

## Staffing

---



## UNIVERSITY OF CALGARY

### Job Profile

**UCPL Number:** IR6931  
**Job Title:** Visualization Research Coordinator  
**Date:** February 08, 2012  
**Faculty/Admin Area:** Libraries & Cultural Resources  
**Department/Unit:**  
**Job Family (proposed):** Technical  
**Development Phase (proposed):** Phase III  
**Job Code (proposed):**

**Nature of the Work** (*To whom position reports, complexity and amount of work/peak periods, other conditions: eg shift work, callout dangerous or stressful conditions etc*):

Reporting to the Technology Officer of the Taylor Family Digital Library (TFDL), the Visualization Research Coordinator is responsible for the overall management of the Visualization Studio facility, supporting researchers within the studio and creating visualizations for Libraries and Cultural Resources. The incumbent will be supporting research to diverse cross-disciplinary environment of professional-level researchers, mostly faculty and their invited guests. The job is demanding, requires sound judgment, excellent leadership and organizational skills, initiative and discretionary decision making which impacts services and operations in an environment of change and shifting priorities. The incumbent works with the Technology Officer to develop the strategy and vision for the Visualization Studio operations, with a focus on growing and developing new and cultural visualizations.

The Taylor Family Digital Library (TFDL) Visualization Studio is a dedicated room for professional-level research utilizing a high-resolution wall, LCD touch table, 7.1 surround sound system with the assumption that additional technologies will be added to the room with continuous funding support. It is intended to support researchers from all departments across campus with varying technical proficiencies.

The Visualization Research Coordinator works with the Technology Officer to develop policies and procedures that are aligned with the Libraries and Cultural Resources research, strategic and programmatic directions. The work of the Visualization Research Coordinator requires strong analytical abilities and strategic thinking in contributing to the design and implementation of programmatic and operational changes.

This position requires strong collaboration, innovation and partnership building skills. High volume and variety of work demands, much of which are driven by internally and externally imposed deadlines and requirements, can be expected.

This position operates during normal business hours, with occasional requirements for evening and weekend work.

**Primary Purpose of the Position** (*Key purpose, functions, roles*):

This position exercises considerable independent managerial discretion in the development of the Visualization Studio. The primary purpose of this position is the successful implementation and overall management of the Visualization Studio. The incumbent is expected to provide management, operational and technical support to ensure the successful delivery of services in the Visualization Studio.

A major focus of this role is support for researchers using the Visualization Studio, manage the bookings, helping researchers understand the capabilities of the Visualization Studio, help them prepare their work, setting up in the room and supporting their technical needs in the room. Providing training for LCR staff and UofC researchers on the capabilities of the room will be required. The position will identify issues and possible solutions, and bring such issues to the Technology Officer for discussion, negotiation and resolution.

The Visualization Research Coordinator will work in collaboration with multiple departments and external organizations in exploring, acquiring and implementing new forms of visualizations and methods of delivery. The position will be required to serve on various University and external committees to represent the Visualization Studio, Libraries and Cultural Resources and the University of Calgary.

This is a leadership position providing supervision to student employees and volunteers. Working with the HR Advisor and HR Partner, the position is responsible for recruitment, staff development, retention, discipline and termination of student staff. This involves preparing/updating job profiles, hiring, staff training, direction in policy making and procedural implementation, and overall management of operations. The Coordinator of Visualization Research must have strong leadership skills and provide direction to the staff on all matters pertaining to Visualization Research.

**Qualifications/Expertise Required:**

**Education:**

A minimum of a Masters degree in Computer Science or other relevant masters degree is required. Ideally, education will reflect a combination of technology and visualization courses.

**Required Experience:**

Five to ten years of experience related to technical support and visualization is required.

Strong leadership skills and the ability to exercise responsibility over a physical area and the equipment within it.

**Desired Experience:**

Ability to balance priorities and workloads, working both independently and collaboratively

Strong verbal, written and presentation skills

Extensive customer service and troubleshooting skills

Previous experience with budget preparation and grant proposals

Must have the capability to successfully manage multiple competing priorities with minimal supervision and direction

**Technical Skills:**

**PC Support**

Experience with Windows OS, PC hardware, troubleshooting in a PC environment and providing public support in a PC environment

**Visualization Software Support**

Experienced at supporting research-level use of visualization software.

**Visualization Support**

Superior knowledge of visualizations in various forms and extensive knowledge and participation in visualization communities.

**Accountabilities/Tasks and Duties** ((Results and outcomes expected when roles are carried out successfully, with supporting details on how results are accomplished):

The Visualization Research Lead is accountable for the successful implementation of the Visualization Program; providing support for researcher use of the Visualization Studio and creating visualizations for Libraries and Cultural Resources.

