LIGHTLY EDITED FILE

Building Academic Bridges Between Faculty and
International Students
Walden University
Academic Skills Center
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>> Kim: Hello, everyone, and welcome.  

Thank you for joining the Academic Skills Center for this presentation, which is part of our day-long International Student Success conference.

I know how busy you all are and we truly appreciate the time that you've taken out of your day to join us.

I wanted to first mention that this session is being recorded and will be available for future viewing on the Academic Skills Center website. And the link is provided in the web links pod on your screen.

In addition, if you'd like to have a copy of the presentation to follow during the event, you can click here where it says to download the presentation slides on this first slide.

And while we're waiting for our present towers get started, I would like to go over some housekeeping
For those of you that are not used to working in Connect, there's just a few items that I would like to go through with you.

Our virtual conference room is set up with audio, video and a chat feature.

We have a presentation area, a captioning area, and other pods to enhance the presentation. And if you want to expand the viewing area, you will see a square four arrowed box at the top of the screen, and this will expand the presentation area to full screen on your computer.

And this can also be minimized with the same control when hovering over the top right-hand corner of the full screen view.

If you have any questions during the session, please use the chat box.

And since we have so many attendees, we've muted the microphones and will not be using the raise hand feature.

Adobe has a help button at the top right-hand corner.
for your convenience if you need to troubleshoot.

Again, participants can interact with any chat box,

Q & A box and polls for this presentation.

Archive viewers will contact us via e-mail if there are

any questions.

My name is Kim Palermo Kielb and I will be the

moderator for this session.

I'm the coordinator for the -- sorry -- I'm the

coordinator of the Academic Skills Center tutoring

services program.

And you can reach me at ASCtutoring@waldenu.edu if you

have any questions.

So we have a few minutes before we turn this over to our presenters.

>> Kim: Okay.

Well, welcome to this presentation called Building Academic Bridges Between Faculty and International Students.

Today we are joined by our presenters, Dr. Laurel Walsh, Alexandra Aragno, and Melissa McDowell.

And just to give you a little bit of background on our
presenters, Melissa earned a B.A. in political science at Tuskegee University and a EDM from Harvard.

She is currently a student in the PhD program at Walden University.

Melissa is a faculty specialist in the Center for Faculty Excellence, serves on the Walden diversity and inclusion working group and is a lead faculty for the new faculty orientation.

Alexandra joined Walden in 2004 and is a senior project manager in the Center for Faculty Excellence.

She serves on many project teams as a faculty lead contact.

And Laurel joined Walden in 2008, and currently works with the Center for Faculty Excellence.


So at this point, I would like to turn it over to our presenters.

>> Hi, welcome, everyone.

I'm Laurel Walsh.
Today we have the distinct pleasure of presenting to you about some of the best supports that the Center for Faculty Excellence has in helping our faculty support our international students.

And the overview here is basically the big topics that we're going to touch upon in our presentation, Melissa and Alex and I, but I wanted to start by saying that in preparation for this conference, Melissa and I Alex and I were thinking well how best to really think about a faculty support and what -- where our experts on this topic.

And, so, we actually, to prepare, compiled a survey and we sent it to all the Walden international faculty who live in other countries, thinking that they might be a really good voice to describe the international support that we provide for our students here at Walden.

They might be able to kind of point us in the right direction to best practices and some tools and tips for us.

So, you'll see as we present the material that we put together for you today that we've really looked to have
We've included survey responses, where possible. And also just to note that all the links that will be on the pages will be live links to additional resources when you're able to look at the PowerPoint after the presentation.

I know sometimes we're going kind of quickly through the material, so don't feel any sense of urgency, you'll have these slides later and Alex will also, at the very end of our presentation, give you a tour of where some of our additional resources are found so that you can locate those items after you participate with us.

So, to begin with, we wanted to think about, how can faculty really best support our international students? Our international students bring a wealth of global perspective, they bring multilingual insights and observations, and they're able to provide us really wonderful insights in our discussion boards and share their experiences with our Walden domestic students.
So we really recognize it's an awesome population, we love and want to celebrate their presence and we're looking for ways that we can do that in a positive way.

So some of the best practices that have been identified by our international faculty really involve making sure that the materials and the textbook are friendly.

Some of the ways that you can use electronic resources for your students so that they do not have to go and obtain textbooks or wait for them to be mailed.

