INTRODUCTION

The University of Miami Libraries plans to transform the first floor of Richter Library into a Learning Commons in partnership with the Writing Center and Math Lab (College of Arts and Sciences), Academic Resource Center (Undergraduate Education), and Academic Technologies (UMIT).

The Learning Commons will support learning at the University of Miami through the co-location, coordination and enhancement of existing academic services. Complementing the classroom experience, the Learning Commons will help students in all disciplines pursue their own intellectual goals in conversation with peers and experts and with access to scholarly and creative resources. By increasing the accessibility of services, it will optimize library space at the center of the Coral Gables campus. The result will be an inviting new learning environment that is symbolic of the University’s common purpose: to transform lives through teaching, research, and service.

Recognizing that the co-location and coordination of key academic services in library space is a new approach at UM, the Learning Commons will strive to continually assess and improve its services, especially in relation to impact on student learning.

The transformation of the first floor of Richter Library into a Learning Commons is a significant step on the path to reinventing the UM Libraries in anticipation of the University’s centennial. In addition to preserving and sharing knowledge, the Library is becoming a site for the discovery and creation of knowledge in the digital age.

The participatory planning process for the Learning Commons – focused especially on undergraduate students – has also helped reveal opportunities for improving the library experience of graduate students and faculty. Future opportunities may include the enhancement of study space for graduate students on the second floor, the creation of a digital scholarship center on the third floor, and improved individual study space in the stacks tower.
Current Partner Locations on Campus

This map highlights the current locations of Learning Commons partners across the University of Miami campus. One of the key principles of the Learning Commons is to bring together distributed services, as well as act as a portal to specialty libraries.

Not shown: Academic Technologies, Rosenstiel Marine and Atmospheric Sciences Library, and Library Operational Partners (e.g., Systems, Communications)
Undergraduate Students

QUICK FACTS
The University of Miami is home to 11,000 undergraduate students. Over 1,250 undergraduate students, or 11%, participate in the Honors Program. The retention rate for new freshmen is 93% and for new transfers is 87%.

CURRENT BEHAVIORS
Library: 71% of undergraduate students who responded to the survey (141 respondents) visit Richter Library at least once a week to work (study, write or research), meet with others, use computers, and access materials. 24% visit the Richter once a month; 12% once a semester; and 5% less than once a semester or not at all.

Library & Academic Services: Undergraduates report limited use of academic and library services. The majority of students have not used the Writing Center, Academic Resource Center, Math Lab, or the Library’s distinctive collections or services (such as the Digital Media Lab, GIS Lab, or Research Services). They have the greatest awareness of the Writing Center and Digital Media Lab, and least awareness of the GIS Lab.

WHAT’S IMPORTANT TO THEM?
A SENSE OF DIRECTION
The path through college is not a straightforward journey and students often feel they are “at a crossroads.” They are uncertain about what’s ahead for them and what paths to take.

Showing what’s available to them (what services, programs, and events) and what others have done—for example, the career paths of recent graduates—can help undergraduate students ground their own experiences and explore their options.

SUPPORT IN THEIR WORK AND INTERESTS
Students turn to their social networks first for expertise, advice, and connections to others. They speak fondly of their relationships with professors. Their peers are also influential; for example, they encourage one another to seek out academic services.

Students value personal services, particularly, one-on-one services; in fact, individual consultations are the most preferred way for students to learn a new skill. Online one-on-one interactions are the least preferred.
Students are here “for more than just academics” and want to develop personal and professional skills for near- and long-term success.

There is consensus between students and faculty that communication skills, namely writing and public speaking/presentation, are the highest priority. Students would also like to develop better time management, study, and reading skills as well as software skills (e.g.: Excel). Faculty would like students to develop critical reading and thinking skills.

Undergraduates who responded to the survey indicated that work/life balance is one of the top three skills essential to their success. They currently don’t feel they have sufficient access to support in this area.

For students, work/life balance can be achieved through better time management, study, and reading skills; opportunities to reduce stress; opportunities outside the classroom; and being inspired.

