Onboarding students and setting up regular lines of communication:

- Set clear expectations for accountability and communication
- Being clear about essential things you need them to do, when, and how
- Know that it’s more challenging for them to ask clarifying questions now that we’re all online
- Asana is a software that can be helpful for keeping track of tasks to do
- Consider having regular team check-in meeting times

Compass is a resource that can be helpful in structuring conversations with students in this new remote supervising context

- Offers students opportunity to think about how work relates to their educational experiences in class
- Helps students to see how they are growing through their work experiences
- Have developed some new Compass questions specific to remote learning
  - What challenges do they expect to come up? What barriers do they expect? What strengths do they expect to lean on in this new environment?
  - How are you balancing your school and your worklife during this unprecedented time? How can I as your supervisor support you?
- Asking these questions regularly will help them to reflect on these questions during the course of their work
- At the end of the semester, take a moment with your student employees to reflect on what they learned:
  - How have you built new skills and competencies through this remote work?
  - What have you learned that might be useful to you in the future, about your communication style and about what you like and don’t like about working remotely?
- These questions can be asked one-to-one or in groups

This semester can be a good learning experience for students to discern what is important to them about work for their future

We want to make sure to celebrate students this semester, regardless of whether they’re working this semester or not

Consider offering virtual coffee breaks over Google Meet to share and connect with your student employees, even if they’re not working in the second half of the semester

It’s important to gesture in this small way to show students we’re thinking of them and care about them
• CWLT offered the option of online appointments, starting two weeks before spring break and then went all online the week before break, so we’ve had a few weeks’ experience with this.
• We’ve found that communication is important, especially at first before we get into a routine.
• Students are feeling overwhelmed and overloaded with information, so it may be necessary to text or to reach out in different ways than you might normally.
• Important to be clear with students about how we want them to engage with the technology as part of their work.
• Consider creating collaborative space for tutors (e.g., a Google Doc) to work on processes together and offer tips to each other.
• If you have typically had drop-in appointments, it might be helpful to go to appointments, given the challenge of drop-in online.
• Consider using appointment reports as a way of students reflecting on and recording how appointments went.
• Consider having Slack channel for peer-to-peer communication between tutors so they can stay connected to the tutor team.

23:15 Rachael Shelden

• The CWLT has a booking system for appointments that is available to other kinds of formal tutoring on campus for booking appointments.
• Share with cwlt@pugetsound.edu your tutoring appointment information, as described here: https://drive.google.com/file/d/16uYxnyqRSbfeJ1ymfa4yEODVEqiRaB4/view?usp=sharing
• The scheduling system will help the CWLT administrative assistant book appointments for the tutoring, and the system will send automated appointment information and reminders to students making appointments.

26:45 Discussion

• Who can use the scheduling software through the CWLT, and how long should appointments be?
• Where is the information? It’s all in the Google folder.
• How are we creating a feedback loop for students who let us know about challenges they’re experiencing? Ellen Peters is working on gathering information. SAG alerts continue to be an important place.
• Peer tutors can help let us know if there are students experiencing challenges who might need to have others reach out to them.
• Canvas conversations can also model for peer tutors the kinds of conversations they might have with their peers to check in.
• Refer to the email from Saturday, March 21 from CES for information about how students should enter time on timecards.