The Visualization Research Coordinator will be available for collaboration with Librarians, Curators and Archivists to utilize visualization in their disciplines, as well as collaborate with the central Information Technology department to maintain and repair equipment within the Visualization Studio.

The incumbent will be responsible for the development and maintenance of budgets, policies, standards of service, marketing, management and training of staff. To maximize the effectiveness of the Visualization Studio, you will be required to record and analyze the frequency, nature of work and technology used in the studio. From the data collected, you will be expected to propose means of improving the Visualization Studio so to ensure the continued evolution and improvement of the space.

The Visualization Research Coordinator will organize, coordinate and deliver learning opportunities such as workshops and tutorials to University of Calgary researchers. The Visualization Research Coordinator will be expected to work independently and strategize the operations of the Visualization Studio to be as effective and efficient as possible. The Visualization Research Coordinator will work collaboratively with the Media Commons Manager to create successful visualization programs and learning opportunities for students and community in the Media Commons.

**Visualization Expertise**

In addition to the facility and operations management of the Visualization Studio, the Visualization Research Coordinator is expected to be or become an expert in visualizations and have the ability to advise on current best practices, trends and hot topics. Not only will the incumbent need to be aware of the current environment of visualizations, but also implement and practice these techniques on various displays for our students and faculty to experience, learn and utilize. The Visualization Research Coordinator will work with the academic staff of Libraries and Cultural Resources, who are Librarians, Archivists and Curators, to understand the breadth and depth of their current work, and propose visualization techniques to implement and promote visualization within their various disciplines. Visualization support will also be required in various physical spaces within TFDL such as the Media Walls and the Digital Signage Screens.

**Community Collaboration**

Community collaboration will be expected to provide opportunities for our students and faculty to understand what is happening off-campus as well as provide an opportunity for the off-campus community to become involved on campus. Hosting events may be required along with coordination with the Learning Services department to host/facilitate various learning initiatives

within Libraries and Cultural Resources.

The Visualization Research Coordinator will have coordination and collaboration role with the central Information Technology department to maintain, fix and replace equipment within the Visualization Studio.

Collaborate with various departments and faculty on campus to write grant applications for innovative equipment to be placed in the Visualization Studio.

Participate in the support of other technologies as required such as web development, media walls, LCR equipment pool, new media, digital signage, Media Commons, server room, elevator screens and the touch tables.

#### **Occupational Health & Safety**

- Understands and complies with the requirements of the University's Occupational Health and Safety Policy
- Has knowledge of and understands the expectations of the University's Occupational Health and Safety Management System (OHSMS) and applicable Faculty/Departmental/Unit specific health and safety policies and procedures
- Ensures that all work conducted is in accordance with the Alberta Occupational Health and Safety Act, Regulation and Code and other health and safety legislation as applicable

#### **Core Competencies**

The University has established 8 core competencies that flow from its mission and values. Competencies define the behaviours, knowledge and skills important for University of Calgary staff. Further information about the 8 competencies, and detailed definitions can be accessed on the Human Resources website <http://www.ucalgary.ca/hr/>, or through contacting Human Resources.

Each of the 8 competencies is important for staff at the University. Applying relative weightings to them identifies which of the 8 are especially important for a particular position. Relative weightings assist with selection and performance development processes. Most job profiles have up to 3 competencies selected as having CRITICAL IMPORTANCE, with the rest being selected as having CORE IMPORTANCE.

**COMMUNICATION:** Ability to share information in an effective and collaborative manner.

Critical Importance

**FLEXIBILITY:** Ability to adapt and respond to the changing environment and to constructively create opportunities for change through active participation.

Critical Importance

**INNOVATIVENESS/INITIATIVE:** Ability to be creative, challenge and demonstrate initiative to generate improvements and foster positive outcomes.