Graduate students are self-directed and need to find the best tools and processes for their work. They are always eager to apply new tools and technologies, if they help them do their work. Like undergraduate students, they will seek out relevant workshops.

The skills they’re most interested in developing are writing skills, statistical analysis skills and software, and research skills for gathering and analyzing data.

The dissertation and publishing process is new, necessary, and often daunting for graduate students. While they may be experts in their fields of study, they recognize that they need feedback from peers and experts throughout the publishing process.

Graduate students are also interested in their self-marketing skills—for example, presentation skills, increasing self-confidence, and building web sites.
Vision for the Learning Commons

VISION STATEMENT

Help students become effective and independent learners with the ability to identify, critically analyze and apply relevant information and technologies as well as the skills necessary to communicate across disciplines and cultures.

MISSION STATEMENT

Offer opportunities to work individually and collaboratively, learn from peers and experts, discover and explore resources and ideas, and create and experiment. Provide an inviting, comfortable, and technology-rich environment.
The Learning Commons is a physical, service, and experiential transformation of the first floor of Richter Library to support student learning at the University of Miami. It will help students build the skills and mindset to engage fully in their studies and the world of information around them. By gaining access to a dynamic learning environment that is rich in resources, academic services, active-learning spaces, and current examples of research and creativity, they will gain greater awareness of, and confidence in, their interests, abilities and passions.

To achieve the vision, there are five key principles that together cultivate the future Learning Commons experience.

1. Coordinate services and resources across providers
2. Foster creativity and making with technology and digital tools
3. Create spaces for students to connect to each other and with experts
4. Lead users to more advanced services
5. Showcase stories of learning, research, and creativity
Service Strategy

INTRODUCTION

The service strategy for the Learning Commons is shaped by its mission to be a resource-rich environment, in which students can access expert services, spaces, and tools to become skilled, self-directed, lifelong learners. Informed by an understanding of users and what's important to them, the service strategy describes what services will be offered, how they’re organized, who will be offering the services, and where in the Learning Commons they will be delivered. Across all services, the Learning Commons strives to create a supportive, dependable, and rewarding experience for users.
Types of Service in the Learning Commons

Services can take a variety of forms. The main types of services that the Learning Commons will provide, within the larger set of Library services and resources, are:

- **CONSULTATIONS**
- **INSTRUCTIONAL & HOSTED ACTIVITIES**
- **EXHIBITIONS/DISPLAYS**
- **DEVICES, HARDWARE & SOFTWARE**
- **COLLABORATION, STUDY & MAKING SPACES**
- **COLLECTIONS & RESOURCES**
There are 8 service categories in the Learning Commons. The diagram to the right illustrates the relationships between these categories.

At the core are General Library Services & Tech Support and Learning Support & Digital Literacy. General Library Services & Tech Support provide basic services for the Learning Commons: users can access resources, technology, and spaces; get started with research; and troubleshoot technology. Learning Support and Digital Literacy services help users develop the foundational skills they need to succeed in their coursework – to understand content in their respective disciplines and to develop basic writing, quantitative, software, and study skills.

Building from these foundational categories of service, the five surrounding categories represent the array of advanced Library and partner services that help students build the mindset and skillset they need in the 21st century. These are organized loosely by types of activities and content areas, and represent the breadth of skills required in research and scholarship.

Lastly, encompassing all the other categories is Discover and Explore. While skill development is central to the Learning Commons, it is important to share back ideas and findings with the community in order to build knowledge and inspire others.
Categorizing the services offered in the Learning Commons provides a way to highlight and clarify to users what’s available to them, and to help staff coordinate what happens behind the scenes.

The following pages outline the service portfolio – what services will be offered and who will deliver them (sometimes in collaboration).

For a more detailed look at service operations from front-of-house to back-of-house, see the Service Blueprints in the Appendix.

GENERAL LIBRARY SERVICES AND TECHNOLOGY SUPPORT
For users to get to know the Library, spend time here, and keep their devices running. Services help users with general information, borrowing, room reservations, printing and tech help.