We want to talk also about Walden's global social change work that we do.

We have a number of public service trips where Walden students go to international locations and really serve and support other communities.

We want to talk about some of the ways that international students who are in our doctoral programs can receive visa assistance and other kinds of supports that they might need for the international residency attendance.

And, again, there are some real interesting distinctions that those of us who are raised in a U.S.
academic environment, we kind of know these odd

   glitches and rules and there's a lot of different
points of view about how to really honor and reflect on
the research that other people provide and, so, we want
to talk a little bit about the U.S. academic integrity

   nuances that are distinct to our country.

And, again, you'll see peppered throughout our

   presentation our international faculty's voice.
We wanted them to be really seen as the experts here.

   We see our faculty as the brain trust of the

   institution.

It's really wonderful to be able to bring their ideas

   right to you.

Is this the third?

   Okay, sorry.

Melissa, I'm unsure, is this me again or you?

Oh, I was going to speak to the first part at least.

So, for example, when we're talking about creating the
courses or working as SMEs and looking at how we can

   really support international students in course

   construction, an example I wanted to point to is the
center for general education created a first-term
course called humanities 1001, living and learning in a
technological world.
And as we constructed this course, we were very mindful
that our students are coming from all over the planet
and we wanted to make sure that the resources were all
very convenient.
So, in this course, we embedded and used materials from
our Walden Library.
So, every single thing in humanities 1001 was a piece
of course material or information or reading or
presentation or visual that was obtained from our
Library.
I think that that's one of the things that, when you're
in your courses and you're looking to find the textbook
and getting it mailed to you, if you live in an
international -- live outside of the domestic U.S., the
time for materials to arrive at your door, should
anything happen in the meantime or any damage or loss,
that can put you on the back foot in a fast-paced
course.
So, in humanities 1001, which is only six weeks long, we really tried to make sure that all the materials were right there at their point of need.

Another best practice that we’ve talked about is making sure that you think about how global your classrooms are.

We have a wonderful free interactive map, there's a hyperlink there.

And we encourage our faculty to place an interactive map in the class cafe so on the first day of school, you know, class, everybody's all excited, and you can kind of get a visual of where your students are living and learning to make it feel a little bit closer.

I'll admit that when I first set up my interactive map, I inadvertently set it just to the U.S., which kind of worked against the point of making sure all of us could picture where we were.

That term I had a student who was living off the northern coast of Venezuela, so it was really interesting to kind of periscope back and see where all of us were living and interacting with in our class.
Another thing to be very mindful of, and this came out of our faculty survey, is that our students are working under numerous time zones.

If one of your courses has a group project that has any synchronous coordination necessary, make sure that you're really looking for individuals who are closer to each other's time zones to work together.

Just -- there's a little tool there that's a hyperlink to the world clock that you can place into your class cafe or in any area where people are trying to collaborate in realtime to make sure that we're all aware of where people are and complications associated with a time zone.

As Laurel shared, we provided a survey to our international faculty so that they could really provide us with some really good feedback in terms of how faculty can support students that would really make the international students feel welcomed and really a part of the class.

So here is a list of some of the written comments that
were provided from our international faculty in terms of materials that could be shared with the classroom.

So, one of them is promoting the use of e-books.

I, myself, in addition to being a staff member in the Center for Faculty Excellence, am also a PhD student currently here at Walden.

And I live domestically in the U.S., in Atlanta, Georgia, and I find e-books are just so much more convenient.

Not all of the textbooks have e-books, but I always check, so, when my class starts, when I get access to the course list, I look to see what books are available and then I go online and see if I can find an e-book. They tend to be less expensive and then the best thing about them is that they're delivered immediately.

So, you purchase it, you get an e-mail and you can download it.

So this is something that can be very very helpful for international students and it speaks to what Laurel just shared about the shipping of books and sort of having to wait to get those materials.
And while some courses may have already identified that, there may be other courses with longer textbook resources that are required for the course, so those are all, you know, sort of all things that faculty can suggest.

And the particular course that you're teaching for faculty, you may even want to sort of get ahead of that curve and check on your own if there are e-books and provide a resource list to students in your announcements or maybe via an e-mail.

Again, just another way to support international students in the classroom.

