that promote inclusion and equity for all students; critique how assessment can perpetuate educational inequities; and apply principles of learner-centered assessment to their own practice.

Strategies for Culturally Responsive Assessment Design (AF/F/S)

SESSION LEADERS/PRESENTERS: Dr. Melissa Elmes

TIME: N/A

DURATION: 1 hour

LOCATION: Canvas

WHO SHOULD WATCH? Adjunct Faculty, Faculty, Staff

REGISTRATION: Assessment@lindenwood.edu

SESSION SUMMARY: This webinar first introduces a praxis comprised of culturally responsive, reflexive, and contemplative pedagogical practices that is then employed to redesign five standard classroom activities and assignments. The goal is to disrupt students' expectations of their learning experience as an institutionally devised and directed series of boxes to check off on their way to a grade, and instead foster sustained, truly student-centered practices that harness students' own interests in service of their learning experience. The result is an approach to teaching and assessment that decenters the professor and the academy while still meeting course learning objectives, placing the development and demonstration of skills, competencies, and content knowledge in the hands of the students and advancing students' perception of themselves as competent, lifelong learners.

Action Planning for Socially Just Assessment (AF/F/S)

SESSION LEADERS/PRESENTERS: Dr. Gavin Henning, New England College

TIME: N/A

DURATION: 50 minutes

LOCATION: Canvas

WHO SHOULD WATCH? Adjunct Faculty, Faculty, Staff

REGISTRATION: Assessment@lindenwood.edu

SESSION SUMMARY: Building capacity for implementing socially just assessment is a critical antecedent to the practice. But, to effectively use assessment to foster equity, it is helpful to have an action plan in place so that the work is intentional and focused. In this interactive workshop, participants will garner an understanding of the foundational concepts in socially just assessment, explore their own positionality, and develop a basic action plan for implementing socially just assessment in their program, office, or department.

Promoting Equity in Learning through Reflective Writing (AF/F/S)

SESSION LEADERS/PRESENTERS: Dr. Karen Singer-Freeman, University of North Carolina at Charlotte

TIME: N/A

DURATION: 50 minutes

LOCATION: Canvas

WHO SHOULD WATCH? Adjunct Faculty, Faculty, Staff

REGISTRATION: Assessment@lindenwood.edu

SESSION SUMMARY: Dr. Singer-Freeman describes the use of self-reflective writing in ePortfolios, tests, papers, and projects to increase student writing and improve equity in large general education courses and a summer research program. Incorporating frequent writing into courses is a high-impact practice that is associated with deep learning, engagement, and persistence. Providing students with opportunities to demonstrate knowledge through autobiographical writing and shared reflections enhances cultural inclusiveness. The use of rubrics supports fairness and equity in assessment. Attendees will learn methods by which students can create self-reflective writing in large classes and learn about research that supports the proposition that self-reflective writing curricula encourage writing, reduce equity gaps, and support student wellness.

Employing an Equity Mindset to Help Identify Equity Gaps and to Design Intentional Interventions to Address Them (AF/F/S)

SESSION LEADERS/PRESENTERS: Dr. Jeff Roberts, Sam Houston State University

TIME: N/A

DURATION: 55 minutes

LOCATION: Canvas

WHO SHOULD WATCH? Adjunct Faculty, Faculty, Staff

REGISTRATION: Assessment@lindenwood.edu

SESSION SUMMARY: Colleges and universities are growing increasingly diverse in their makeups and student bodies, and while this increased diversity should be celebrated, it also brings unique challenges. Many higher education professionals struggle with questions regarding how they can ensure equity in student access, learning, and success. Assessment can be a powerful tool to help identify where equity gaps may exist when done with an equity mindset; however, identifying equity gaps is only half the battle. An equity mindset must also be employed when designing and implementing interventions for improvement. Successfully addressing equity gaps requires intentionality on the part of institutions and higher education professionals. Without this intentionality, interventions risk being ineffective in addressing equity gaps, or worse, actually cause those gaps to widen. This session will provide participants with specific strategies for how they can employ an equity mindset in their assessment practices and in designing their interventions for improvement. The importance of setting equity goals and objectives, employing culturally responsive assessment practices, and data performing disaggregation will be highlighted, along with the need to design and implement targeted interventions that are intentionally designed to address and improve equity gaps.

