

Session notes @4 March 24, 2020

:00 Renee Houston (Associate Dean of Experiential Learning and Civic Engagement, Communication Studies)

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

4:30 Elizabeth Wormsbecker (Career and Employment Services)

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

10:30 Renee Houston

- 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

13:38 Rachel Shelden (Center for Writing, Learning, and Teaching)

- 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](mailto: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.