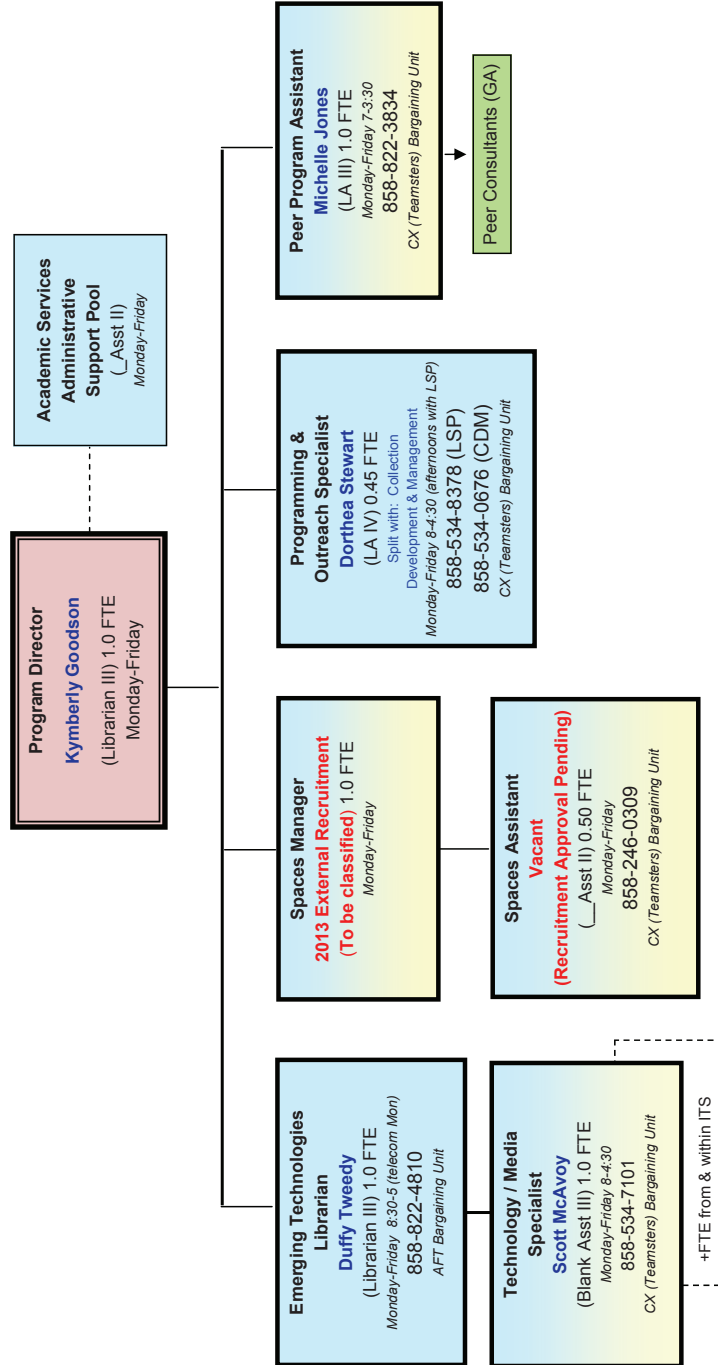
Critical Importance

**KNOWLEDGE AND TECHNICAL SKILLS:** Ability to demonstrate proficiency in technical and job knowledge aspects of the position to achieve a high level of performance. An ability and desire to continuously learn.

Core Importance

# Learning Spaces Organizational Chart

Last Revised: KG, 4/14/2014 (v. 30)



Yellow shading indicates that some time is likely to be spent at BLB, though all program staff may spend some time at BLB.

CORNELL UNIVERSITY  
STAFF POSITION DESCRIPTION

Date: mm/dd/yyyy

The university job title classification will be determined in accordance with the [Position Classification Process](#).  
Please refer to the [Guidelines for Preparing the Staff Position Description](#) prior to completing this document.

Current Incumbent, if any: \_\_\_\_\_ Position #: \_\_\_\_\_  
University Job Title: \_\_\_\_\_ Pay Band: \_\_\_\_\_  
Working Title (if different): User Engagement Librarian Exempt:  Nonexempt:   
Department Name: User Services, Mann Library Dept Code: \_\_\_\_\_  
Immediate Supervisor's Name and University Job Title: Head of User Services & Outreach

**POSITION SUMMARY and PREFERRED QUALIFICATIONS are combined for any associated posting.**

**POSITION SUMMARY:** Explain the purpose for the position and summarize the responsibilities.

Reporting to the Head of User Services and Outreach, the User Engagement Librarian will:

- Develop and coordinate scalable library initiatives related to student engagement, outreach, learning and orientation with a focus on undergraduate students.
- Continually assess Mann Library services, spaces and technologies. Assist in the creation and delivery of educational initiatives that encourage student learning and success using the library's technology, information resources, spaces, and equipment
- Promote Mann Library and build strong connections between the library & targeted undergraduate learning communities.
- Build partnerships that support student learning through positive engagement with students and faculty in both formal and informal settings
- Working with the Head of User Services and Outreach develop, assess, and maintain new and existing learning environments within Mann Library to meet the changing needs of student learners
- Research and gather data within the Cornell community (faculty, students, and staff) and beyond to understand the future direction of curriculum, pedagogy, and research and assist with the creation of library services, technology, and spaces that support this direction.

**REQUIRED QUALIFICATIONS:** Specify required minimum equivalency for education, experience, skills, information systems knowledge, etc.

