

Responsibilities, Competencies, Goals

**BRIGHAM YOUNG UNIVERSITY
HAROLD B. LEE LIBRARY
LIAISON LIBRARIAN PROFESSIONAL ASSIGNMENT EXPECTATIONS, PROFESSIONAL
DEVELOPMENT EXPECTATIONS, AND SCHOLARSHIP EXPECTATIONS**

1. Librarianship: Professional Assignment
 - a. Demonstrates effectiveness in serving as a liaison to faculty in assigned departments through:
 - 1) Reaching out to faculty
 - a) Meeting and communicating regularly with the chair and teaching faculty in assigned academic departments
 - b) Meeting all new faculty each year
 - c) Coordinating with other librarians and curators regarding related/joint liaison assignments
 - 2) Developing collections and managing content in the assigned areas
 - a) Developing and revising collection policy statements in assigned subjects
 - b) Developing and managing print, electronic, and media collections in accordance with established policies and procedures in assigned subjects
 - c) Evaluating collections regularly by conducting specific assessments with the purpose of identifying areas to improve or develop in support of faculty teaching and research
 - d) Working with teaching faculty in assessing collections to support university curriculum
 - e) Establishing, maintaining, and updating standing order and approval profiles with vendors
 - f) Monitoring physical conditions of general collections, and making conservation and preservation decisions as needed
 - g) Keeping students, teaching faculty, and library colleagues informed about new acquisitions
 - h) Managing gift acquisitions for general collections in assigned subject areas
 - i) Coordinating purchase of appropriate reference sources for the collection
 - 3) Promoting and providing instruction in information literacy
 - a) Analyzing curriculum of assigned departments, identifying and targeting critical courses (e.g. capstone courses, and other courses with a research component) for library instruction
 - b) Developing and promoting instructional programs for undergraduates, graduates, and teaching faculty
 - c) Teaching library instruction classes
 - d) Providing individual library instruction in office
 - e) Using assessment methods to evaluate student learning and improve instruction
 - f) Promoting faculty and student understanding of contemporary scholarly communication issues and practices
 - g) Marketing library resources and services in assigned areas

- 4) Providing reference/research support by
 - a) Holding regular office hours for student and faculty consultations
 - b) Answering phone, email, and other electronic inquiries from students, faculty, and the public
 - c) Providing relevant online and print subject guides for faculty and students
 - d) Maintaining a working knowledge of reference desk policy and procedures and training reference staff and student employees in specific tools and strategies in assigned subject areas
 - e) Employing emerging technologies as appropriate
 - f) Providing support for faculty in the areas of scholarly communications, including copyright, authors rights, data management, impact metrics and altmetrics
 - 5) Promoting and coordinating of projects to digitize collections as appropriate,
 - a) Acting as a consultant and content expert on digital projects related to assigned subject areas.
 - b) Teaching courses in academic departments as requested and as appropriate
2. Sets and accomplishes relevant goals within specified professional assignments.
 - b. Participates in committees that are a direct outgrowth of assigned professional responsibilities (See also 1.f.)
 - c. Achieves appropriate quantity and quality of work in assigned professional responsibilities.
 - d. Uses sound judgment in decision-making.
 - e. Manages personnel and resources effectively including submitting reports, keeping statistics, and managing appropriate budgets.
2. Librarianship: Professional Development
 - a. Stays abreast of issues and trends in academic librarianship, higher education, and scholarly communication.
 - b. Stays abreast of issues and trends in assigned subject areas.
 - c. Stays abreast of scholarship in assigned subject areas, and other appropriate subject areas of expertise.
 - d. Takes courses to enhance professional assignment and/or career opportunities.
 - e. Studies professional literature.
 - f. Attends conferences and workshops.
 - g. Participates in appropriate professional associations.
 3. Librarianship: Scholarship/Creative Work
 - a. Collaborates with other faculty in appropriate research endeavours.
 - b. Presents research or innovative/unique information in the assigned subject fields, and/or in the field of librarianship at conferences, workshops, seminars, and/or other professional meetings.
 - c. Publishes significant and original contributions relevant to librarianship and/or to assigned subject areas.
 - d. Curates exhibits that highlight unique library materials with a unified theme and context, providing significant educational opportunities for the campus community.
 - e. Performs other approved scholarship/creative works.

