KEY ORGANIZATIONAL STRENGTH, WEAKNESS, OPPORTUNITY, AND THREAT

**Strength:** The library actively interacts with faculty and students and supports teaching and research by enabling faculty and students to find and to use the information they need.

**Weaknesses:** The library is able to provide resources and create programs that meet the increasing needs of a great faculty and student body, but the library is significantly limited by the current number of available staff.

**Opportunity:** The library’s mission integrates well with the increased university focus on research.

**Threat:** The library’s ability to secure sufficient funding to expand services, resources, and to create an effective infrastructure for the future.

MISSION STATEMENT

Connecting people with information and each other at Tufts and beyond.¹

VISION STATEMENT

The library will serve as a principal physical and virtual learning and research environment by building upon our past strengths to create a 21st century, fully accessible and world-class information resource.

The library will be actively engaged as a collaborative and embedded partner with faculty and students to become an essential part of the teaching, research and learning processes.²

The library will effectively guide our faculty and students in the use of library resources.

---

¹ Tufts is currently connecting people with information, but the “each other” is something new, especially considering the proliferation of Web 2.0 technologies.

² Examples of “embedded partnerships” include: joint grant proposals; prospectus for dissertations; development of support for learning objectives and content of the curriculum; being a part of Blackboard chat for courses; improved daily communications and interactions; collaboration with Academic Technology in the implementation of information technology and research virtual pages; greater enabling of users to do things for themselves (e.g., track requests through ILLiad) and make life more convenient for them.
The library will actively investigate and strive to employ best practices to personalize and improve library services.⁴

The library will create a framework to enable faculty and students not only to access the base of authoritative information within a discipline – whether on campus or abroad-- but also to add to it⁴.

The library will create or engage in programs to be active citizens of the local and global academic information community.⁵

**VALUES STATEMENT**⁶

- Provide and support excellent user services
- Promote positive staff morale⁷
- Pursue strategic opportunities⁷
- Be flexible⁸
- Be collaborative, sharing, and supportive
- Demonstrate leadership and initiative
- Be respectful of the contributions, experience, and point of view of others
- Recognize accomplishments
- Be team players
- Be creative
- Employ critical thinking⁹
- Be results-oriented
- Ensure the continuous development of our staff
- Encourage diversity of viewpoints and backgrounds
- Apply data and assessment to direct decisions
- Engage in effective outreach and advocacy¹⁰

---

³ See examples in previous footnote. In addition: improve services by connecting people to each other through blogs, wikis, etc.; building of the scholars’ portal.
⁴ “Adding to” means creation of digital and virtual resources through digitization, adding materials into the institutional repository, author talks distributed through forums and discussions presented within the library, Berger Grants.
⁵ Global community: provide unique digital collections to the world; digitization of art works held by the library; services for students living abroad; outreach to student university groups that are involved in community efforts (e.g., Leonard Carmichael Society, Tisch College for Citizenship and Public Service); Open Content Alliance and support for open access and the institutional repository.
⁶ All of these values are grounded in the Tufts competencies.
⁷ Strategic opportunities include both the accomplishment of goals outlined in the strategic plan and opportunities that could not be predicted or anticipated at the time the plan was developed.
⁸ Job descriptions are not fixed, but rather have some “fluidity.” Staff are encouraged to assume responsibility whenever and wherever needed.
⁹ A synonym for “critical” thinking is “analytical” thinking. Staff should always ask: “How does this support the strategic plan?” and “How does this help the library?”
¹⁰ Marketing is the job of everyone in the library in some respect or another.
GOALS AND SUCCESS METRICS

GOAL 1: KNOWLEDGE MANAGEMENT. The library will be the physical and virtual intellectual center of the University; it will improve the productivity of faculty and students by providing optimal conditions for faculty and students to find, use, and create knowledge.