LEARNING SUPPORT AND DIGITAL LITERACY
For users to get help with course content, improve study and time management skills, and learn basic software skills (e.g., through Lynda.com).

CONDUCT RESEARCH
For users to get started on a research project, using the Library’s print, online, distinctive, and partner collections. Helps users with finding sources, research planning, dissertation and thesis development, research methods, and citation management.

WRITE, CREATE, AND COMMUNICATE
For users to master a variety of formats for communicating ideas. Helps users with writing, public speaking, presentations, print and graphic design, audio and video recording, digital publishing (websites and blogs), and 3D printing.

WORK WITH DATA
For users to enrich their projects with data. Helps users collect, transform, analyze, publish, manage, and visualize data such as GIS and spatial data.

COLLABORATE AND DISCUSS
For users to find peer study groups, sessions, meetings and events to support their work.

PUBLISH, PRESENT, AND PROMOTE
For users to get recognition for their work. Helps users by providing support for publication, Electronic Theses and Dissertations, grant and application preparation, professional development and career planning.

DISCOVER AND EXPLORE
For users to see what others have done and explore what the Library has to offer. Helps users learn about new resources and collections, and see what faculty and students are working on through displays and exhibitions.
Learning Commons Partners

The Learning Commons is be a coordinated initiative between the Library and several academic services at the University of Miami. There are four ways for groups to partner with the Library in the Learning Commons, allowing each partner group to adopt a model that suits its service and space needs. This page describes the four partner models: headquarters, satellite, visiting, and supporting.

**HEADQUARTERS**
- Group delivers their full portfolio of services in the Learning Commons, full-time.
- Learning Commons is their primary or only location for service delivery.
- Group’s staff are located full-time in Learning Commons or Library.

**SATELLITE**
- Group delivers a selection of services in the Learning Commons, full-time.
- Learning Commons is a secondary location for service delivery.
- Group has access to shared staff spaces.

**VISITING**
- Group delivers services in the Learning Commons on a “part-time” basis – e.g.: office hours, special programs and events
- Learning Commons is a secondary location for service delivery.
- Group has access to shared staff spaces during their programming hours.

**SUPPORTING**
- Group provides behind-the-scenes support in operating the Learning Commons, full-time.
- Group assists other service providers.
- Access to staff space is dependent on the group.

**HEADQUARTERS PARTNERS**
- Academic Technologies: Student Technology Support [option 1]
- Access Services
- Camner Academic Resource Center: Learning Specialists Digital Media Lab
- GIS Services
- Math Lab
- Writing Center

**SATELLITE PARTNERS**
- Academic Technologies: Learning Innovation and Faculty Development
- Camner Academic Resource Center: Tutoring
- Digital Strategies
- Learning and Research Services

**VISITING PARTNERS**
- Academic Technologies: Student Technology Support [option 2]
- Distinctive Collections
- Subject Specialty Libraries