UC, San Diego Academic Liaison Program

Description of Services

The ALP aims to integrate information services and competencies within academic programs in support of UC San Diego's teaching and research activities. We develop strategies to learn about and understand information needs of academic departments and programs; identify and implement effective methods to promote library services and resources; and provide subject-specific user services. Services include consultation by request; development and delivery of curriculum-related content; and instruction on library related topics identified through liaison relationships and user needs assessment, such as scholarly communications, publishing, research data management, copyright compliance and effective use of library resources. The ALP is also responsible for developing ways to effectively communicate academic research and teaching needs and priorities within the library, so that library policies, collections, and services are responsive to the interests and preferences of the academic community.

User Needs Research and Assessment

- Observational Methods
- Environmental scanning:

Identify and describe research, educational and other campus user groups

Track Research trends: topics, seminars, publications, Research Intelligence Portal, etc.

Track curricula: faculty and staff continuing education; graduate and undergraduate curricular objectives. Identify and develop mapping tool in collaboration with learning services. Each program envisions using the tool for different projects with different mapping parameters.

Attend or monitor campus public events, discussion forums, news streams.

Document departmental and programmatic accreditation standards for library resources and services.

- Actively participate in the Library's external user advisory groups.
- Facilitate discipline-focused user advisory groups as needed, including faculty, staff and students.
- Investigational methods: Collaborate with other programs and Library Council to strategize and develop.
- Build and maintain a User Knowledge Base: User research and needs assessment will yield data to build and maintain a knowledge base of user needs that synthesizes observational data and enables the Library to respond to evolving demands. Such a knowledge base could be used to map UCSD library resources; services; outreach; information- and data literacy standards to campus programs, research and curricula.

The Liaison Program will provide leadership in communicating user priorities and preferences to The Library.

Communication, Outreach and Promotion

- Build an Outreach Toolkit: Core knowledge and about the Library and best practices for outreach.
- Develop and implement best practices for communications with users at a variety of levels.
- Construct systematic two-way communications channels
- Identify contact people for campus units, e.g. Head AAs, Dept network managers
- Develop and promote a program through which campus units will identify with specific liaisons
- Plan and deliver events targeted to specific, departmental user groups
- Informational: Talks, exhibits
- Promotional: participate in campus events to convey value, increase visibility, raise awareness
- Develop web presence
- Work with Digital User Services to determine how liaisons may best communicate through the Library website, e.g. deciding how and where to display Liaison contact page(s).
- Create specialized content for user web spaces.
- Orientation for new faculty, graduate students and staff (including research, administrative, and post-graduate staff)
- Create content for library communications as needed, e.g., campus newsletters, social networks, digital signage, etc.
- Provide office hours in user and library spaces

Research and Teaching Support

- Participate in Faculty Continuing Education: teach library-related topics identified through needs assessment or liaison relationships
- Provide consultation services for researchers
- We will document consultation topics and outcomes. Examples include effective use of library resources and services; scholarly publishing support; data management planning, and data curation support.
- Develop subject-specific instructional content and activities for faculty, staff, graduate, undergraduate education: workshops, guides, assignments, etc.
- Information Resource Support
- Identifying and linking appropriate resources to user sites
- Advising on appropriate use, citation, license restrictions
- Facilitating funding (e.g. Med Center, others?)
- Investigating user needs for collections and assisting in selection
- Assist departments and programs in ensuring that library-related accreditation standards are met.

Academic Partnerships: Building a Collaboration Framework

- Identify and expand upon best practices of existing liaison relationships
- Attend or participate in academic events and committees: e.g., research interest groups, research seminars, research or educational oversight, etc.
- Faculty Consultation: Specific needs expressed to liaison
- Participate in discipline-based professional organizations or conferences (Local, National, International)
- Network with information professionals from other institutions
- Learn current and emerging trends/priorities for discipline (publishing, teaching, research)
- Collaborate in mutually beneficial projects or events with users, e.g. publications, websites, presentations, etc.

Core Competencies: Department of Collections, Research, and Instruction
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Introduction

The following document outlines core competencies for the professional librarians in the Collections, Research, and Instruction Department (CRI) at Georgetown University. Its purpose is to define the competencies which delineate our professional roles and responsibilities in order for us to create accurate position descriptions, recruit competent librarians, provide uniform professional standards, and establish benchmarks for professional development. The competencies are grouped into the five accountabilities common to all CRI librarian position descriptions: liaison/outreach, instruction, reference, collection management, and professional development. The individual competencies tend to be conceptual in nature and are followed by “in practice” statements, which elucidate the ways in which each competency may be demonstrated.