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>SUCCESS METRICS</th>
</tr>
</thead>
</table>
| 1. Increase personal connections by embedding the library in the working environment of faculty and students at Tufts and beyond. | • Survey results indicate that Tisch is seen as the most essential choice for information needs.  
• There is significant improvement or increase in:  
  o faculty observation of the quality of student work;  
  o the number of requests for library instruction classes;  
  o use of licensed library electronic resources; and  
  o testimonials concerning demonstrated successful use of the library. |
| 2. Create a flexible and customizable faculty and graduate student research commons that provides a highly effective and efficient physical and virtual environment for students and faculty to engage in their research. | • Key recommendations are implemented based upon an intensive study of faculty library and technology needs for research and teaching.  
• Faculty actively participate in the development of the physical and virtual research commons.  
• Faculty surveys and focus groups indicate that research productivity has increased as a direct result of the physical and virtual research commons. |
| 3. Incorporate best practices into the design and ongoing development of the Tisch physical and virtual learning commons, which will be geared toward the needs of undergraduate students. | • Students advocate for and participate in the development of a learning commons.  
• Collaborative learning is enabled at a level that was not previously possible.  
• Survey results and focus groups indicate that 90% of students are satisfied with the learning commons.  
• Survey results indicate faculty and students think of the learning commons as the space on campus (outside of the classroom) that is the most conducive for their learning. |

11 Definition of research commons: The primary goal is to deliver electronic research-level resources to the scholar’s desktop; the primary audience is faculty and graduate students, but this does not exclude other groups from using the research commons.

12 Definition of learning commons: The primary goal of the learning commons is to provide a collaborative learning space within the library; the primary audience is undergraduate students, but this does not exclude
<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>SUCCESS METRICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Participate fully in the process to select and implement the new university course management system and other systems that affect library services (e.g., e-reserves, student information system), with library services fully integrated within these systems so users have effective and efficient access to resources.</td>
<td>- The library makes contact with 100% of faculty to provide information about the importance of links from the course management system to library services, and about copyright and other relevant information.</td>
</tr>
<tr>
<td></td>
<td>- The library is a full participant in the selection and implementation of new course management system and other university systems that could affect library services.</td>
</tr>
<tr>
<td></td>
<td>- There is a significant increase in the use of library links through the course management system (as measured by web traffic).</td>
</tr>
<tr>
<td>5. Provide effective and efficient access to library resources to all faculty and students and support user self-service.</td>
<td>- The library discovery tools are robust, meet the needs of the user community (as measured through surveys and focus groups), and meet best practice standards.</td>
</tr>
<tr>
<td></td>
<td>- All print material is easily accessible on campus, including bound journals.</td>
</tr>
<tr>
<td></td>
<td>- Cooperative retention plans result in reduced shelving needs and in the preservation of the artifactual record, as appropriate.</td>
</tr>
<tr>
<td></td>
<td>- Faculty and students report that the web site is efficient (as measured by the user survey and usability testing).</td>
</tr>
<tr>
<td></td>
<td>- Circulation self checkout is available.</td>
</tr>
</tbody>
</table>

---

13 For example, call number search should be fully enabled in the library catalog, Encore, virtual catalog, microform searching, and for theses searching.

other groups from using the learning commons. The learning commons has a clear pedagogical component to it and has implications in terms of staffing. It is important to note that Tisch will be building both a physical place and a virtual learning commons space.
<table>
<thead>
<tr>
<th><strong>OBJECTIVES</strong></th>
<th><strong>SUCCESS METRICS</strong></th>
</tr>
</thead>
</table>
| 6. Improve student success and retention by providing resources appropriate to accommodate different needs and learning styles.  

14 | • Through a partnership with the Dean of Undergraduate Education, the library implements programs that enhance student retention, with success measured through instruments appropriate to the program.  
• Library instruction incorporates approaches that accommodate different learning styles, and evaluations demonstrate increased student satisfaction and success.  
• Through a partnership with Student Services, the library is able (as necessary) to identify and support adaptive and assistive equipment needed for challenged students.  
• The library provides library-related applications for all technology platforms that are supported by AS&E. |
| 7. Provide adequate and acceptable quiet study spaces and collaborative active learning spaces. | • The library secures adequate space and achieves a 90% satisfaction rate for study space in future surveys. |
| 8. Create physical and virtual community spaces that advance person-to-person interactions within the scholarly community. | • The library provides highly used exhibit spaces and social spaces outside of the Tower Café.  
• The library’s virtual community spaces, blogs, online exhibits, etc. have high traffic (as measured by hit rates, number of blog entries, changes to wikis, etc.). |