Also providing exemplars for maybe assignments that maybe that you have found over time teaching the class that may be tough for some international students to understand, for example, if there's a culture -- cultural or language barrier that just for some reason you notice that students either ask a lot of questions about or maybe they get hung up on a specific assignment, you can sort of get ahead of the curve, maybe, in providing some clarification ahead of time.
Another suggestion was just providing a better understanding of the cultural style of differences when it comes to writing.

So that's some feedback that we can provide to our Writing Center.

And then just, in general, having sort of a tone of a more international approach and to make sure that when we communicate with students that, you know, we're not just always speaking of things just in terms of the U.S.

And to be cognizant that we are an international university and that we have students and faculty literally from all around the world.

Another suggestion was -- or I guess question, more so, was whether or not we have a cultural competency expert onhand.

And I actually know of a couple of faculty members who this is sort of their area of expertise.

And, Laurel, I know you do as well.

So, again, this is some feedback that now that we have it, we can start to think about how we can faculty
implement these things to better support our students.

And with that, I'll hand it over to Laurel.

>> So we wanted to kind of share about how we enhance

our domestic student understanding of global

experiences and one of the things that Walden has

really been a trend setter in is international study

abroad.

LuLu Williamson, she oversees one campus in the Center

for General Education, but she really began the very

first online study abroad program that was ever

offered, and it's been ongoing for years now, she's brought Walden students to China, Italy, Greece,

Scotland, Ireland, France, and numerous other places.

I think we have a trip coming up to Prague.

Yeah, here's the list, actually.

October 8th through 19th will be a trip to

Budapest, Krakow, and Vienna, this is these are

immersive experiences where Walden students are able to

go to another country and bring a researchable

investigation kind of as we have a course that they can

take as a companion, if you're an undergraduate
student.

And during that time, if you're a College of Health Science student, maybe you're looking at smoking cessation, and how it's treated differently in Greece and Italy, or maybe you're looking at some issue from arts or culture, if you're an undergraduate student, and you really want to think about it in a humanities context.

But these are an opportunity for Walden students to explore the history and culture of another country and you're with fellow learners so there's opportunities to talk to individuals who work in the libraries, in different campuses, one of our tour guides when we were in Greece was actually a woman who worked at the museum and oversaw the display pieces for the Oracle of Delphi.

So you really have a specialist on the ground there to help you understand the guest lecturers, they interact and kind of tell you more pieces about the local history that you really wouldn't see just in a tour book.
And, so, while it's Walden approved, the tour operators that LuLu and her teamwork with, are specific to the country, understand the logistics and really manage all that piece of it.

So the students can go and just really explore the international culture and bring some of that learning back to their classrooms at Walden.

Another aspect of Walden students in a global perspective is the public service trips.

Again, these are overseen by LuLu Williamson.

Most recently they went to Panama in March.

They went to four different sites.

They went to a woman's prison, where our Walden University students were providing basic health care.

These are some of our RNs.

They went to a group home where 70 young children who were orphaned were living and they did support in art project and worked with those groups.

There was a physical therapy foundation that assisted with children with various ailments, and they were able to work and spend time in that environment.
And, so, this is the IDST 4002, it’s a seminar with public service for Walden and it’s a six-week course, five elective credits, and it’s quite an opportunity for students to get to interact with those in another culture and do service learning.

So here’s a direct quote from one of our contributing faculty, Irene McPhee, who went with LuLu on that trip.

And she just talks about really got to dig into the local culture and the individuals, the students, these are Walden students who are in public health, medical dock, two nurses and a social worker, they authentically were providing medical attention during this public service trip.

It’s really important, as we think about supporting our international students, we really also need to support our domestic students to understand international issues, to do service learning in another land and really bring that learning back to their Walden classrooms to make it a richer experience for all of
International residencies are a big part of the student residency program here at Walden. We have a number of residencies that take place overseas, as well as here in the U.S. And they can sign up to go to any residency they would like. If a student lives in the U.S. and would like to go to a residency in Barcelona or in London, Paris, Puerto Rico, they could do that and vice versa.

International students can either attend residencies that are internationally outside of the U.S. or they can come to the U.S. in some of the various cities where we host residencies, such as Dallas, Atlanta, Hawaii and Tampa, Florida.

And, so, some of the support services that are offered is the information for the student visas for when students who live internationally outside of the U.S. come to the U.S. residencies.

And this is really just some information both for us.
students and faculty to be aware of when students, for
the students on the call, when you all sign up for your
residencies, and if you've been already, then you're
aware of this, but if you sign up, if you live
internationally, you sign up for a residency in the
United States, you'll receive a number of e-mails with
all the detailed information you need in terms of how
to get your visa.

