Radically Rethink & Reshape: Creating a Cohesive Commons Community

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Abstract

Learning centers and academic support programs are often idealized entities campuses look to for student success, retention, and engagement. By untethering our thinking about program boundaries, identities, and alliances and radically reforming, we can generate interest, passion, and opportunities across campus. The force of redistributing identity, authority, and alliances for student workers reshaped thinking about student success, high impact practices, and active learning at the highest levels. This paper explores best practices utilized by Texas A&M University at Galveston to create The Commons: Learning, Research, & Teaching communities with a focus on learning commons and how to develop considerations for other campuses.

The evolution of learning centers (LC) has generated successful models including information commons, learning commons, learning assistance centers, and others. The formative history and definition of information commons as studied by Beagle has and continues to help "scholars . . . view the model as a continuum of change that ranges from adjustment to transformation, with the learning commons on the transformation end of the spectrum" (Accardi, 2010, p.312). While allowing for variations in the design, organization, and mission, the pulse of learning commons programs remains linked to student success, lifelong learning, good citizenship, and self-sufficient learning; "whether they call themselves an information commons, learning commons, knowledge commons, or simply library, they are envisioning new spaces and new partnerships to create environments that can support the integrated service needs" (McMullen, 2007, p.2).

Our forms and boundaries are defined by campus environments including physical, political, and cultural geographies. Beagle's classic model of a commons includes a harmonious combination of a physical, virtual, and cultural commons which provide designated spaces with computers (physical), access to digital library and learning collections (virtual), and the collaborative, co-curricular teaching created as a result of the environment of the commons (cultural) (Heitsch, 2011, p.66). This paradigm extends the boundaries of our campus' information ecologies and calls for a restructuring of services in both physical and virtual spaces focused on the learning needs of our user community (McMullen, 2007, p.2).

Teams often discover hidden challenges when balancing the formation, adaptation, and migration of these geographies. As our programs grow and mature, we retain fundamental identities and pedagogies but must slough benign relationships and inactive initiatives in order to engage new partnerships, expand our high impact activities, and improve student success.

However, the path of forming or reforming a program can be wrought with obstacles toward well-intended initiatives such as modernizing services, staying relevant to student learning abilities, building productive relationships with faculty and staff, or achieving positive assessment outcomes. According to Accardi (2010), indicators of a successful LC environment include cross-campus partnerships to enhance learning, strong leadership to establish the best model for holistic learning, a unifying vision integrating disparate campus stakeholders, and a flexible perspective that plans for the inevitable changes the creation of an LC brings to a campus (p.327).

What if we could untether our thinking about program boundaries, identities, and alliances and radically reform? What if we could be a nucleus for generating interest, passion, and opportunities for student success across campus? The opportunity to redistribute identity, authority, and alliances among academic support programs and learning centers specifically reshape post-secondary educational thinking about student success, high impact practices, and active learning. This paper explores best practices utilized by Texas A&M University at Galveston (TAMUG) to create the commons with emphasis on the learning commons peer community.

Approaching and resolving challenges along the continuum of change led us to review leading change management philosophies to learn how organizations thrive by managing change and allocate time and energy distilling the change process into essential steps aiming for predictable outcomes and guaranteed success. Conventional thinking would invite an organization to follow a linear selection process choosing one methodology through which to manage and contain change. We recognize that the role of change in learning centers is nonlinear, constant, and natural. Therefore new, scalable, and malleable models for managing the change-continuum are needed. According to Graetz (2010), "the multi-philosophy approach reinforces the need to discard assumptions about opposing values, instead replacing them with an appreciation of complementary concepts" (p.151). The systems philosophy of change management proposed an understanding that imposed change has "multiplied effects across an organization, and consequently, in order. . . to be successful, it must be introduced across the range of organizational units and sub-systems (p.146). This approach aligns with our values of focusing on the holistic learning environment for students and prioritizes the sums of the organization over the individual units. Integrating this approach allows reflection, continuous improvement, and feedback to stakeholders with future hopes that when effectively linked together, our programs and the formation of the LC can lead to high team performance.