**SUPPORTING PARTNERS**
- Systems (Library IT Support & Infrastructure)
- Library Facilities
- Library Communications
- Library Web and Applications Development
<table>
<thead>
<tr>
<th>GROUP</th>
<th>PARTNER SERVICE DELIVERY DETAILS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GROUP PARTNER SERVICE DELIVERY DETAILS</strong></td>
<td><strong>Camner Academic Resource Center: Learning Specialists</strong> Learning Specialists will provide students with ongoing one-on-one support and guidance through the Independent Learning Initiative. Being in the Learning Commons, Learning Specialists can connect students directly with academic and research support. Four Learning Specialists are expected to be in the Learning Commons [to be confirmed].</td>
</tr>
<tr>
<td><strong>Access Services</strong></td>
<td>Access Services will continue to be a central presence and be a primary point of contact for Library &amp; Learning Commons visitors. Access Services will be part of the main information/service zone of the Learning Commons. Some services will become self-serve (such as non-ILL holds) with staff assistance nearby.</td>
</tr>
<tr>
<td><strong>Digital Media Lab</strong></td>
<td>The Digital Media Lab (DML) is currently “headquartered” on the 1st floor of Richter Library and will continue to be in the Learning Commons. Their service offerings—e.g., hardware, software, workshop, and consultation offerings—are expected to expand.</td>
</tr>
<tr>
<td><strong>GIS Services</strong></td>
<td>GIS Services will be headquartered in the Learning Commons, with services delivered primarily in the GIS Lab. Space for GIS staff is needed in/near the Learning Commons.</td>
</tr>
<tr>
<td><strong>Math Lab</strong></td>
<td>The Math Lab will deliver their services in the Learning Commons instead of in their current location (Ungar Building). It is anticipated that they will offer evening and weekend hours. There are no dedicated staff space needs for the Math Lab, only access to a shared break room for tutors.</td>
</tr>
<tr>
<td><strong>Writing Center</strong></td>
<td>The Writing Center will deliver their services in the Learning Commons instead of in their current location (LaGorce House). As a result, the Writing Center Director and Assistant Director will also reside in/near the Learning Commons. Access to a shared break room is needed for tutors.</td>
</tr>
<tr>
<td><strong>Camner Academic Resource Center: Tutoring</strong></td>
<td>The Camner Academic Resource Center (ARC) will offer tutoring during specific hours in the Learning Commons. Their current location will continue to be their primary location.</td>
</tr>
<tr>
<td><strong>Academic Technologies: Student Technology Support and Learning Innovation and Faculty Development</strong></td>
<td>Academic Technologies will provide tech support for students in the Learning Commons, in cooperation with UML Access Services. There are two possible partnership scenarios: as a &quot;headquarters&quot; partner, the Learning Commons will become the primary location for technology support to students through the Student Technology Help Desk (STHD). This scenario will require additional staffing resources to support longer hours for STHD. As a “visiting” partner, the STHD will provide technology support for students during specific hours in the Learning Commons, and their current location will continue to be their primary location. Academic Technologies may also use spaces in the Learning Commons for workshops/events on occasion, such as a technology-enhanced classroom for demonstrations and faculty events. It is anticipated that Academic Technologies will provide faculty-oriented services, such as consultations, on the 3rd floor of Richter Library. Scenario 1 [Headquarters]: Bring the 4 full-time Student Help Desk staff to LC. Scenario 2 [Satellite]: Bring only 2 students (and possibly a supervisor) and triage to Headquarters.</td>
</tr>
<tr>
<td><strong>Learning and Research Services; Digital Strategies</strong></td>
<td>Learning and Research Services (LRS) and Digital Strategies will provide research support, consultations and workshops in the Learning Commons. LRS will also manage and facilitate the Learning Commons’ signature peer-to-peer program, the Library Research Scholars, featuring high-achieving undergraduate students who serve as models for self-directed learning.</td>
</tr>
<tr>
<td><strong>Distinctive Collections</strong></td>
<td>As Special Collections and the Cuban Heritage Collection already have dedicated, well-functioning spaces in the Library, they will use the Learning Commons to supplement their space needs and reach a wider audience. Distinctive Collections will primarily host workshops and events in the Learning Commons and have exhibitions/displays in the Learning Commons on a regular basis.</td>
</tr>
<tr>
<td><strong>Subject Specialty Libraries</strong></td>
<td>Subject Specialty Libraries will have exhibitions / displays in the Learning Commons on a regular basis.</td>
</tr>
</tbody>
</table>
Service Point Strategy

INTRODUCTION

Service points are places (or “channels”) where users and services interact, be it with a person or through an object (e.g.: kiosk, mobile device). At service points, users can access a range of services, from orientation and quick reference questions to in-depth consultations related to coursework or research.