- MLS from ALA accredited school or equivalent professional degree.
- Excellent communication and interpersonal skills; service orientation.
- Demonstrated initiative and flexibility, and ability to work independently and collaboratively.
- Commitment to professional development.
- Ability to manage workflow, projects, and multiple tasks while meeting deadlines and solving problems in a complex and rapidly changing environment.

**PREFERRED QUALIFICATIONS:** Specify preferred specialized education, field and/or certifications.

- Work experience in an academic library.
- Demonstrated experience with project management.
- Familiarity with online learning management software and tools i.e. Blackboard.
- Library instruction and assessment experience.

Revised 7/03

**Florida State University Libraries  
Undergraduate Academic Partnerships & Programming Librarian  
Assistant Librarian**

The Florida State University Libraries has a strong and growing program of academic outreach to undergraduates as a part of its strategic goal to measurably improve FSU undergraduate success and retention. Current academic programs include: a partnership with the Student Government Association to administer a robust late night tutoring program targeted at students in high-fail rate courses; a developing supplemental instruction program; hosting the Undergraduate Research Symposium; and partnerships with Reading/Writing Center, Academic Center for Excellence, Center for Academic Retention and Enhancement, Statistics Department, academic honor societies and more to provide academic support in the Learning Commons and Dirac Library.

FSU Libraries seeks an energetic and knowledgeable librarian to develop and administer undergraduate academic partnerships and programming across University Libraries. The Undergraduate Academic Partnerships & Programming Librarian functions as a member of the Undergraduate Services leadership team headquartered in our Learning Commons, with a departmental mission to contribute to undergraduate success and retention. The Librarian participates in a wide range of services and professional responsibilities in a dynamic academic environment, including developing events and services, serving as an academic liaison, managing collections, and providing reference service, research consultations, and instruction. The position reports to the Associate Dean of Public Services.

**Responsibilities:**

- Develop, coordinate, promote and measure academic programming and partnerships for undergraduates.
- Provides statistical reports on academic programming.
- Develop relationships with departments across campus in support of academic programming and outreach.
- Develop and promote events in support of academic outreach.
- Provide quality reference services and research consultations for patrons.
- Work with academic faculty to develop collections that support and enhance current curricula and research.
- Develop and provide information literacy instruction and course-integrated learning activities.
- Collaborate with library and academic faculty to develop appropriate methods of delivering research assistance and learning activities.
- Develop research guides and online tools that assist faculty and students in using the libraries and information sources.
- Serve on University Libraries committees and/or University-wide library committees.
- Contribute to state, regional, and national committees and participate in research, publication, and other professional and scholarly activities.
- This position will include evening and weekend hours.

**Required Qualifications:**

Master's degree from an ALA-accredited program and a minimum of one year's academic library experience. Documented experience in developing and administering academic programs in a library environment. Experience in providing reference and instruction services. Ability to provide advanced research assistance in one or more subject areas. Excellent oral and written communication skills. Superior organization skills. Demonstrated ability to work independently and to collaborate effectively with staff at all levels and with people of diverse backgrounds. Flexibility in adapting to changing organizational priorities and technological environments.



**FLORIDA STATE UNIVERSITY**  
Undergraduate Academic Partnerships & Programming Librarian

**Preferred Qualifications:**

Experience managing a tutoring program; marketing experience; advanced technology skills; teaching experience.

**Salary:** \$42,000 for 1-3 years of experience; negotiable for greater experience and qualifications.

**Benefits:**

This is a full-time, 12-month non-tenured faculty appointment. Benefits include 22 days vacation, 13 days sick leave, group medical, dental, and life insurance, an optional retirement program or state retirement, and no state or local income tax. With supervisor's approval, may qualify for University tuition scholarship for up to six hours credit each semester. A full listing of benefits can be found at <http://www.hr.fsu.edu/PDF/Publications/SummaryofBenefits76.pdf>

**Additional Details:**

Located in beautiful Tallahassee, Florida's capital city, a growing community with a population of more than 357,000, the Florida State University, a public, coeducational institution of the 11-member State University System of Florida, has an enrollment of over 40,000 students. The Library system includes ten libraries and a variety of subject based Library Resource Reading Rooms. Campus libraries have combined volume holdings totaling over 3 million volumes. The Library is a member of ARL, ASERL, CRL, OCLC, and Lyrasis. For more information about the Florida State University Libraries, see our home page at: <http://www.lib.fsu.edu/>

ANTICIPATED DATE OF HIRE: June - July 2011

**Contact:**

Policia Clyne, Library Human Resources  
Florida State University Libraries  
Tallahassee, FL 32306-2047  
[pclyne@fsu.edu](mailto:pclyne@fsu.edu)  
Phone: (850) 645-8404  
Fax: (850) 644-5016

**How To Apply:**

If qualified and interested in the position as advertised, please apply through the Florida State University job site at <https://jobs.fsu.edu>.