Initiating new programs involves acknowledging the political nature of higher education environments which is necessary for navigating the stages of change and creating realistic and sustainable change. The political philosophy of change management empowered us to set our agenda and review competing agendas while acknowledging that each organization seeks to acquire more power, conflict lies at the heart of change, and without power change is futile (Graetz, 2010, p.145). In forming or reforming an organization, leadership must review the political space and cost to others for re-allocating resources. Working toward understanding and using the political approach to change management allowed us to gain power by arguing effectively for the value of our program toward achieving university goals and gain coalition support along with the

allocation of staff, program funding, and meaningful representation in leadership.

Intertwined with the philosophies of change management is the theory of group management. Of the many group development theories, Tuckerman's conceptual model for stages of group development informed our strategy for "helping group members understand what was happening in the development process, and. . . a way to predict the stages of growth in groups and provided common language" (Bonebright, 2009, p.111). The basic tenets of this model include five progressive stages. The first stage is forming and includes team members focused on testing boundaries and dependence with all activities focused on orientation to a task. The second stage is storming which allows team members to explore intragroup conflict with activity focused on emotional response to task demands. The third stage is norming which focuses on development of group cohesion with activity focused on the open exchange of relevant interpretations. The fourth stage is performing which explores team relatedness to functional roles with activity focused on the emergence of solutions. The fifth stage is adjourning which involves completing the task and breaking up the team. This process often takes many iterations and often becomes cyclical between the storming and norming stages. The combination of the change continuum and innovation often cause groups to vacillate which requires teams to be malleable.

Flexibility is essential in a turbulent environment in order to find new paths to innovation, but order is also necessary to ensure that innovation is focused and relevant (Graetz, 2010, p.151). Educational institution environments, climates, and cultures are inherently provocative, but soundly and bureaucratically structured, which makes change a precarious endeavor. Four years, 10 programs, four mergers, and a workforce of 100 students later, we have Frankensteined the commons by radically rethinking and reforming partnerships among academic support programs.

Quiet Riot

The culmination of factors that set our task force in motion is convoluted and seemingly random, but after continued analysis,

connected in ways that only a centralized model would assuage. It started with the snowball of new staff hires to operate peer service programs and evolved into an avalanche of collaboration to disrupt the campus for good. Suffice it to say that if administration hears similar problems from varied departments enough and those parties combine forces to propose a solution as a unified voice, they are more likely to entertain proposed changes.

After a passionate joint proposal and presentation to the executive leadership team, the TAMUG Executive Associate Vice President for Academic Affairs and Chief Academic Officer charged the Learning Commons Task Force "to evaluate the feasibility and operations of a learning commons" (Louchouarn, 2016). The task force set a deadline of three months and a team of representatives from academic advising, applied math lab, library, instructional technology, media studio, supplemental instruction, tutoring, and writing lab agreed to meet weekly.

The first step of quietly rioting is to create a safe space or neutral environment where everyone has an equal voice outside academic departmental ownership. These conversations should expand program visions and allow team members to be vulnerable about our own programs while trying new things together. The task force did extensive research into existing learning commons activities and services in the State of Texas and across the nation. Using Austin Community College, Oregon State University, and Louisiana State University as models, the task force was able to delineate typical program models to consider for integration. Many successful programs on our campus have shared visions and missions prompting regular collaboration. Each program's mission and value to the campus was carefully considered.

We began by cataloging the function and activities of academic support programs or departments that contribute directly to the success of our students. We compared our catalog to holistic factors attributed to student success (Achieving the Dream, 2019) and sorted program activities into categories of "prescriptive" and "developmental." Prescriptive or directive services support student learning through specific and logical process-driven directions including editing, solving math problems, or registering for courses.

Services identified as developmental or non-directive student learning involve guiding students to develop solutions and skills including information literacy, academic coaching, paper revision, and goal formation. This sorting allowed the task force to objectively assess the balance of prescriptive and developmental services and identify redundancies in the formation of an LC.

As at most campuses, these services are distributed across diverse divisions and departments as well as separated by political, personal, and spatial barriers. One of the most influential decisions the task force made was to remove the limitations of politics, ownership, and personnel concerns in favor of imagining the purest intention and function of a program and service. It became crucial to set rules for the conversations that we were going to have moving forward, so we approached this as if we had all signed non-disclosure agreements and agreed to abide by the rules of a safe space to voice our thoughts and ideas. We met in a secluded conference space where we could not be overheard and no ideas were off the table; we did not discuss the people or the politics orbiting the involved entities, and we did not share any of the radical ideas outside of our meetings so as not to inadvertently threaten anyone's perception of their future position or livelihood. As with radical planning projects, it was imperative that we keep everything under wraps until we could have the opportunity to explain the logical thoughts behind our creative new campus model.