There are three designated service points in the Learning Commons and a suite of “informal” locations:

- A central service zone near the main entry with co-located service providers
- A consultation zone dedicated to appointments and drop-in sessions with staff and student experts
- A satellite service point to support the consultation zone and provide general assistance
- User spaces, such as meeting rooms and open workspaces, where service providers can meet users to provide help
- Program spaces, where service providers lead instruction sessions, events, etc.
- Faculty/staff workspaces within the Learning Commons, where users can be invited in for consultation sessions

OVERVIEW OF SERVICE POINTS

In the Learning Commons,

- General Library Services and Technology Support services, such as borrowing (collections and general technology), quick reference help, and basic technology troubleshooting issues, will be provided at the Central Service Zone. Staff from Access Services, Learning and Research Services, and Student Technology Support (Academic Technologies) will be co-located in order to create a convenient “one-stop” experience for users and support the referral process. The Central Service Zone will have staff providing triage to answer directional questions, refer users to the appropriate point-person within the Central Service Zone, and refer users to more advanced services as needed (e.g.: make an appointment for a writing consultation). This service point should be proximate to back-of-house workspaces, particularly to support material flow.

- The consultation zone is composed of a mix of semi-private and some enclosed one-on-one and small group consultation spaces. During service hours, it is dedicated to service providers who conduct consultations, including the Writing Center, Math Lab, Camner Academic Resource Center, and Learning and Research Services (and potentially GIS and the Digital Media Lab). After hours, the space is available for general use. Services from multiple categories are available here – Learning Support and Digital Literacy; Conduct Research; Write, Create & Communicate; Work with Data; and Publish, Present & Promote.

- Consultations may also take place in offices. Groups with offices in the Learning Commons include GIS, Digital Media Lab, Writing Center, and potentially the Camner Academic Resource Center.

- Given the scale of the Learning Commons, a satellite service point adjacent to the Consultation Zone will be a secondary point of assistance for basic questions (directional, quick reference) and the primary point of assistance for the Consultation Zone. Both the Central Service Zone and satellite service point can complete consultation-related transactions, such as booking appointments and checking in users. The satellite service point will lead the day-to-day operation of the Consultation Zone and resolve complex consultation issues.

- There is an opportunity for service providers to meet users where they are working – in meeting rooms, at computer workstations, within general working spaces, and so forth. This would enable service providers to address the need at its source.

- Self-service options, such as kiosks, will be available for some transactional services, such as check-in.
Service Point Organization

INTRODUCTION

Service points in the Learning Commons can be organized into five types. This diagram shows the future clustering and distribution of service points.

- **Triage**: Information and directions to help users identify where to go. Located near the entry of the Library.

- **Transactional**: Quick interactions to get information, resources, devices, and technology help. Transactional service points are located near the entry and within the Learning Commons floor.

- **Consultative**: Extended interactions to receive guidance and expertise from faculty, staff, and student experts. Consultative services are concentrated within the Consultation Zone, and complemented in the Central Service Zone to address user questions as efficiently as possible.

- **Specialized**: Support for specialized hardware & software, creativity, media, and digital making within dedicated spaces.

- **General**: A variety of flexible, general-purpose individual and group work spaces (open and enclosed). If staff rove, services can range from transactional to consultative, and across content areas depending on the request.
GUIDING PRINCIPLES

The following principles inform the configuration and location of service points:

**CLARITY:** Co-locate service providers at service points and make it clear where users should go for which services. Provide at least one triage station or point-person to direct all general questions.

**CHOICE:** Allow users to choose the level of service that’s appropriate to them. Upon entering, users should be able to speak with staff at the triage station, or go directly to the appropriate service provider location.

**ADAPTABLE:** Provide space for at least two staff at each service point so staff can collaborate, support one another, or step away from the service point without leaving it unattended. Service points should also allow for face-to-face and side-by-side interactions, and seamless transitioning between the two modes of interaction.

**VISIBLE:** Adjacency to the user spaces that service points support is preferred so staff can be aware of activities and be visible to users. Use service points as opportunities to make services visible through displays and staff.

**DIGITAL AND PHYSICAL:** Consider the digital components of every physical service point to enable users to help themselves, e.g.: to check in for a consultation at a kiosk or via a mobile app in addition to interacting with a staff member.
**CURRENT VS. PROPOSED**

The space program for the Learning Commons is comprised of 9 space types:

- **Public**: Entry areas
- **User**: General user study/work spaces
- **Program**: Spaces for programs and events
- **Exhibit**: Space for physical and digital exhibitions
- **Collections**: Storage for print materials and devices
- **Specialty**: User spaces with specialized hardware and/or software, e.g.: labs and workstations
- **Service**: Spaces where services are delivered
- **Staff**: Staff workspaces, behind-the-scenes
- **Support**: Student and building support

New program, specialty, and service spaces are the most significant drivers of how space is allocated in the future Learning Commons. There will be two enclosed 30-seat multipurpose program spaces; new spaces for creativity and digital making; and a consultation zone for one-on-one and group sessions.