14 Examples include adaptive and assistive equipment, software, hardware, and library instruction methods.
**Goal 2: Partnerships.** The library will take a leadership role and expand services by partnering with other organizations, both at Tufts and beyond.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Success Metrics</th>
</tr>
</thead>
</table>
| 1. Seek university partners to implement the new learning commons and research commons. | • The library seeks and engages other departments to participate in the development and implementation of the commons.  
• Tisch and its partners provide new services to support teaching and research.  
• Partners develop memoranda of understanding detailing the responsibilities of each partner. |
| 2. Partner with the Office of the Dean Undergraduate Education to enhance the library’s involvement in the first-year experience. | • Participation of first-year students in the orientation process increases to 50% of the first-year class  
• The library is integrally involved in the One Book experience by providing a highly used web site containing information about the selected book.  
• Parents who attend the library’s orientation week program rate the program highly, as indicated in evaluations.  
• The library is highly involved in the freshman advisory program. |
| 3. Achieve effective outreach to deans, department chairs, faculty, program directors, staff groups, and student leaders. | • The library regularly offers, and faculty and students regularly attend, information exchanges about library services that address the needs of schools, departments, and programs.  
• The library is regularly sought out by academic departments to receive information about new courses, new faculty, new initiatives, lectures, grants, and research.  
• The library receives an increased number of invitations to faculty department meetings.  
• The library forms new partnerships with Academic Technology that will result in improved campus outreach.  
• 100% of new deans and faculty report that they have productive relationships with the library. |
<table>
<thead>
<tr>
<th><strong>OBJECTIVES</strong></th>
<th><strong>SUCCESS METRICS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Partner with other campus libraries to promote education and tools for the</td>
<td>• Faculty recognize the importance of the Open Access movement and their rights and</td>
</tr>
<tr>
<td>university community regarding scholarly communications and intellectual</td>
<td>obligations in the scholarly communication process.</td>
</tr>
<tr>
<td>property issues (e.g., open access, institutional repositories).</td>
<td>• Faculty support the Open Access movement through the deposit of their publications in the Tufts Institutional Repository.</td>
</tr>
<tr>
<td></td>
<td>• Faculty in their research and instruction demonstrate an understanding of responsible practices concerning intellectual property rights and copyright obligations.</td>
</tr>
<tr>
<td></td>
<td>• Students in their academic life recognize through demonstrable use an understanding of responsible practices concerning intellectual property rights and copyright obligations.</td>
</tr>
<tr>
<td>5. Partner with academic departments, technology experts, and other support</td>
<td>• Offices on campus regularly contact Tisch to collaborate with them to support the teaching, learning, and research needs of the Tufts community.</td>
</tr>
<tr>
<td>units within the university to enhance teaching, learning, and research.</td>
<td></td>
</tr>
<tr>
<td>6. Build and strengthen partnerships with other Tufts libraries so that library</td>
<td>• Tufts users report through usability studies that library systems provide quick access to resources.</td>
</tr>
<tr>
<td>resources are seen as an interdisciplinary university asset, not just a school</td>
<td>• All Tufts libraries adopt uniform metadata standards.</td>
</tr>
<tr>
<td>asset.</td>
<td>• All Tufts libraries coordinate their approach to provide unified library-related content.</td>
</tr>
<tr>
<td>7. Partner in digitization efforts through the Open Content Alliance, DCA,</td>
<td>• The current Tisch OCA project commitment for digitization of journals is completed in full.</td>
</tr>
<tr>
<td>and other appropriate programs that may arise.</td>
<td>• Funding is identified for additional OCA projects beyond the initial project.</td>
</tr>
<tr>
<td></td>
<td>• The DCA and Tisch partner to increase faculty participation in the Tufts Institutional Repository.</td>
</tr>
<tr>
<td></td>
<td>• The library works with DCA to identify possible future projects specifically for Tisch Library.</td>
</tr>
</tbody>
</table>
**INTERNAL GOALS**

*Context:* To advance the academic goals and objectives defined above in this strategic plan, staff internally will need to accomplish the goals and objectives articulated below.