Table 1: Selection Criteria for Inclusion or Exclusion into learning commons

Program	Factors for Inclusion				Factors for Exclusion	
	Reduce Redundancy	Operational Support Needs	Outgrown Current Space	Shared Database	Referral Partner	Future Partner
Academic Advising				✓	✓	✓
Academic Coaching				✓	✓	✓
Applied Math Lab	✓	✓	✓	✓		
Career Services					✓	
Counseling					✓	
Honors Program		✓	✓	✓		
Library	✓			✓		
Learning Communities					✓	
Media Studio	✓		✓	✓		
Supplemental Instruction	✓			✓		
Tutoring	✓		✓	✓		
Undergraduate Research		✓				
Writing Lab	✓			✓		

NOTE: The Task Force determined to include or exclude programs based on the factors listed in the table above. Leading factors for inclusion were a shared data collection repository and opportunity to reduce redundancy. Supportive factors for inclusion were program growth and the need for operational support.

Table 1 is divided into two major areas, factors for inclusion and factors for exclusion, to show how the task force delineated proximal partnerships across campus. In addition to the shared database for quantitative data collection and reporting, the leading factor for inclusion was the opportunity to reduce program redundancy by coordinating student worker hiring, training, and evaluation; departmental and LC support in Chemistry, Math, Physics, and Writing; and streamline workloads, time management, and budgets for administrative staff and faculty. The programs we decided are not part of the main body of the LC are academic advising and coaching. These services are highly prescriptive (directive) and do not develop or teach academic content to students in the same way the other peer-led services offer tutoring, teaching, and learning.

Once we determined which programs comprised the TAMUG Learning Commons (Table 1), it was crucial to distinguish a centralized space and department to house this collection of services.

Throughout the course of our discussions, library representation disclosed their fears of becoming insignificant as a campus resource based on the rapid paradigm shift from paper to technology. At the TAMUG Library, books circulation is reduced to 3%, but students heavily utilize study spaces, computer stations, free printing, check out electronic devices, and explore university purchased journal articles. Academic libraries are challenged to create venues that engage "learning in a social context, not solely a place to socialize; otherwise, the commons would just become a glorified student union or dorm common room facility" (Lippincott, 2012, p.543-544). Determined to stay relevant to student needs, the director offered up the Library as a centralized location for the peer support programs—a one-stop-shop for student success. These programs aligned under the chief academic officer in the division of academic affairs; this made it an easier decision to align the budgets. The best-selling point of centralizing physically in the library was the 2015/2016 gate count that showed foot traffic of 294,668 visits on a campus with about 2,000 students. The hope was that by being in a location students regularly frequented, services could positively benefit from the symbiotic relationship.

Expand

The task force compiled all thoughts and results into a proposal and then shared it one-on-one with key administrative individuals to get their endorsement before sharing it with the entire administrative team. The proposed framework of our learning commons (LC) was not universally welcomed by library and campus faculty and staff. As with Schmidt's (2005) formation of an LC, there was concern that LC activities were not in keeping with traditional library roles, rebuke for relinquishing space for non-library services, and fear "that the notion of the Learning Commons was supplanting the identity of the library" (p.252). However, the very space we aimed to create naturally fostered a collaborative space "both literal and metaphorical, to seek out opportunities both to fortify current programs and to develop new services (Schmidt, 2005, p.246). By proactively explaining what we were thinking and why it gave others a chance to consider our progressive movement more calmly and rationally without feeling

threatened in a public setting. Our approach tempered opposition and allowed the initial conversations the safe, exploratory space needed to thrive; stakeholders became allies that empowered our plan and promoted it to their peers.

Once we had administrative buy-in, we needed to get the students to see our vision for what it was: a chance to enhance their educational experience. So we, once again, decided to start with our allies: the student workers. We began by inviting just the student leaders, who up until this point had never worked together, to a private meeting where they introduced themselves to one another and discussed what they did in their jobs. Then we proposed the idea of an LC model and asked what it could look like on our campus and what it would entail. Then we just sat back and listened. The student leaders made suggestions, debated, and compromised with one another about what an LC could be like and how it could work and, to our relief, came to similar conclusions we had. Once they had exhausted the topic, we shared our concept and held our breath. The heads around the room nodded and we finally started to think that this dream could actually come to fruition.