In all, the seat count will be approximately the same as all types of spaces (including specialty and programs spaces) will be open for general use when not reserved. Within general user spaces, a greater proportion will be enclosed study (vs. open study). The density of seating will remain the same, at ~33 sf per seat.

### Spring 2015

<table>
<thead>
<tr>
<th>Space Types</th>
<th>Spring 2015 sf</th>
<th>% net</th>
<th># user seats</th>
<th>Proposed sf</th>
<th>% net</th>
<th># user seats</th>
<th>% Current</th>
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<tbody>
<tr>
<td>Public</td>
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<td>-</td>
<td>1,100</td>
<td>5%</td>
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<td>75%</td>
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<td>5,190</td>
<td>185</td>
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<td>3,550</td>
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<td>Exhibit**</td>
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<td>-</td>
<td>550</td>
<td>2%</td>
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<td>185%</td>
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<tr>
<td>Collections^</td>
<td>3,670</td>
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<td>1,280</td>
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<td>35%</td>
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<td></td>
<td>1,240</td>
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<td></td>
<td>1900%</td>
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<tr>
<td><strong>Total Net Area (NSF)</strong></td>
<td><strong>23,180 sf</strong></td>
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<td><strong>22,270 sf</strong></td>
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<td>Circulation</td>
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<td><strong>Total Usable Area (USF)</strong></td>
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</tbody>
</table>

*User Space includes some collections area (reference collection)  **Footprint estimated

^Compact shelving area removed in summer 2015 = 4,950 sf including circulation; number presented removes circulation

Areas (sf) have rounded to the nearest 10, seat counts to the nearest 5, and % current to the near 5%. See space program for detail.
Staffing Strategy

INTRODUCTION

The staffing strategy section presents a holistic view of the roles and responsibilities of the Learning Commons, in particular highlighting those that are new to the organization and those that currently exist but will have to be enhanced (i.e.: greater demand for their services and/or need for new skills and knowledge) as the Learning Commons is formed.

As the host of the Learning Commons, it is anticipated the Library will play a central role in planning, coordination, and operations with input from partner groups. There is also renewed energy and mandate to assess the Learning Commons, and new skills and knowledge to learn as all staff become stronger points of connection to all service providers in the Learning Commons.

This staffing strategy is intended as a first step in a broader organizational planning and budgeting process. It describes roles and provides an FTE estimate, but does not assign roles to individuals, make recommendations on how current roles should be modified, or propose a budget for staffing.

PROCESS

With the Service Model Development Group and Project Committee—together representing the user-facing service providers as well as behind-the-scenes support groups such as Facilities, Communications, and IT—we brainstormed a long-list of staff responsibilities, grouped those responsibilities into future roles, and then estimated the number of FTE required for each role to create a staff projection. In this process, we assumed a blank slate – as if existing departments and positions did not exist.

The staffing projection provides an FTE range from low to high need and provides a high-level view on how staffing needs change over the academic year. The spreadsheet for the projection is provided as a separate document and can be updated.
Areas of Responsibility

In the Learning Commons, staff responsibilities are organized into seven categories. There are “behind the scenes” responsibilities (categories 1 to 4) that support the operations of the Learning Commons and have little to no interaction with users, service delivery itself (category 5), and user-facing operations that dialogue with users (categories 6 and 7).

- **1. TRAINING**
  - Purpose: Preparing staff, students, and partners with the skills, knowledge, and mindset needed for their roles in the Learning Commons. Would report to lead of Partner Coordination.

- **2. PARTNER COORDINATION**
  - Purpose: Working with partner groups, including visiting partners, to support service delivery in the long- and near-term.