Applicants are required to complete the online application with all applicable information. In one attachment, please include a cover letter with a complete statement of qualifications, a full resume of education and relevant experience, and the names, telephone numbers and e-mail addresses of at least three persons who are knowledgeable about your qualifications for this position.

Applications must include work history and all education details, even if attaching a resume.

**Equal Employment Opportunity**

An Equal Opportunity/Access/Affirmative Action Employer

<b>GEORGETOWN UNIVERSITY POSITION DESCRIPTION</b>	PIN: _____
Please check one: <input type="checkbox"/> New <input type="checkbox"/> Revised <input checked="" type="checkbox"/> Updated for files only <input type="checkbox"/> AAP Implementation	

**B. Position Summary:** *This should explain why the position exists.*

This position supports the teaching and research of Georgetown University faculty and students by providing assistance in the use of information resources in digital and other non-print formats, and software and hardware support to users of the Gelardin New Media Center. The incumbent:

- Through one-on-one consultations, group workshops and other specialized training, instructs and advises users on the design and production of multimedia projects using software, hardware, and audio-visual materials and equipment available in the New Media Center.
- Coordinates, monitors and assesses all instructional services offered in the New Media Center. Using instructional technology best practices, instructs, guides and collaborates with faculty, librarians, staff and students in the design, development, implementation and delivery of effective, scalable, pedagogically-sound tools, strategies and innovative, technological solutions that address core information and digital media literacy outcomes.
- Staffs and supervises the Gelardin New Media Center service desk to provide optimum services to support the research and multimedia development needs of the students, faculty and staff of Georgetown University.
- Provides multimedia creation and design support to Library departments and users of the New Media Center.
- Serves on departmental, library and/or university-wide committees and task forces; as required participates in local consortia and regional and national associations, serves on library committees. Continually acquires new knowledge and updates skills to enhance professional performance in all areas of responsibility.

**C. Organizational Characteristics:** *Describe the nature of the role this position plays in the organizational unit.*

*Attach organizational chart.*

This position reports to the Department Head, Gelardin New Media Center along with 4.5 Multimedia Specialists, 1 Graphic Artist/Photographer, student assistants.

**D. Principal Accountabilities:**

*List each accountability and indicate percentage of effort (time) required. Percentages must equal 100%. You must indicate whether an accountability is Essential (E) or Non-Essential (NE) for Americans with Disabilities Act purposes.*

<p>1. (40%) <input checked="" type="checkbox"/> E <input type="checkbox"/> NE</p>	<p><b>Instruction and consultation</b></p> <ul style="list-style-type: none"> <li>• Through one-on-one consultations, group workshops and other specialized training, instructs and advises users on the design and production of multimedia and digitization projects using software, hardware, and audio-visual materials and equipment available in the New Media Center.</li> <li>• Using effective instructional design methods and practices, collaborates with University colleagues, faculty and students to prepare and produce learning objects, training materials and multimedia productions.</li> <li>• Researches, analyzes and recommends new technologies effective for teaching and learning.</li> <li>• Revisits previously designed learning objects and other instructional materials to assess pedagogical success and provide suggested improvements.</li> </ul>
---	--