**Goal 1: Staff Recruitment and Development.** The library will invest in continuous staff development and recruit the talent to achieve our strategic goals.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Success Metrics</th>
</tr>
</thead>
</table>
| 1. Conduct a needs assessment to develop a framework for a staff mentoring program. | • The needs assessment tool results in the articulation of a plan as to whether and how the library will proceed with the mentoring program.  
• There is a commonly accepted definition of the components of the mentoring program.  
• The staff mentoring program is implemented and receives high ratings in the staff survey.  
• Staff report that they are supported.  
• Staff demonstrate enhanced skills. |
| 2. Engage in a continuous review of job roles and responsibilities, and request Human Resources to initiate salary reviews as appropriate. | • Supervisors review and assess job roles annually and each time a position becomes vacant.  
• Human Resources is requested to conduct a market salary review at least every 3 years, and to make recommendations to the library administration.  
• Job descriptions are formally reviewed on an annual basis.  
• Salary equity is established between Tufts and its peer institutions.  
• Position titles (e.g., “assistant”) will be reviewed to ensure they appropriately reflect responsibilities. |
| 3. Create opportunities for individual growth, job enrichment, and career advancement. | • The number of staff attending job related training both within and beyond the University increases.  
• Program or team to promote associates’ access and use of memberships is created, including electronic lists, programs, and better use of the development budget.  
• Further staff training occurs, with training tailored to specific job roles and with an emphasis on quality and value of work.  
• Staff feedback mechanisms result in timely responses concerning library initiatives. |
<table>
<thead>
<tr>
<th><strong>OBJECTIVES</strong></th>
<th><strong>SUCCESS METRICS</strong></th>
</tr>
</thead>
</table>
| 4. Review and respond to the recommendations from the Team Assessment report concerning improvements to team culture and ongoing needs for staff development. | • A Tisch Team Charter is created that explains the purpose and intended results of the library’s team culture and outlines the role of mission, charges, accountability, communication, relevancy, individual team member value, and sources of individual support.  
• Staff report that they feel valued and empowered to make changes.  
• More staff demonstrate a willingness to serve on teams and are more accepting of their assignments. |
| 5. Continually review organizational needs and staffing expertise and capabilities to implement our strategic objectives. | • Staff is cross-trained (both inter- and intra-departmentally) to increase adaptability and flexibility.  
• The Tisch Advisory Council minutes are expanded to become a regular newsletter or virtual environment to encourage feedback from staff. |
| 6. Encourage undergraduate library student assistants to consider graduate programs in librarianship. | • Co-sponsor with Simmons School of Library and Information Science, the Tufts Career Center, and other institutions a career day in the library to attract both undergraduates and library staff. |
**Goal 2: Operational Effectiveness.** The library will demonstrate best practices by reviewing and revising operations, organization, and resource allocation.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Success Metrics</th>
</tr>
</thead>
</table>
| 1. Engage in continuous operational analysis, including incorporation of “reality checks” by involving outside perspectives (e.g., other library staff, university staff, and peer-institution benchmarking). | • The library collaborates regularly with other libraries and peer institutions to develop best practices.  
• The library completes the review and implementation of the recommendations of the Technical Services Consultants’ Report. |
| 2. Review and respond to the recommendations from the Team Assessment report concerning improvements to operational effectiveness. | • The staff demonstrate a better understanding and appreciation for a team culture.  
• There is a significant increase in staff morale.  
• The library establishes a Team Oversight Committee to further team culture success and to encourage staff feedback. |
| 3. Communicate expected changes in national standards to relevant Tisch Departments and other Tufts libraries, and provide information as to how Tisch will respond to emerging standards. | • Staff and Faculty report that our web page and email alerts are fully effective.  
• Newsletter is supplemented with focused communication for Tufts libraries (with ULC). |