- **3. SPACES, TECHNOLOGY & TOOLS**
  - Purpose: Providing the facilities, equipment, IT, and infrastructure (e.g.: room reservations, events calendar) needed to “run” the Learning Commons and creating a shared way for service providers and users to use those tools.

- **4. COLLECTIONS DEVELOPMENT & ACCESS**
  - Purpose: Planning the Learning Commons’ physical and digital collections, liaising with the partners to develop the collections, and providing storage and access (circulation and maintenance).

- **5. SERVICE DELIVERY**
  - Purpose: Interacting with users through the various services – consultations, programs, events, resources access, space access, etc.

- **6. RESEARCH & ASSESSMENT**
  - Purpose: Collecting information to understand the use and impact of services and how services can be continually improved.

- **7. COMMUNICATIONS & OUTREACH**
  - Purpose: Showcasing the Learning Commons through multiple channels and managing those channels – online, digital displays, newsletters, email, print, tours, and more.
### Overview of Roles

**INTRODUCTION**

Within each area of responsibility are a number of roles. As we plan to staff the Learning Commons, it is important to assess whether the role is:

- a staff or student/lecturer (*) part-time position
- a new role, enhanced role, or existing role, where:
  - **(N) New Role**: roles that do not currently exist in the organization but are critical
  - **(E) Enhanced Role**: existing roles in the organization (filled by one or multiple positions) that will have a greater scope of responsibilities at the launch of the Learning Commons because of volume and/or a need for additional skill and knowledge sets to deliver future services.
  - **(Ex) Existing Role**: existing roles in the organization that are not anticipated to change at the Launch of the Learning Commons, but could be in higher demand as the LC matures.

The responsibilities for a role tend to fall within one area of responsibility, but can also span across. For example, the Commons Coordinator under Partner Coordination also has responsibilities that relate to Training and Communication & Outreach.

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<th>AREA OF RESPONSIBILITY</th>
<th>ROLES</th>
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<tr>
<td>Training</td>
<td>• (N) Training Lead</td>
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<tr>
<td>Partner Coordination</td>
<td>• (N) Commons Coordinator • (E) Partner Liaisons</td>
</tr>
<tr>
<td>Spaces, Technology, and Tools</td>
<td>• (E) IT Support • (E) Facilities Team</td>
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<td>Collections Development &amp; Access</td>
<td>• (E) Access Services • (E) Learning and Research Services • (E) Writing Center</td>
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<td>Service Delivery</td>
<td>• (N) Library Research Scholars Program Manager</td>
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<td>Research and Assessment</td>
<td>• (N)* Research Assistant</td>
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<tr>
<td>Communication and Outreach</td>
<td>• (N)* Learning Commons Ambassadors • (E) Programs &amp; Events Coordinator</td>
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**AREA OF RESPONSIBILITY**

- **Training**
- **Partner Coordination**
- **Spaces, Technology, and Tools**
- **Collections Development & Access**
- **Service Delivery**
- **Research and Assessment**
- **Communication and Outreach**

**ROLES**

- **(N) Training Lead**
- **(N) Commons Coordinator**
- **(E) Partner Liaisons**
- **(E) IT Support**
- **(E) Facilities Team**
- **(Ex) Systems Administrator**
- **(Ex) Technology Strategist**
- **(E) Access Services**
- **(E) Learning and Research Services**
- **(E) Writing Center**
- **(Ex) Access Services**
- **(Ex) Learning and Research Services**
- **(Ex) GIS Team**
- **(Ex) ARC Receptionist**
- **(Ex)* ARC Tutors**
- **(Ex) ARC Learning Specialists**
- **(Ex)* Math Lab Team**
- **(Ex) Writing Center Receptionist**
- **(Ex) Writing Center Director / Asst Director**
- **(Ex)* Writing Center Tutors (instructors and grad students)**
- **(Ex)* Writing Center Student Assistants**
- **(N) Assessment Lead**
- **(N)* Research Assistant**
- **(N)* Learning Commons Ambassadors**
- **(E) Programs & Events Coordinator**
- **(E) Communications Designer**
- **(E) Digital Presence Coordinator**
- **(Ex) Partner Content Creators**
Pilot & Prototype Development

POTENTIAL PILOTS / PROTOTYPES

In preparation for opening the Learning Commons, the Library and participating partners can run a series of pilots and prototypes to assess the service and space ideas generated during the planning phase. Pilots in red have not yet been planned.