Using Equity for Everyone: Using Data to Develop Continuous Improvement Plans to Benefit an Entire Campus (AF/F/S)

SESSION LEADERS/PRESENTERS: Matthew DeSantis, St. Edward's University

TIME: N/A

DURATION: 1.5 hours

LOCATION: Canvas

WHO SHOULD WATCH? Adjunct Faculty, Faculty, Staff

REGISTRATION: Assessment@lindenwood.edu

SESSION SUMMARY: In the presentation, Matthew DeSantis outlines the steps taken to transform St. Edward's University into an equity-based assessment campus. The presentation provides an overview of how the assessment process and breakthroughs in data analysis led to more meaningful insight into different student populations that reflected the mission of the university. The presentation provides examples from both Student Activities and the General Education curriculum to illustrate how these ideas can be applied to both co-curricular and academic areas. Finally, the presentation shares data visualizations, results, and continuous improvement strategies to demonstrate how an equity-based assessment process can lead to actionable change at an institution.

The Impact of Self in Socially Just Assessment (AF/F/S)

SESSION LEADERS/PRESENTERS: Dr. Roger "Mitch" Nasser

TIME: N/A

DURATION: 1.5 hours

LOCATION: Canvas

WHO SHOULD WATCH? Adjunct Faculty, Faculty, Staff

REGISTRATION: Assessment@lindenwood.edu

SESSION SUMMARY: This session examines the importance of self-identity when conducting assessment. Participants will understand the impact of their own identities on assessment design, how limitations on assessment sources may affect inclusion, and the impact of intersectionality on assessment results. Participants will grow in understanding of self and others through reflective journaling and create a statement of purpose as a concluding activity.

Improving Assignments and Assessment to Increase Equity (AF/F/S)

SESSION LEADERS/PRESENTERS: Dr. Christine Robinson, Ms. Harriet Hobbs, and Dr. Karen Singer-Freeman, University of North Carolina, Charlotte

TIME: N/A

DURATION: 1.25 hours

LOCATION: Canvas

WHO SHOULD WATCH? Adjunct Faculty, Faculty, Staff

REGISTRATION: Assessment@lindenwood.edu

SESSION SUMMARY: Singer-Freeman, Hobbs, and Robinson (2019) investigated ways assignment features contribute to equity gaps. Their matrix of culturally relevant assessment predicts assignments high in both utility value (perceived usefulness) and inclusive content (material that is equally accessible to all students) will most accurately reveal competence among all students. They share their measure of assignment utility value and inclusive content and results from a range of classes that support the importance of considering these features. They conclude with a discussion of specific ways to boost utility value and inclusive content in different types of assignments. Participants will gain an understanding of how assignment types may contribute to equity gaps and learn about best practices that increase equity in assessment.

Fostering Socially Just Learning Environments through Assessment Instruments and Outcomes Alignment (AF/F/S)

SESSION LEADERS/PRESENTERS: Katherine Yngve, Purdue University

TIME: N/A

DURATION: 1 hour

LOCATION: Canvas

WHO SHOULD WATCH? Adjunct Faculty, Faculty, Staff

REGISTRATION: Assessment@lindenwood.edu

SESSION SUMMARY: Assessment that is fair is well defined in the literature. Specifically it is: well aligned to what is being taught, has clearly stated outcome goals and makes them highly visible to the student, includes formative assessments that scaffold growth supportively, takes account of the individual's learning needs and preferred way of performing excellence, and uses multiple measures to ensure that findings are accurate, reliable and nuanced (Suskie, 2000). Socially just assessment is not only fair but culturally responsive. It strives to take into consideration who might be left out of or belittled by our algorithms and standardized instruments, in the learning outcomes frameworks we choose, and by the stories that we derive from data and promulgate in our institutional research reports or scholarly publications. Further, socially just assessment is self-reflective: it interrogates itself regularly, fearlessly probes implementation fidelity, seeks stake-holder feedback as often as possible, and upholds the highest standards of transparency.

In this session, we will focus on instruments and alignment, to address two questions: how can my institution better align on socially just outcomes, and what are the instruments that will help me do so?

Writing Learning Outcomes for Social Justice Education (AF/F/S)

SESSION LEADERS/PRESENTERS: Dr. Scott Tharp, DePaul University

TIME: N/A

DURATION: 1 hour

LOCATION: Canvas

WHO SHOULD WATCH? Adjunct Faculty, Faculty, Staff

REGISTRATION: Assessment@lindenwood.edu

SESSION SUMMARY: This webinar will prepare attendees to write measurable learning outcomes relevant to social justice education content. Well-written learning outcomes are useful tools to support you when designing and assessing your curricular or co-curricular educational experiences. Specifically, participants will learn about Tharp's Matrix of Cultural Consciousness as a specific tool to help identify learning priorities; Peggy Maki's best practices for writing learning outcomes; and a simple formula to use when writing learning outcome statements. In addition to providing foundational content, multiple examples will be provided to help participants apply the content in a relatable context. Participants are encouraged to complete this webinar while thinking about how they can create or revise associated learning outcomes for a particular educational experience.