<p>2. (20%)  <input checked="" type="checkbox"/> E  <input type="checkbox"/> NE</p>	<p><b>Instructional Coordination and Design</b></p> <ul style="list-style-type: none"> <li>• Using instructional technology best practices, instructs, guides and collaborates with faculty, librarians, staff and students in the design, development, implementation and delivery of effective, scalable, pedagogically-sound tools, strategies and innovative, technological solutions that address core information and digital media literacy outcomes. Works collaboratively with other campus units, including the Center for New Designs in Learning &amp; Scholarship (CNDLS) and University Information Services (UIS) to support and expand instructional technology projects and initiatives.</li> <li>• Coordinates, delegates and helps to design the multimedia and emerging technology instruction (multimedia workshops, consultation requests, the development of guides and learning objects) delivered by the GNMC staff to improve the digital literacy skills of Georgetown students, faculty and staff.</li> <li>• Monitors and assesses the effectiveness of GNMC instructional services with a focus on student learning to determine whether desired learning and performance outcomes are achieved. Provides constructive feedback to GNMC Multimedia instructors on their presentation skills and the content of their instruction.</li> <li>• Organizes and recommends training opportunities for the professional development of the Center's staff in order to meet the ever-changing needs of the University community.</li> </ul>
<p>3. (15%)  <input checked="" type="checkbox"/> E  <input type="checkbox"/> NE</p>	<p><b>Multimedia creation and design</b></p> <ul style="list-style-type: none"> <li>• Works in collaboration with the New Media Center's Production Services Coordinator to provide graphic, video and audio production and digitization services for the Library and University community.</li> <li>• Participates in the design and maintenance of the Library/GNMC Web presence, Digital Commons and Digital Georgetown.</li> <li>• Designs and creates materials to market GNMC and Library collections, services and space.</li> </ul>
<p>4. (15%)  <input checked="" type="checkbox"/> E  <input type="checkbox"/> NE</p>	<p><b>Departmental Services and User Support</b></p> <ul style="list-style-type: none"> <li>• Communicates and enforces library policies and procedures to faculty, students, staff, and other library users; refers patrons to other Library departments when necessary.</li> <li>• Responsible for opening or closing the Center as scheduled to secure library materials and University property and supervises the Center during staffing emergencies to ensure that the library is available to our users.</li> <li>• Troubleshoots, maintains and resolves hardware and software problems within the Gelardin New Media Center as needed and refers issues appropriately.</li> <li>• Suggests revisions in policies and enhancements to services. Researches and recommends improvements and upgrades as needed.</li> <li>• Effectively and efficiently communicates with faculty, students and staff from across the campus using all forms of communication.</li> <li>• Monitors and requests needed supplies, media items and equipment.</li> <li>• Trains, supervises and delegates work to student employees.</li> </ul>
<p>5. (10%)  <input checked="" type="checkbox"/> E  <input type="checkbox"/> NE</p>	<p><b>Professional contributions/development</b></p> <ul style="list-style-type: none"> <li>• Serves on departmental, library and/or university-wide committees and task forces; as required participates in local consortia and regional and national associations.</li> <li>• Participates in achieving library-wide priorities.</li> </ul>

	<ul style="list-style-type: none"> <li>Continually acquires new knowledge and updates skills to enhance professional performance in all areas of responsibility. Keeps abreast of developments, trends and issues in new media and libraries. Monitors trends and maintains currency in emerging issues within areas of expertise. Regularly contributes to the profession through writing for publication or active involvement in professional associations at the national or regional level.</li> </ul>
--	---

**E. Dimensions:**

Number of Persons Supervised:	Direct: 0	Indirect: 0
Number of Students Supervised:	Direct: 15-20	Indirect: 0

**Impact:** Describe who/what could be positively or negatively affected by this position; potential impact of errors and decisions.

<p>This position plays a key role in meeting the teaching and learning needs of Georgetown University faculty, students, and staff</p> <p>Errors or ineffectiveness in this position will result in dissatisfaction among faculty and students; a negative image of the Library and its services; a poorly trained student assistant staff, who would provide substandard service at the Gelardin service desk; and a negative impression of the department, the Library, and its services among faculty, students, staff, and the general public.</p>
--

**Interactions:** Give example(s) of type of interactions

<p>This position:</p> <ul style="list-style-type: none"> <li>Interacts with students, faculty and staff on a daily basis.</li> <li>Communicates regularly with several Library departments.</li> <li>Works with staff in Georgetown University's Center for New Designs in Learning and Scholarship (CNDLS), University Information Services and other Georgetown University information technology providers.</li> <li>May coordinate with vendors for the availability, acquisition, warranty and/or repair of hardware and software to meet the needs of the University.</li> </ul>
--

**F. Minimum Qualifications:**

<p>Academic Level: <input type="checkbox"/>High School <input type="checkbox"/>College <input checked="" type="checkbox"/>Bachelor's <input type="checkbox"/>Master's <input type="checkbox"/>Doctorate</p> <p>Degree Program (list): Do you care what major?</p>
<p>Practical Experience (years needed and type required): Bachelor's degree required, Masters degree or equivalent experience desired, preferably with an emphasis in instructional design and technology. Experience in supporting teaching and scholarship at the college level. Demonstrable knowledge of instructional design theory and successful application of theory to practice. Expertise in designing and producing multi-media learning environments and instructional materials.</p> <p>Minimum of 2 years experience working in a service environment, preferably providing technical support and 2 years of teaching experience.</p>
<p>Technical Qualifications or Specialized Certification: Strong technical abilities enabling the implementation of the above requirements. Demonstrated knowledge of video editing programs Final Cut Pro and iMovie; audio editing programs GarageBand and Soundtrack; entire Adobe Creative Suite, and spreadsheet software. Significant experience with scanning programs, social media tools, and presentation software also required.</p>
<p>Other Skills: Ability to adjust to periods of increased workflow and varying responsibilities; flexibility; ability to work as part of a team in a complex, changing environment; ability to be diplomatic and negotiate disputes; some supervisory experience desirable. Must have excellent oral and written communication skills and be able to establish good rapport with faculty, administrators, and students.</p>

GEORGIA INSTITUTE OF TECHNOLOGY  
LIBRARY & INFORMATION CENTER  
POSITION ANNOUNCEMENT

**Multimedia Instruction Librarian**

The Georgia Tech Library and Information Center invites applications for an energetic, flexible, and innovative professional to join the Learning Commons Department. The Georgia Institute of Technology is a top tier university and has several nationally recognized programs in science and engineering. The Georgia Tech Library & Information Center ([www.library.gatech.edu](http://www.library.gatech.edu)) is a member of the Association of Research Libraries, and was awarded the 2007 Association of College and Research Libraries' *Excellence in Academic Libraries Award*.