We took it a step further by holding a summit for all student workers, 100 in total, associated with the programs that would comprise our future LC. We held the summit in a room with large round tables and assigned seating with student workers from each program at each table so that they had to interact with students they likely did not know. We explained why they were there and introduced the general idea of an LC and what it could look like on our campus. Then we had them debrief on their year of work in their small groups by introducing themselves, what they do, and how they do it. We provided a series of questions for them to reflect on and discuss as a group in order to get them to see that even though they were from different programs run in different ways, they all had the common goal of helping students succeed (Appendix A). By the end of this summit, we had a noisy room full of students who were excited to make new friends with whom they could collaborate and were open to the idea of working more closely together as a unified organization.

We then proceeded to win over the rest of the student

body starting with the incoming cohort of freshmen. Changing the minds of students who have traditional processes and roles is difficult at best, but critical to the holistic and campus-wide cultural development of an LC. We partnered with other programs to design an academic success session for our new student conferences that showed the typical issues students go through each semester and how they could use the combination of our services to improve their academic performance. Incoming students and their families left knowing that despite the strenuous academic regime that was coming their way, they would have a unified team of support with various options to help them reach their goals.

Develop

While deciding to label our new unit of peer support services the TAMUG Learning Commons (LC) felt like an easy decision, determining what to call the collection of other programs and our student employees was more difficult. The LC formation precipitated the development of two additional commons: research commons and teaching commons. The research commons includes the library, collection services, interlibrary loan, honors, and undergraduate research programs in order to emphasize their primary research functions. The teaching commons aims to fill the gap in teaching support for our campus. The initial goal is to build future services, resources, and training to support and development instructional faculty and graduate students. Together these three pieces would comprise the commons: learning, research, and teaching. This unique arrangement is creating excitement from all areas of campus with ongoing development and growing support; future goals include sharing findings from those areas in future presentations and publications.

We focused the majority of our energy establishing centralized peer support services; to unify our student workers, we replaced job title designations such as tutor, coach, or supplemental instructor with the general term of learning consultant. We restructured future hires under wages that mapped to their mode of work such as 1-on-1, small group, or large group modes scaffolding pay from the lowest pay for 1-on-1 work up to the highest pay for large group work with

additional raises for annual merit or leadership roles. We then created a common student employment application form and process in conjunction with our human resources department to streamline the intake and interviewing procedures as well as recruitment to our programs.

We prioritized similar values based on training agendas and learning outcomes to design a common, conference-style training which includes scaffolded content and subject-specific breakout sessions. Weekly meetings, presided over by designated student leaders, are pivotal to continuing training conversations, group bonding, and professional development. To facilitate these trainings, digitize, centralize, and coordinate resources, we utilized a shared Google team drive setup with folders for guidelines, schedules, data, evaluations, and more. The biggest challenge was to merge our separate handbooks/manuals into one format by combining materials to eliminate redundancies and create a more cohesive unit. After two versions, we converted it to a Google site to offer a dynamic and interactive format with which our students could better engage. It continues to evolve and improve each semester with regular feedback and edits by student leadership.

Rebranding efforts are critical for university communities to find and understand the mission of this newly formed collaborative group. First, we worked with our webmaster to create new landing pages for each program that follows a similar layout with the same university branded colors, fonts, and styles. Each program page links back to its corresponding unit landing site and each unit can be navigated from our new home page at www.tamug.edu/commons. Then, the university communications manager designed branded university logos to use for all marketing materials and promotional giveaways. The use of logos, promotional giveaways, and unified web formatting has helped us to entice our students, faculty, and staff to accept the transition to the commons.

Bonding is one of the most pivotal factors of the buy-in process and provides opportunities for our student workers, staff, and faculty to connect, grow, and learn with one another. We started with the requisite training icebreakers and luncheons, crossover recruiting events, and leadership meetings and then progressed to

optional social events such as potlucks, gift exchanges, and an annual banquet to celebrate their achievements. Over time, we've observed consultants talking to other consultants they had previously been ambivalent towards, diverse groups of student workers hanging out during their downtime in the staff lounge and around campus, and, most importantly, the "them" language morphed into "us".