So that's one of the things that you will want to think
about.

And there is a link here that provides that
information.

So, it's good for both students, you know, who are
thinking about attending an international residency to
think about, as well as for faculty to know so that you
can share it with your students, too, as you make
announcements about upcoming residencies.

>> Hello, everyone, this is Alex.
And we obviously cannot talk about supporting any of
our students, certainly our international students and
faculty, without talking about academic integrity.
And, so, this slide outlines a few of what we would consider to be the academic traditions of the United States, which are certainly not the same everywhere.

I think Laurel said this the other day when we were chatting that, you know, not all academic integrity is created equally.

And that certainly is the case.

Obviously here in the U.S., we do require, it's essential that students cite the sources using quotes for material that is identical to the original language.

Sometimes in other cultures, however, it is not the case and they don't have quite as rigid citation requirements and, so, you may find instances where and there have been instances where international students in some countries may end up plagiarizing without intent at all and it's really considered to be more of paying homage or respect to the writer to copy or to reiterate their work.

So just being cognizant, again, of the students that you have in your classes and the traditions with regard
to academic integrity that they have in their home country and understanding that as you're working with them to familiarize them with the standards that we, you know, must hold them to.

And the last bullet point here, saying that it's difficult to sometimes reconcile the differences. We always would suggest, you know, that faculty having a conversation with the student, if they believe that they may have plagiarized, again, take everything into consideration and obviously assume the best in any initial conversation that you're having.

We do have several resources throughout the university. We do have the student affairs, the Department of Student Affairs, that has a academic integrity office, Gina Dyson, I believe, manages all of that. There is a codeofconduct@waldenu.edu, e-mail address that you can contact if you have any questions or you can certainly direct students there as well.

There's an academic integrity corner in the Writing Center.

When we get to the end of our presentation, as Laurel
mentioned, I'll be doing kind of a walkthrough of the resources that we have for faculty and we'll point and show you some these other resources that we have with regard to academic integrity at that time.

And I think if we can go to the next slide.

Excellent.

As Laurel mentioned, we did survey our faculty that are living internationally or are true international faculty.

Obviously some of them are ex-pats but are living internationally now.

But we did survey them ahead of this conference.

And, so, this slide shows some of the feedback that we received from those faculty about working with international students.

So, you can see that, you know, there are some common themes.

Reiterate, inform and re-emphasize, seeking support from faculty leaders or other faculty who may have worked with the students from those other populations.

They make a great suggestion, the top bullet point
there that we consider creating an orientation class for international students where academic integrity and other U.S. values, like appreciation of cultural diversity, merit recognition, et cetera, are passed on to the students.

So I thought that was a great suggestion to call out and something that we'll certainly pass along to the folks that are working with student basic courses and see if there's some way to kind of weave some of these suggestions in.

I don't want to read everything here.

We will make this available for you.

I think it's important that fourth bullet, they do mention not to cut corners, that you certainly have to be a little bit flexible and receptive to digging into finding out, you know, what the academic integrity standards are from their home countries, but we certainly want to make sure that we are holding to the policies that we have at Walden, especially with regard to referencing and making sure, you know, you're providing them with the support in the classroom and
directing them to the resources that the university has to make sure that we're able to familiarize them with what our expectations will be.

And that last bullet mentioning to be patient and familiar with their students' cultural and professional background as well.

That's something that I think is probably just good advice for any faculty with any student, but certainly in our attempts to best support our international students.

And I'll turn it back to Melissa, I believe.

>> Thanks, Alex.

Here is some additional write-in comments that were provided by our international faculty on the survey that we provided.

And these are just some sort of general support areas that we can provide for international students.

And one of them is to be flexible in terms of scheduling synchronous communications.

Of course, all of our courses are fully online at Walden, but there may be times, in particular classes,
where a faculty member says, you know, hey, let’s get together on Wednesday at 7:00 p.m. for those of you who are able and, you know, let’s chat about, you know, whatever the discussion topic is or maybe a particular assignment.

And those are always good opportunities to connect with your students in the classroom, but one of the things that you’ll want to consider is make sure that you understand the various time zones that students are in. Again, this is just sort of thinking about having this broad international world view and the types of things that you're planning on doing or if you're a student and you notice that a faculty member posted that, you can even be proactive and reach out to your instructor and sort of maybe remind them what time zone you're in. So those are just things to be cognizant about because there's even a big time difference just from the east coast and the west coast in the U.S.