While they identify commonalities amongst the CRI librarians, the core competencies are not intended to replace individual position descriptions. Rather, they are designed as a complementary document. Likewise the competencies are not evaluative in that they will not be used in the formal Annual Performance Review. They may, however, be used by individual librarians to identify potential annual goals. The competencies should encourage reflection and self-assessment leading to training, professional development, and excellence of service to the library and the university. Individuals are encouraged to develop their skills and knowledge beyond the core competencies.

These competencies were informed by current professional standards, guidelines, and competencies along with professional literature, which are available in Appendixes A and B.

The core competencies are a living document and will be reviewed every two years or as needed.

Liaison Core Competencies

Liaison work is the process by which librarians involve the library's clientele in the assessment, evaluation, and augmentation of collections and library services. It includes identifying user needs, evaluating and promoting existing collections and services, and locating resources that will enhance these offerings. Liaison work enables the library to communicate its collection policies and services to its clientele while enabling the constituency to communicate its needs and preferences to the library staff and governing body. Liaison work promotes the library's strategic goals and enhances its public relations.¹

Core competency skills for liaison and outreach work were adopted and modified from Shreeves's "Iowa Framework for Liaisons/Subject Librarians."

Liaison Competency 1: Actively engages with faculty, students, and staff in assigned areas, developing strong working relationships.

In practice:

- Communicates on a regular basis with the appropriate constituencies for librarian's collection development areas.
- Communication can be directly with faculty, but also with student groups and support staff (such as the department administrator).
- Communication can take place via email, in-person, at department meetings, etc., and can be a combination of formal and informal.
- Communication should minimally include beginning of the semester introductions and end-of semester check-ins, as well as periodic promotion of services and collections (such as databases, website features, and acquisitions).

Liaison Competency 2: Promotes current services and collections.

In practice:

- Inform faculty, students, and appropriate staff when new resources are acquired or services are offered, asking for feed-back to improve services and collections.
- Under-utilized resources and services can also be promoted to increase visibility and use.
- Communicates library policies and procedures to faculty and students.
- Provides information on library initiatives such as data services, copyright, scholarly communication practices, and Digital Georgetown, as appropriate.

Liaison Competency 3: Analyzes trends in departmental teaching and research programs, stays abreast of scholarship in the disciplines themselves, and uses this knowledge to respond to departmental needs.

In practice:

- Works with appropriate department point people to monitor course offerings and department curricula, noting shifts in academic and pedagogic practices.

¹ Definition of liaison work adapted from RUSA

- Modifies library instruction, collection choices, and general liaison support to match the changing academic needs of the department, innovating new approaches as necessary.

Liaison Competency 4: Works closely with faculty and students to understand their changing workflows and patterns of scholarly communication.

In practice:

- By working closely with area faculty and students formally and informally via research consultations, library instruction, correspondence, attending department meetings and events as well as campus events, receiving department emails, etc., the liaison librarian monitors changing workflows and patterns of scholarly communication.

Liaison Competency 5: Seeks participation in academic departments.

In practice:

- The liaison librarian avails herself as a supportive member of the departments, as the situation allows.
- Asks to participate in or attend department meetings; attends annual department events, screenings, readings, presentations, colloquia, etc.
- Attends some larger campus events in which assigned departments may play a role.

Liaison Competency 6: Seeks opportunities to collaborate and establish partnerships with departments. Examples include:

- Collaboration with data producers and repository contributors.
- Partnering with researchers in projects, initiatives, and grants.

In practice:

- Considers where the department and the library's needs intersect within teaching, learning, and research initiatives and, when appropriate, seeks to support and align mutual goals.
- Supports teaching and learning initiatives such as ITEL, CNDLS's annual Teaching and Learning workshops, the new Writing and Culture Seminars, and SFS pro-seminar library instruction.
- In particular, participates in "trickle-down" initiatives, such as calls from the provost for the university to emphasize student research and writing opportunities as well as the use of primary sources within coursework, can contain opportunities for the library to repackage its services in a fresh and relevant fashion.

Liaison Competency 7: Supports the integration of information literacy skills into the curriculum.

In practice:

- Knows courses and curriculum in relevant subject departments and promotes, when appropriate, library instruction supporting general and subject-specific information literacy objectives.
- Develops awareness of common/current assignments in assigned areas.