Evidence for our hopes that the creation of this centralized service would have a positive effect on our student workers, tie them to the community of learning, and develop skills toward their academic careers came one year after forming the LC as a graduating senior and former tutor cited the LC as a source for their success during a commencement speech. They thanked our "student leadership for the tutoring opportunities they made available. . . and the selfless service… repeatedly demonstrated by the many tutors and staff of the LC… I was really thankful I was able to participate in that program" (Schein, 2018).

Evolve

To show success to our stakeholders, we often transform into data analytic experts, accountants, and even graphic designers. Diverse strategies are cobbled together and archival data sources are mined to share our innovations, strategic partnerships, frugal resourcefulness, relevancy, and direct impact on student success. We attempt it all: write the reports; gather the surveys; manage the data; present at orientations; and visit department meetings, classes, and communities all to gain the student's attention, appreciation, and understanding.

Using TutorTrac Software to collect data across terms, we are able to interpret and craft success reports to diverse administrative teams such as departmental faculty, department heads, academic councils, deans, and provosts. The narrative and data for each report are crafted specifically for the type of audience such as annual provost report, division of academic affairs strategic plan, or departmental academic success update. Additionally, the system automatically sends weekly instructor reports of student participation in learning commons (LC) programs. Reporting methods have transitioned from individual program data collection and reporting to

collaborative data reporting using narrative coupled with infographics to show relevant developments, the success of program initiatives, and student participation and interaction with programs. Figure 1 is a comprehensive compilation of the involved programs delineated by time; 2015/2016 shows data from all programs prior to the formation and physical relocation of the LC while 2016/2017 and 2017/2018 show data after the initial formation.

Student Interactions with Learning Commons

Visits ■ Hours

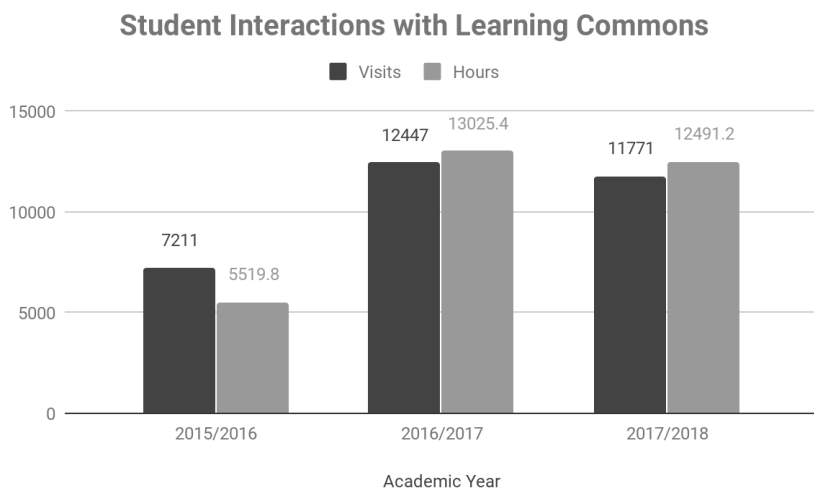| Academic Year	Visits	Hours
2015/2016	7211	5519.8
2016/2017	12447	13025.4
2017/2018	11771	12491.2

Figure 1: Student Interactions with Learning Commons from 2015- to 2018. This figure illustrates the total student visits among learning assistance programs and total hours consultants assisted students each academic year.

One value of success we track and report is the steady increase of unique student visits each year; the other value is the total number of contact hours students spent engaging our services. Figure 1 shows the student interactions from 2015/2016 to 2016/2017 representing the 72% increase in visits and 135.9% increase in contact hours; These increases are presumably due to the informal formation of the LC including relocating physically separated programs into a common space and unified messaging to the student body, staff, and faculty. One impactful event during summer 2015 was that four programs across two divisions–including tutoring, writing lab, academic coaching, and advising–teamed up to design and present a unified academic success orientation at each new

student conference. The data demonstrates the initial success of our comprehensive program design and encouraged our administrative team to believe that the LC model could greatly benefit our campus.