So imagine if, you know, we're meeting at 7:00 p.m. or 6:00 p.m. eastern standard time, and you have a student that is in Europe and it's midnight for them.
So those are just things that you're gonna want to keep in mind.

And obviously there's never going to be one time that works for everyone.

So in those cases it might even be good to have more than one session so that those who can't make one time might be able to make another.

Another area of feedback is actually to get feedback from students.

As you know, students do complete a survey at the end of the course, but as a faculty member, you can always post a thread, maybe in the class cafe or in the "ask the instructor" area and just ask your students for feedback on how you can help support them.

It's something you can do either at the beginning of the class or maybe the last week of class.

Just to get their feedback or you could even send it as an e-mail.

Tone is another thing to take into consideration.

And it's very important when it comes to the online environment because we don't see the gestures and the
facial expressions and the body movement like we do when we're talking face to face.

So you'll want to -- both faculty and students will want to think about that.

As they are participating and sharing in the classroom and in the discussion board and sort of just think about how tone comes across as you're writing on the screen.

And then sort of the last suggestion from our faculty is to just really be aware of all cultural backgrounds and really be intentional about getting to know students and also sharing of yourself.

You know, it could be that international students may be a little bit nervous about participating, and, so, sometimes faculty actually can sort of break the ice by sharing, you know, some things about themselves and their interests and their hobbies that go beyond, you know, their professional information and maybe the research that they participate in.

So, these are some additional comments that faculty have shared in terms of how we can continue to support...
our international students.

We also have some information for our international students.

Just really some points of things for you to keep in mind to help you be successful.

I mentioned earlier our e-books.

I happened to get mine from Amazon, but I know that there are other online avenues that you can get those from.

One thing I forgot to mention earlier, the other sort of bonus for e-books is you can highlight the text, you can save notes.

What I think is really great is that you can actually search for words and terms.

So, when you're going back and you're looking for something that maybe you want to cite from an author or from a book or from a journal, you can actually go back and find that really quickly as opposed to thumbing through the pages of a book.

So that's just sort of one benefit of e-books.

Also familiarizing yourself with the Writing Center and
the paper templates that are available.

Our Walden Writing Center has a wealth of resources, as well as webinars that they offer, all of which are archived so that you can go back and review those as needed and then there are also paper templates to really help support not just international students but all students in their writing.

There's also tutoring services available, so those are other things that you may want to think about taking advantage of.

And for faculty, these are things that you may just want to remind students of that are available.

And then also for students, there's the Walden community which you receive e-mails about.

And it's sort of a closed community for Walden students and faculty, and it's just a way to develop community, to collaborate, and to get to know one another.

With that, I'll hand it off to Laurel.

>> Yeah, this is sort of the one-two punch, Laurel and Alex will kind of talk through this.
So I wanted to give our faculty a little bit, you know, additional resources after the presentation is over. And, so, Alex will help you locate these, but these are live links.

There's a webinar that was presented that's now on YouTube about international students and distance learning strategies and it's really a well-done presentation, it will give you some tips and pointers to make sure that your classrooms really are inclusive and support multilingual international students learning in multiple time zones.

There's a great article on exploring international communication and the role that that plays in the online classroom.

Well worth the read.

And that link will bring you right to that resource there.

And then another -- the Center for Faculty Excellence, we have instructor-led courses, we have webinars that are archived, and then we also have my learn tutorials, and the link there is to engaging diverse learners.
The tutorials take a little bit longer, they're generally in captivate and sometimes they have some interactive quizzes or some gamification elements there.

But, yeah, Alex will kind of take you out to where you find these, but these are all wonderful resources for, you know, after the presentation for ongoing development.

>> Great, thanks, Laurel.

Really quickly before I share my screen, at the bottom you probably see the PowerPoint and then kind of a blank space right now.

I just wanted to call attention to how -- I'm going to be logging in a little bit differently because I'm a staff member as opposed to faculty.

But the site that I'm going to take you all to is something that I'm hopeful everyone who's a faculty member on this call, I know that most of the registrants were faculty, we do potentially have a couple of students listening in as well, so, for the students on the call, this is a secure faculty area.
that is not accessible to students.