**Responsibilities:** The Multimedia Instruction Librarian reports directly to the Head of the Learning Commons Department. Working closely with the First Year Instruction Librarian, the Librarian develops, implements, and delivers an innovative library instruction curriculum that will assist undergraduate students with the use of technology for collaborative learning, and multimodal projects including Web pages, videos, and posters. Serves as a resource for library colleagues in the integration of information services, resources, and technology, and in developing web-based, online library-instruction modules and tutorials that can be integrated into T-Square/Sakai (GT's Course Management System). Participate in service opportunities such as Research Desk and/or subject liaison responsibilities depending on Library need and candidate background/interest.

**Qualifications:** Required: ALA accredited MLS; instruction experience in one-on-one and/or classroom setting; experience with current multimedia production using Windows and Mac systems including skills utilizing and/or providing instruction in the use of several of the following: digital audio and video production/editing products, streaming video, course management systems, graphics software, and web authoring tools; knowledge of social, interactive networking, and web tools; ability to adapt to new technologies; awareness of trends in instructional technology and the application of information technologies to library services; excellent communication and presentation skills; commitment to professional growth and development. Preferred: Academic library experience; demonstrated experience with Adobe Creative Suite Applications (Dreamweaver, Illustrator, Flash, InDesign, Photoshop), and video editing software such as iMovie or FinalCut Pro.

GEORGIA INSTITUTE OF TECHNOLOGY  
LIBRARY & INFORMATION CENTER  
POSITION ANNOUNCEMENT

**Undergraduate Programming & Engagement Librarian**

The Georgia Tech Library and Information Center invites applications for an energetic, flexible, and innovative professional to join Research, Instruction & Outreach Services. With over \$540 million in sponsored research in 2009-10, the Georgia Institute of Technology (GT) is a top tier university with several nationally recognized programs in science and engineering. The [Georgia Tech Library & Information Center](#) is a member of the Association of Research Libraries and the Association of Southeastern Research Libraries. It is a partner in the Georgia cooperative library organization, GALILEO, and a leader in the Georgia Knowledge Repository (GKR) and was awarded the 2007 Association of College and Research Libraries' *Excellence in Academic Libraries Award*.

**Responsibilities:** The Undergraduate Programming & Engagement Librarian reports to the Head of Research, Instruction & Outreach Services. The Learning Commons in the Georgia Tech Library / G. Wayne Clough Undergraduate Learning Center are an essential undergraduate academic resource. The Librarian directly supports teaching, learning, and research at Georgia Tech as a liaison to undergraduate students, faculty, staff and Library / Clough Commons staff on pedagogical initiatives in the Commons. Recruits events, exhibits, and other academic / cultural programming for undergraduates in the Commons and encourages campus-wide involvement in the Library / Clough Commons and in undergraduate academic life. Assesses, analyzes, and manipulates the Commons spaces to evaluate the effectiveness of alternative uses and learning technology initiatives. Provides general and course-integrated Library instruction and research assistance to the Institute community. Participates in the Library / Clough Commons Student Advisory Boards. This is an instructional faculty position that carries an expectation of advancement in academic rank as measured by excellence in performance of assigned duties, scholarly communication and involvement in professional activities.

**Qualifications:** Required: ALA accredited MLS; instruction experience in one to one or classroom setting; experience with space and academic programming; academic library experience; experience working with students and faculty; knowledge of social, interactive networking, and web tools; commitment to professional growth and development.

### Learning Commons Coordinator Job Description

Promote student success through the integration of information services, institutional resources and technologies to enhance information discovery, collaborative learning and knowledge building, particularly for the undergraduate population

#### Key Responsibilities

- \* Identify emerging technologies and best practices in academic information delivery, technologies and services and oversee their integration into the Learning Commons
- \* Identify and coordinate appropriate technology training and academic workshops for Commons
- \* Foster and manage relationships with academic departments, university administration and campus partners to advocate for and create effective service and educational outcomes (as they relate to the learning commons)
- \* Collaborate with RLI, AS and ITS to develop services and programs to be delivered at the Learning Commons and with other library and IT units as appropriate.
- \* Develop and provide technology training to learning commons staff and partners as it relates to offering programs and services in the LC.

