**Team TLC Connections Meeting Notes
 March 28, 2017**

Present from English: Jarrod, Andrew, Rachel
Present from TLC: Christine, Raymond

These are the two areas we decided to focus on:

**(1) INCREASE THE VISIBILITY OF THE WRL AND ITS CONNECTION TO ENGLISH:**

The Learning Center recently created a TLC bookmark that highlights services of the TLC in general. We discussed ways to advertise and make specifically the Writing and Reading Lab and its services even more visible to students.

\* The English and ESOL Departments can set up a consistent means to include WRL and ESOL Lab advertising **in all English and ESOL syllabi**. Raymond currently works with math to do this so we can look at those approaches to craft our own.

\* Create a half sheet or another bookmark (colored cardstock so it’s cheaper to mass produce) so TLC reps who visit English classes, and other classes that assign writing assignments, can **give each student the specific information on the Writing and Reading Lab** that could include:

 --Explanations of **how to sign-up** for credit/no credit tutoring, what the difference is between
 LSKL 800 and 803, and course CRNs so students can directly use the bookmarks to register.
 --A list of all the writing and reading **support services** students have access to when they
 register for a LSKL class: drop-in tutoring, tutoring by appointment, study skills support and
 what this means, access to a Retention Specialist and what this means for them.
 --It would be great to list the free writing and reading **workshop titles and dates**.
 --Explanations of **how to get tutoring:** telling the hours of drop-in tutoring, how to book one -
 on-one tutoring in-person or online, a link to the Tutor Schedule.
 --A list of **additional resources** students can access for free with a link to the TLC site:
 Grammar Explanations & Exercises, General Essay Writing Guides, Persuasive Writing
 Guides, Business Writing Guides, Science Writing Guides, History Writing Guides, Preparing
 for Oral Presentations, Research & Citation websites, Grammar & Sentence Construction
 Resources, ESOL Grammar Resources.

\* Set up a consistent system where TLC tutors and staff directly contact English teachers right before classes begin in order to **schedule class visits or tours of the TLC**. If this is too time intensive, before classes begin, half sheets to sign up for class visits or tours could be put in each English instructor’s mailbox that s/he can easily fill out and return via campus mail or email to the scheduler in the Learning Center.

\* Encourage **adjunct faculty to use the WRL to hold office hours**. Perhaps set up a more defined space near the WRL where adjunct could meet with students and/or work on their own lesson planning. Challenges: Providing computers in the adjunct workspace; setting up a clear system for students to know where and when to find their instructors; Pacific Heights is coming offline soon, so the Supplemental Instruction program is moving into the TLC so space will become increasingly tight.

**(2) RE-INSTITUTING ENGLISH FACULTY IN TLC AS PART OF TEACHING LOADS:**

For about 10 years, English faculty (PT and FT), tutored as part of their faculty load in the Learning Center. We would like to propose re-instituting faculty presence in the Learning Center. This would also bring us closer in line with our sister school CSM which has a writing lab that is scheduled entirely with English and ESL faculty (M-Th 8am-8:30pm & F 8-2pm) <http://www.collegeofsanmateo.edu/writing/>.

**Tutoring is not the only way that English instructors could work in the Learning Center.
As part of a teaching load, English faculty could also:**

\* Work with WRL/ESOL peer and grad tutors to **co-create and co-teach writing and reading workshops**. The workshops could be filled from the English instructors’ own classes as well as through advertising to their colleagues. This would serve to encourage students to use supplemental resources more, sign-up for LSKL classes, and this would strengthen tutor mentoring.

\* English Instructors could be assigned to **regularly mentor peer and grad tutors** with regular meetings and check-ins.

\* English Instructors could **help plan and facilitate tutor-training sessions**: before each semester begins, flex days, mid-semester short-workshops. English faculty could also create workshops on “soft skills” (non-academic areas such as affective domain, crisis intervention, coaching, keeping students returning, time management).

\* For the first 2 weeks of each semester, English faculty could **advertise, schedule and do class visits and TLC-tours**.

\* English faculty could also be used in **Supplemental Instructor training**.

\* The WRL Coordinator and the English Coordinator could **work together to schedule and manage** the English faculty in these various roles.