There is some proprietary and HR information housed there.

So, this is primarily for the faculty on the call.

I just wanted to clarify that so that there wasn't confusion if students were looking for the site.

But as faculty log into their faculty portal, as shown in the screen shot there, you can see that that second to last tab along the top is the -- it says faculty resources.

And that's the information that I am going to show you all right now.

I want to show you that.

Let me see, make sure it's the right application.

When you click on that tab, on the faculty resources tab on your faculty portal, it will drop you into our resources site.

And right now I'm going to just apologize on behalf of the center for the lack of maybe excitement in the visual, ooh and awe at some time, we are so close to launching our CFE website that will look much more like
the other Walden websites.

So please look for that in the coming months.

But for right now, this is the site that we have for

faculty where we house all of the resources.

We have faculty answers, much like the quick answers

for students.

So faculty can come here and if they are feeling

overwhelmed with the information that is here, they're

not sure where to find something, they can certainly

type in a question here.

We have several hundred questions in there that

hopefully we have the answers to.

So, please know that you can come here and search for

the resources if you're not able to navigate and find

them.

We do have a slide show here on the home page of the

resources site.

It goes through some slides that are kind of like

announcements and information that other departments

sometimes ask us to have here, notifications about

where to find certain information.
Examine then we have our quick links section over here that hopefully are some of the things that kind of the moment.

These links may change, they may grow, we may have more links sometimes or fewer links sometimes.

We obviously want to call attention to our Blackboard job aids and all the training materials that we have for faculty in the classroom.

So, as you can see, we have several links here. Most of these materials are also available over here through our left-hand navigation menu.

So we have a section on academic governance, if you have questions about some of the councils that we have. We have an academic integrity section here that we work with Gina Dyson and the folks in the Student Affairs Department to make sure that we have that information updated.

We do have an entire page dedicated just to the Blackboard job aids that we have.

We have some faculty demonstrations that are available for faculty to go through as well.
The entire suite of Blackboard job aids lives here.

We have a directory of the CFE, we have certain classroom resources as well.

And we have a communications archive.

So, in this location --

[ audio cut out ]

-- all those messages that you all receive from the --

and the target messages so that you're not too inundated but we do keep a repository of all the messages that are sent out to faculty in this communications archive.

So if ever you recall reading something but you've deleted or missed or lost that e-mail, you can visit the communications archive here and see all of the communications and they, of course, go in order.

So obviously we had some recent Blackboard maintenance and then some information about the upcoming May 31st term start.

So please know that you can visit that communications archive at any time directly from the resources site.

We have information about the faculty meetings that we
And, so, there's information about the dates of the upcoming sessions. We also, as I hope most of you are familiar with, we do record the general session and, so, we make these recordings available, as well as the PowerPoints, and additional handouts for any of the breakout sessions that we have.

We do realize that in a perfect world, we would have all 2,800 plus faculty join us in person at these events, but it's certainly not something that is tangible or able to be done.

So we do invite -- the colleges do invite some contributing faculty to attend in person.

But we have done everything we can to make sure that the recording of the general session, as well as the information that's provided in all of the breakout sessions that we have is made available here.

So you can certainly revisit here, if you want to find any information about upcoming or recently held faculty meetings.
And then some of the larger areas here, you'll see the faculty professional development, that webinar that Laurel referenced or any webinars, kind of like the communication archive, we record and archive all of our webinars that we host for our faculty. So, again, if you were unable to attend a webinar when I was being held live, you can certainly visit the webinar archive, which we've organized by competency. So that we have all the titles of the webinars, as well as any supporting resources in this webinar archive. So, again, that's a great resource. We have some my learn information here as well. We have some information about --
[ audio cut out ]
-- coaching for faculty, the faculty competencies. There is an HR page here that has all the information about HR and benefits that anybody would need for faculty.
And then we have various resources down here for students, we have a link to scholar works, we have some information about social change, and then we have links
to the various Walden departments.

So, we certainly realize that many students and faculty will navigate the various Walden websites, but, again, in our effort to kind of keep things one-stop shopping, we do have access to and links to several departments here from within the resources site.

So, for example, the Writing Center not only has many resources for students and if you hover upon some of these top navigation menus, you'll see here providing help for multilingual students.