Liaison Competency 8: Acquires functional knowledge of foreign languages, computer programs, academic resources, databases, and scholarly and research tools, as appropriate, that support the librarian's liaison responsibilities to the department.

In practice:

- Develops knowledge of foreign languages as necessary.
- In accordance with library policies, learns the appropriate level of software supporting specific and general research needs of academic programs such as digital scholarship, data, geospatial data and GIS, government information, streaming media programs, citation programs, visual resources, etc.
- In subject-specific instruction and consultations, is able to coach students, faculty, and staff on the use of this software, these academic resources, databases, and scholarly and research tools.

UIC Library Liaison Program: Activities, Competencies, and Indicators

The intention of the library liaison program is to provide faculty, staff, and students with a contact person in the library, who they can call upon for information about any library service, resource, or issue. Librarians are assigned to a department(s) on campus based on their education, experience, interests, and library needs. The liaison's primary role is to foster two-way communication between the library and the school. The liaison is expected to understand the information needs of his or her school as clearly as possible, and to represent those needs within the library. Liaisons are knowledgeable about library resources and services and will be able to represent these effectively to their contacts.

Activities of Library Liaisons

- Instruction:
 - Provide tailored workshops and general, course-specific or assignment specific instructional programs to meet specific needs
 - Offer demonstrations or workshops of resources and services of interest to departments
 - Map information literacy to college/ departmental competencies
 - Learn about college/ department instruction and research focus
 - Meet with department chair or other leaders to learn about directions of department/ college, seek feedback on library services and collections
 - Attend department/ group meetings or other functions
 - Review departments/ colleges website and strategic goals
 - Periodic searches for faculty publications output
 - Participate in professional development activities to enhance skills and knowledge to support assigned college or department
 - Develop and maintain necessary subject and class-specific LibGuides
 - Document activities related to curriculum integrated instruction (contact names of instructors, documentation of instruction outline) so that transitions of liaisons allow as much continuity as possible
 - ALA Professional Standards for Proficiencies for Instruction Librarians and Coordinators: <http://www.ala.org/acrl/standards/profstandards>
- Communicate with college / department about new resources, changes in resource functionality/features, and cancellations
 - Prepare and distribute targeted library information news updates
 - Send out annual Liaison letter and send to targeted audience as appropriate/ possible
 - [100 ways to Reach Your Faculty](#)
- New faculty
 - Send information packets for new faculty
 - Provide one-on-one orientation to new faculty members and teaching assistants
- Provide one-on-one reference and consultations to faculty, staff, and students on database searches – provide tailored database instruction or assist with developing search strategy through email, in-person, and online
- Collections development

1 | UIC Library Liaison Activities, Competencies, and Indicators, July 2015

- Develop and manage relevant print and online collections
- Review database and journal subscriptions each year, and consider cancellation of those with little use in order to free up funds for new needed resources.
- Determine which resources are being used in the curriculum or by students, as that may impact retention decisions.
- Respond to faculty and student resource requests
- Determine the needs and priorities of users
- Monitor new resources in your areas for collection consideration and assess potential new resources when available for trial
- Seek feedback when making decisions in updating the library's collections
- Gather information about department's/ college's research needs and how the library's collections can support them
- Monitor budget and participate in cost reduction/cancellation projects as needed
- Withdraw duplicates and material that is no longer current or out of scope as appropriate for the college or department and Library collections policies of the particular UIC Library
- Make decisions about donations in consultation with Collections Coordinator and RAM at Daley, Health Sciences Bibliographer at LHS. Regions would consult with Health Sciences Bibliographer when needed.
- Additional activities
 - Schedule office hours in college/ department/ labs
 - Write a feature or column for departmental newsletters
 - Attend morning report or department rounds (as appropriate)
 - Provide mediated searches on clinical queries (as appropriate)
 - Assist with college re-accreditation

Competencies of Library Liaisons

- Be able to articulate curricular and research developments in college/ department
- Design and present instruction in person or through online tutorials or other learning objects
- Information Resources
 - Be able to describe and demonstrate proficiency in searching the key databases/ clinical tools in your liaison role and the other disciplines supported by your UIC library
 - Be able to demonstrate proficiently how to search key databases/ clinical tools in liaison role and in key databases used by other disciplines supported by your UIC library
 - Direct patrons to appropriate databases for information needs
 - Search using strategies to retrieve relevant articles
- Provide basic support of citation management tools such as RefWorks and be able to refer advanced questions to appropriate library faculty
- Critically appraise and assess the evidence/ literature retrieved