During the 2016/2017 to 2017/2018 academic years, the LC publicly launched to the faculty and staff and show similar data ranges. The 2017/2018 academic year showed a slight, but insignificant, decrease in the total number of visits and hours compared to the 2016/2017 year. This decrease is most likely a result of the impacts of two severe weather events to our campus and surrounding areas. In fall 2017, the Greater Houston Area was hit by Hurricane Harvey and again spring 2018 by Winter Storm Inga, which both delayed the start of the semesters and resulted in student, staff, and faculty attrition as well as playing catch-up for the remainder of the terms.

Average Number of Visits Per Student

2015 ––– 2016	6x
2016 ––– 2017	8x
2017 ––– 2018	7x

Figure 2: The average number of visits per student. This figure illustrates the return rate of students participating in learning assistance programs for multiple academic years.

The return rate measure of visits per student as shown in Figure 2 is a quantitative value of consultant interactions with students which we use in conjunction with anecdotal data collected from end-of-term student feedback surveys to inform the efficacy of rapport. As separate programs, our return rate per program was lower before the merger; however, since combining our data for visits per individual student, we show an increase of students returning to not only one program but multiple as they discover the benefits of one-

stop-shopping for academic support. LC administration transparently shared return rate data with consultants at orientations, leadership meetings, and annual banquets. This encouraged consultants to compare longevity data, set goals for improving student relationships and interactions, and support our vision of increasing the equity of return rates across programs. A resulting byproduct was a positive effect on faculty and staff interactions as the students aligned program services and processes with the curriculum.

Figure 2 shows a 33% increase in the average number of visits per student for the 2016/2017 academic year from the 2015/2016 academic year. We anticipated some increase based on the crossover of services but were pleasantly surprised by the increase above two visits per student average that preceded merging data sets. It also shows a 17% decrease from 2016/2017 to 2017/2018 due to the impacts of severe weather events. We will continue to monitor to establish long term trends proving that we can persist.

Percentage of Student Body Participating in Learning Commons

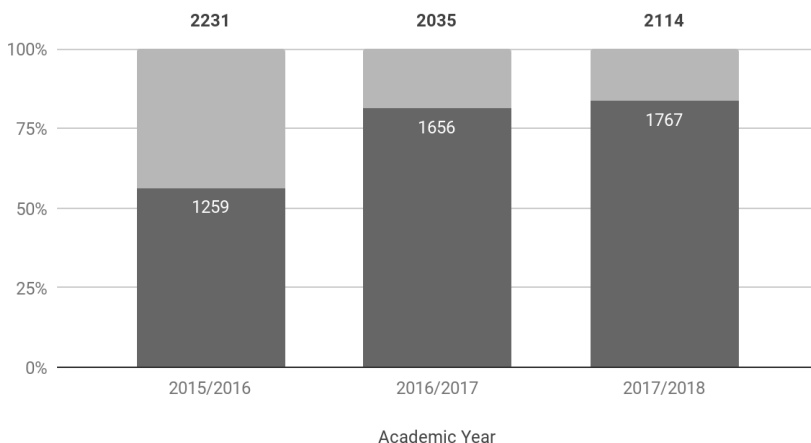|	2231	2035	2114
100%			
75%		1656	1767
50%	1259		
25%			
0%			
	2015/2016	2016/2017	2017/2018

Academic Year

Figure 3: Percentage of students engaging with LC programs by academic year. This figure shows the total unique students based on campus enrollment who participated in learning assistance programs over three academic years.

Another value of success we track and report is the number of unique students that visit each year compared to the total number of students enrolled at the institution. Figure 3 shows the

percentage of voluntary student participation in LC programs had the largest increase, 32%, from the 2015/2016 academic year to the 2016/2017 year due to the initial and informal formation of the LC programs. As a unified group of learning assistance programs on a small campus, we are able to build better rapport with our students, staff, and faculty which directly influences the referral and recommendation processes.

We were able to increase our overall student participation from 56% to an average of more than 82% of the total student population. Despite the slight decrease in total student visits and hours in our programs for the 2017/2018 academic year (Figure 1) due to Hurricane Harvey and Winter Storm Inga, we still saw an increase in the total number of students that visited and the percentage of the total student population that utilized our services.

Most academic support program data fluctuates with enrollment; however, our data shows a steady increase in total student participation despite a decrease in enrollment after 2015/2016. These significant increases infer that our programs are robust and able to support the majority of all undergraduate and graduate students better unified than when we were independent.