They definitely have all sorts of information, they have modules, there is a separate faculty, kind of a toolbox for faculty that I would have to be prompted to log in if I clicked from there, but, again, without being prompted to log in, since you're already logged in through the portal once you're in the resources site, if you click on that Writing Center faculty toolbox, it will take you right into that toolbox for the faculty.

So one less click, maybe, or one less log-in required.

So there's a slew of information here that we work very
closely with the folks in the Center for Student Success and the Writing Center specifically to help create all this information available for our faculty.

Laurel, Melissa, is there anything on the faculty resources site that you wanted to call specific attention to or a resource that you might think maybe is being overlooked?

>> It sounds like you --

>> That I should call attention to?

>> It sounds like you covered it pretty well, Alex.

>> Okay.

>> Yeah, you did a great job, Alex.

You know, if you have a quick question, obviously the big button in the middle, faculty answers, we have, you know, -- our account is manned five days a week during normal office hours, there's somebody there to respond and, so, drop a question in there and we will absolutely answer it, so if you're looking for a resource that we mentioned or you thought, hey, I'd really like to have a little bit more information about how to use Kaltura and other kind of inside the
classroom tips, just drop us a question and we can make sure that your answers are quickly provided.

>>> Great.

I believe that that's all I have there.

I believe that the last slide is maybe for us to open the floor if there's any questions, any dialogue.

From the participants.

>>> I did see one question, Alex, that was in the chat area, and that was asking, is there announcement that we can use for the interactive map?

And, William, I am going to go back into my classroom and bring out the one that I used.

And I'll also do -- I have a step-by-step walkthrough of how to set up the Zee map in the cafe.

So there's a faculty sort of like quick tips on it,

I'll send you that, and I'll send out the little blurb that's in my classroom, you'll want to fit it to match the curriculum in your classroom or frame it however you want, it gives you a blurb about why it's nice to have a interactive map so that all of us who are learning together to think of ourselves as a really
global classroom.

So I'll send that out as well.

>> and I see Tammy just made a great comment.

She was mentioning, sometimes it can be helpful to add pronunciation of key terms into the announcement section of the classroom.

That seems like a great idea.

>> All right.

If there aren't any questions, I don't know, Nancy, is there some salutatory exit material you want to leave them off with?

I believe we have a survey to follow up to make sure that you got what you needed from this presentation.

Oh, here it is.

>> Yes, we just have an ending slide here.

And we do ask if the attendees could take the survey, just kind of let us know how we're doing, how we could improve things for the next conference.

And, again, this was recorded, and the presentation and the transcript and the recording will be available on
our web page, the Academic Skills Center.  
And there is a web link in the web links box for  
archive recordings where we keep -- we have -- takes  
you right to the page where we keep all our archived  
recordings for our events and our skill builders.  

And if anybody has any --  

>> I was going to see if anybody has questions for us  
about anything that we mentioned here or any of the  
resources that we talked about or following up, you can  

send an e-mail to CFE, for Center for Faculty  
Excellence, CFE@waldenu.edu, and we'll certainly be  
happy to continue the conversation or respond to any  

questions that you have.  

>> And also, too, I wanted to add, in regard to  
tutoring, because it was in the presentation that, you  
know, Walden has tutors.  

ASCtutoring@waldenu.edu, that e-mail that you see on  
the screen, that is the e-mail that anyone can write to  
if they have any questions about our tutoring services.  

I'm the coordinator of that program.  

My name is Kim.
And I monitor that account along with some of our --
actually our MS Word tutors so we'll be happy to answer
any questions that you have or direct to you -- if we
can't answer it, we'll direct you to who can.

And also feel free to drop off early.

>> Thank you for hosting.

>> Oh, sure.

>> Thank you.

>> It was our pleasure.

>> Thank you for joining.

And thanks for hosting.

That was awesome.

And I look forward to more opportunities to work
collaboratively with you and yours, the Academic Skills
Center is quickly becoming one of my favorite hot
spots.

So we really appreciate all the great work you're doing
and faculty are really raving about the videos and
support that you guys are offering.

>> Thank you.

>> So thanks so much for all of your collaboration on
that and everything.

>> Oh, sure.

Yeah, this was a lot of fun today.

>> Great.

Awesome to hear.

Thanks so much.

>> Sure.

>> Thanks, everybody, for calling in.

Have a great afternoon or evening.
Depending upon where you are.

>> That's true.

>> Bye-bye.

>> Bye-bye.

>> Bye.

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