CONTACT US SITE MAP, A-Z MAKE A GIFT

THE UNIVERSITY OF IOWA LIBRARIES

Smart Search

Find Resources Services My Personal Library About the Libraries Help Campus Libraries Hours

**LEARNING Commons**

**Governance**

**About Us**

- [Governance](#)
- [Hours](#)
- [Location](#)
- [Monthly Reports](#)
- [Policies](#)
- [Spaces](#)

**Services**

- [Faculty Resources](#)
- [Food for Thought Café](#)
- [Hardware](#)
- [How to Reserve Group Rooms](#)
- [Programming/Training](#)
- [Software](#)

**Contact Us**

E-mail us at [lib-learningcommons@uiowa.edu](mailto:lib-learningcommons@uiowa.edu) or use our [feedback form](#).

[f](#) [t](#) [t](#)

**Executive Team**

- Lon Moeller – Associate Provost For Undergraduate Education and Dean of University College
- John Culshaw – University Librarian
- Steve Fleagle – Associate Vice President and Chief Information Officer, ITS
- Chris Clark – Director, ITS Learning Spaces
- Dave Martin – Interim Associate University Librarian for Main Library Services

**Operations Team**

- Brittney Thomas – Learning Commons Coordinator
- Chris Clark – Director, ITS Learning Spaces
- Dave Martin – Interim Associate University Librarian for Main Library Services
- Kathy Magarrell – Head, Research and Library Instruction
- Amy Paulus – Head of Access Service
- Konstantin Kaltsas – ITS Learning Spaces Support Team Lead
- Marianne Holton – ITS Learning Spaces Coordinator
- Undergraduate Services Librarian
- Kristi Robinson-Bontrager – Manager, Public Relations

**Communications Team**

- Brittney Thomas – Learning Commons Coordinator
- Kristi Robinson-Bontrager – Manager, Public Relations
- Nicole Riehl – Strategic Communications Manager
- Kristina Yows – Senior Application Developer

**Ask Us**

Home  
Contact Us  
Suggestions?  
Assistance for Users with Disabilities  
Make a Gift

[f](#) [t](#) [t](#) [w](#) [p](#) [v](#) [y](#)

The University of Iowa Libraries  
100 Main Library (LIB)  
Iowa City, IA 52242-1420  
(319)335-5299  
© The University of Iowa 2014



**Bass Family Teaching & Learning Fellow  
Term appointment**

The Teaching and Learning Fellow is an exciting opportunity for an educational professional with the relevant experience, abilities and creative enthusiasm to integrate library services with innovative teaching and learning methodologies. Working within the Research and Instructional Services department of the University of Pennsylvania Libraries, the T&L Fellow supports faculty and students in both online learning environments and face-to-face active learning classrooms, and engages with a variety of stakeholders as we explore and experiment with active learning spaces in a library setting.

The T&L Fellow is responsible for:

- Supporting faculty who teach in the library's new Collaborative Classroom, providing instructional design assistance that leverages the active learning technologies available, and helps faculty embed research and information competencies into student assignments and learning outcomes.
- Managing and assessing use of the Collaborative Classroom, including promotion, scheduling, technology, equipment, supplies, and facilities. Overseeing daily operations, collecting use data, and completing reports.
- Assisting with faculty projects that involve online learning and development of modules or learning objects.
- Designing and teaching workshops to optimize use of learning environments, both physical and online.
- Researching and reporting on learning theories, pedagogies and the design of learning environments in support of service design goals.
- Participating in cross-campus working groups and on library liaison teams, to enhance and assess effectiveness of instructional efforts.
- Providing reference services to library users to more closely integrate reference and instruction.

Required qualifications:

A Master's Degree in Instructional Design, Education, Library/Information Science, or other related field is required.

1-2 years' experience in course design or teaching at the college level. Demonstrated ability to apply knowledge about faculty learning objectives, course content, and overall teaching goals to assess and improve collaborative learning services.

Experience working with a wide range of educational technologies in both face-to-face and online learning. Ability to prepare materials for online teaching, which could include experience with graphics software applications, html coding, and managing interoperability issues among technologies for effective integration into Learning Management Systems.

Experience in developing, managing, promoting and evaluating instructional programs.

Experience working with faculty, educational technology providers, administrators, IT professionals and colleagues in successful team efforts that involve project planning, implementation teams, assessment, and reporting.

Competencies in the area of assessment, including formative and learning outcomes assessment.

Preferred skills:

Experience with discipline-based instructional design projects at the curricular level.

Experience in developing and supporting learning communities.

Familiarity with participatory design, learning analytics, research on assessment of student learning.

Graphic design skills and familiarity with graphic design software applications.

Knowledge of best practices in training, and experience in designing and improving training workshops.