Conclusion and Discussion

Successful change involves curating the many definitions, voices, barriers, and plans of learning assistance programs. Institutions large or small should have strong facilitated coordination among academic, operational, and student affairs programs in order to untether our thinking and radically reform. The evolution and varied iterations of the commons in academic libraries over the recent two decades show "clear promise for an enlightening era of vibrancy and intelligence . . . and great hopes for those of us who strive to collaboratively produce and share the vision of the dynamic library Commons" (Somerville, 2008, p. 2-3). Discovering the best-fit change management philosophies and designing group management plans for implementing innovative, student-centered program design can establish Learning Assistance Organizations as leaders in shaping student success (Figure 4 and Appendix B).

By breaking the silos and streamlining our processes as the LC,

we increased our efficacy and reduced redundant student success efforts like recruiting, hiring, training, marketing, data collection, and assessment. Faculty and staff now have a centralized partner on campus with which to collaborate, communicate, and refer students in need of academic support outside the classroom. Initial participation data indicates that this campus culture shift has been productive and worth the storming and forming stages we have undergone since 2016.

Next steps include identifying, analyzing, and sharing data from the research & teaching commons programs so that we can point to a more holistic student impact. We need to continue evaluating our effectiveness based on other quantitative success measures such as correlations to the impact services have on student course and assignment grades, cumulative grade point averages (GPA) or grade point ratio (GPR), retention, and time to graduation. Further research into blending these 'hard' outcomes with 'soft' outcomes which include learners' perceptions of progress toward their learning goals is needed to discover the holistic picture of student learning experiences derived from learning commons (Zepke, 2010, p.661-662). Reviewing these data will inform the baseline over a five year period. With more data and time we hope to establish a trend and present a model of success to the campus, administration, and peer institutions as verification and justification for this complex but invaluable process.
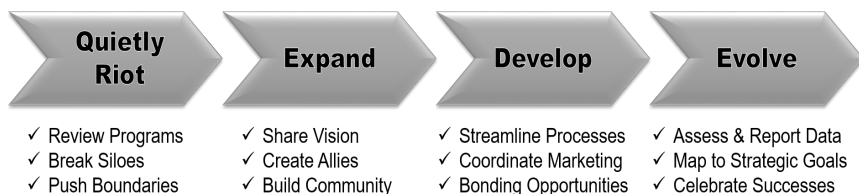
Quietly Riot	Expand	Develop	Evolve
✓ Review Programs ✓ Break Siloes ✓ Push Boundaries	✓ Share Vision ✓ Create Allies ✓ Build Community	✓ Streamline Processes ✓ Coordinate Marketing ✓ Bonding Opportunities	✓ Assess & Report Data ✓ Map to Strategic Goals ✓ Celebrate Successes

Figure 4: The four steps in creation of an LC. This figure shows Texas A&M University at Galveston's process to create a centralized learning commons.

We share our experience to map one possible pathway and model toward forming or reforming a learning commons while encouraging other institutions to review, creatively think about, and

take steps toward forming new partnerships. Outlined in Figure 4 are the essential steps we took during this process and the objectives met to complete them. Each part comes with its own challenges and rewards, but will ultimately reshape the way one thinks about creating a cohesive commons community and supporting the success of students.

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Appendices: Appendix A
Tutor Summit Spring 2016

Circle your center:
Tutoring / Applied Math Lab / Media Studio / Writing Lab / Library

Supplemental Instruction

Introduction
Describe your idea of a learning commons on this campus:

Annual Debrief
Describe one moment or point of pride from your work this year:

List three challenges you experienced in your work this year:

Future Directions
What do you generally need in order to perform your job responsibilities?

What unique or specific tools, resources, or training would help you in your work?

How do you see future communication among centers and subject specialties?

These worksheets will serve to BEGIN the conversation on your project. Basically there aren't any right or wrong answers to these questions, rather, completing the form is designed to get YOU thinking about the leadership aspects of your project.

Title		Keywords	
Summative/Overview		Scope/Timeline	
Leadership Issues/Challenges/Gap Analysis		Project Manager(s)/Leader(s)	Environmental Scan – Leadership
Goals/Expectations		Products	Risk Assessment; Impact
Participants	Participants I	Strategies	Measurement
	Participants II		Assessment
Comments			