Adjusting your GP work in an on-line environment

Hold compassion for self and others. This is an unprecedented time and everyone is in a unique place. Some are thrilled to dig into project based work, and others are focusing on differing priorities including balancing family and teaching responsibilities.

Focus on the Why? Reground yourself in why you were passionate about this work pre-pandemic. Most likely, the reasons you were interested still stand and some of the reasons have been exasperated. The last month has been extremely busy as we all adjust to new realities, so take a moment to think about the why the work is important. Also, what has come to light in the last month that has made the work even more important? What have we learned about equity in recent weeks?

GP Goal Setting:

1.) Look at the deliverables that you had set out for the year and reprioritize goals based on what can be done now while people are working remotely

2.) Adjust outcomes based on new reality:
> What can be done remotely through zoom?
> What can be done remotely through individual/department assignments?
> What should be placed on hold?
> What needs to be pivoted/adjusted because of new realities?

3.) Are timelines still realistic?
> What needs to be paused?
> What is a higher priority now?
> What projects more easily lend to online/remote environments?

4.) Capture positive things that are happening because of the Pandemic (robust use of canvas, awareness of equity issues) and ensure that they are sustained post crisis.

Examples of reprioritizing projects:

- o Should technology projects be the priority over face to face trainings for right now?
- o Can you develop modules for self-directed training vs offering a traditional Flex Day? Can they be offered in a "flipped classroom" format with pre-work happening offline and then opportunities for structured dialogue through zoom?
- o Are their project drafts that can created by a smaller group of people and then get circulated for feedback that people can do at their own pace?

How to keep people engaged?

- o Clear agendas for meetings with time for human connection
- o Offer tasks in bite size pieces (manageable)
- o Provide structure, but compassion for participants with conflicting priorities

How to monitor student engagement in on-line formats.

Pillar 3: Keeping students on the path is a very high priority for all of our campuses. Many people are asking how to identify students at risk during the transition to remote learning.

Four of the most predictive behaviors to ensure student engagement through the LMS activities are: • Attendance - unique days visiting the online course (not count of logins) • LMS Grades - interim grades in the LMS • Course Material Engagement • Discussion Board Engagement

Strategies to support students through this process, and create on-ramps back onto the pathway after the semester, is a great focus of GP work at this time.

Student Experience:

Many of us joined our GP teams because of our commitment to students and equity. What is this experience teaching us about student needs? Are there stories or specifics we can gather now that will shape our work moving forward? Possible reflection questions for students and faculty members could include the following.

From the perspective of students?

1. *Needs relating to food, housing, childcare, medical care that can be more easily identified or addressed through a school context or that was lost due to the current situation*
2. *If I didn't get X, Y, or Z, I would have to drop out, lose my health insurance/financial aid, etc.*
3. *This is the amount of money/type of resource that would be the difference between going hungry and not, this would be the amount of money/type of resource that would be the difference between me dropping out or not, this would be the amount of the money/type of resource that would be the difference between me actually having time and energy to learn and succeed*
4. *We have this amazing program/person that provides X, Y, Z service for students and it should be supported and/or scaled or needs this amount of money*
5. *If only our campus had access to X, Y, Z data we would be able to know who needs a, b, c, and could prevent XXXXX students from dropping out/going hungry/ etc*
6. *If faculty had access to x,y,z they would be able to feel successful/better serve students*
7. *My faculty member did a,y,z, which directly impacted my ability to be successful*