Learning Commons Service Coordination Pilots
- Front-line staff triage and referral.
- User check-in for consultations.
- Referrals across services/partners.
- Digital infrastructure for coordinated services.

New Spaces, Configurations, and Furniture Pilots
- Configuration of the main service point.
- Transitioning partner services and spaces.
- Integrating new types of spaces, furniture, and tools.
- Integrating exhibitions with related spaces.
- Integrating collections with related spaces.

Equipment Lending / Circulation Pilots
- Equipment/technology checkout & laptop lending.
- Specialized equipment circulation (DML / GIS).

Programs, Events, and Communications Pilots
- New, different types of programs and events.
- New type of event: Streaming Panel Presentation.
- Promoting Learning Commons services.

WHAT DO WE NEED TO TEST AND WHY?

Pilots associated with coordinating Learning Commons services will ensure that operations run smoothly, from triage with front-line staff, user check-in for consultations, and referrals to and across partners.

Piloting new spaces and furniture configurations will support the adaptability of the Learning Commons environment, allowing it to respond to the preferences of users as well as the spatial needs of partners and staff. Testing different configurations can also help achieve appropriate visibility of spaces and promote their use.

Prototyping the circulation of laptops and specialized GIS equipment before the new equipment is acquired prepares staff to be trained and ready to roll out circulation when the equipment arrives.

Planning for and communicating what’s happening in the Learning Commons – whether programs and events, or day-to-day partner services – will influence the impact the Learning Commons makes at U Miami. Developing and testing new programs, events, and messaging before the Learning Commons opens will strengthen the awareness of what’s happening through communications.

SUMMARY OF ACTIONS

Pilots related to the service point configuration and new furniture and spaces for partners can be planned internally over Summer 2016 in order to launch pilots when students return in Fall 2016. Progress will be monitored over the fall semester, and refinements can be made over the break between semesters, leading to a second pilot for referrals across partners during the Spring 2017 semester. (Note: Introducing new furniture pilots will need to be coordinated with relevant purchasing times.)

Testing the processes for equipment and technology lending (laptops and GIS specialized equipment) can start in the Spring 2016 semester, before the new equipment arrives. After equipment arrives, staff will roll out circulation and engage in ongoing training (as needed).

Messaging and programming around Learning Commons services can be developed and tested internally through the end of 2016. Training, piloting, monitoring and refining will begin in Spring 2017 and continue through the summer, leading up to the opening of the Learning Commons in Fall 2017.
Front-line staff triage & referral: what is answered at main service desk?

User check-in for consultations: where/how/with whom?

Referrals across services / partners: how do referrals happen?

Configuration of the main service point: arrangement of components

Transitioning partner services and spaces: what is the process?

Integrating new spaces/furniture/tools: what do users like?

Integrating exhibitions within related spaces: how are they integrated?

Integrating collections within related spaces: how are they integrated?

Equipment/ttech checkout & laptop lending: what is checked out where?

Specialized equipment lending (DML/GIS): what is the process?

New types of programs/events: what are users interested in?

Streaming Panel Presentation: process for new type of event

Promoting Learning Commons services: how to promote/showcase?
Piloting Questions

Questions to be answered in the next phase of work.

- Within the overall schedule of pilot development, which pilots should be prioritized?
- How will purchasing periods line up with the need for equipment / materials for pilots (like GIS specialized equipment circulation, laptop lending)?
- What will be the process for continued planning of the pilots? Who will be the key coordinators?
- How will the pilots for front-line staff triage, user check-in for consultations, and configuration of the main service point be monitored and refined?
- What will the timeline look like for piloting new and different types of programs?
- What will the furniture and grouping of the consultation areas be? What will be the best consultation configuration?