Collections Development

- Develop the collections and make informed subject collection decisions based on faculty and student needs; conduct use assessments of electronic and print resources for retention/cancellation decisions.
- Know the content of each resource in your area and understand the overlap with other resources. The content will affect the types of usage statistics received and what they mean.
- Know what are the core resource(s) and journals for your subject areas, the ones that are critical to support the program.
- Understand the resource acquisition process.
 - Be able to explain the difference between a journal in a full-text EBSCO database and a journal subscription from EBSCO, and what the long-term archival rights are for each.
 - Understand what a journal embargo is and how it affects patrons, and what are the options in case of an embargo.
 - Understand and be able to “read” the Voyager Budget Reports and the Detailed Fund Report (DFR)
 - Be aware of what journals relevant to your subject areas are in the current Big Deals.
 - Be able to look up basic e-resource data in Serials Solutions
 - Be able to login and utilize the CARLI selection system, EBSCOnet, and GOBI.
- Know how to collect or obtain use statistics for your resources in order to evaluate use.
 - Understand what use statistics definitions mean, and the difference between COUNTER-compliant and non-compliant statistics, and the differences between vendor and Serials Solutions statistics.
- Understand why some journals may have use statistics from multiple sources and what the differences are.

Data Management

- Provide basic guidance in data management strategies
 - Librarians can assist patrons in locating existing data repositories and data sets
 - Librarians can assist researchers in identifying storage options for data -- either subject repositories or a campus repository; appropriately know when to refer to INDIGO/local repository vs other repositories
 - Librarians are aware of special requirements for data in specific domains / disciplines (e.g. Medical--HIPAA; personally identifiable data in social science research, etc.)
 - Librarians can assist researchers in identifying federal, grant, or journal mandates for data access and restrictions
 - Librarians are knowledgeable of the data lifecycle process for research and can provide direction for each stage to research faculty
 - Librarians are aware of services provided by and the experts within the library and make an appropriate referral

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- Librarians can refer patrons to the DMPTool
- Librarians can explain how to cite data in articles
- Librarians can communicate/advocate/ market the library's role in data management to users
- See [Liaison Librarian Competencies](#)

Scholarly Communications

- Liaisons are able to articulate issues in scholarly communication and describe scholarly communication/ open access/ publishing services offered by library
- Liaisons are knowledgeable about and are able to speak to a range of scholarly communication issues, including rising journals costs, new models for publishing, publishing fees, open access memberships, relevant legislation, UIC initiatives, author rights, open access.
 - Help faculty and graduate students to understand their rights as authors
 - Promote use of CIC addendum
 - Promote use of Creative Commons License
 - Advocate for sustainable models of scholarly communication
- Support and promote Library SC initiatives (INDIGO@UIC, Journals@UIC, open access memberships)
 - INDIGO@UIC
 - Helping administrators, faculty, and students understand the role of the INDIGO in preserving and promoting scholarship
 - Assist in content recruitment; identify content appropriate for IR
 - Journals@UIC
 - Promote Journals@UIC as an alternative to traditional publishers for publishing journals
 - ROAAP Fund
 - Promote UIC Research Open Access Article Publishing (ROAAP) Fund
- See [Scholarly Communication Competencies for UIC Librarians](#)

Special Collections & Archives

- Level one (all liaisons)
 - Have a general understanding of SCUA unit organization and know the SCUA liaisons within the department: Val Harris, rare books, Peggy Glowacki, manuscripts; Megan Keller, Chicago Mercantile Exchange; Kevin O'Brien, Health Sciences
 - Refer inquiries to appropriate staff, usually via QP or the LibChat IM queue.
 - Have a general knowledge of SCUA policies and procedures, including public hours, how researchers access collections.
- Level two (liaisons with relevant disciplines):
 - Have reviewed SCUA holdings for their subject area in person.
 - Be able to describe, in general, SCUA holdings relevant to their subject area (e.g., for sociology, we hold papers of a number of cultural organizations and social service agencies particularly related to Eastern European immigration)

in the late nineteenth and early twentieth century; for health sciences, we hold rare and historical works on women's health, particularly pregnancy, childbirth, surgery, and fertility).

- Be able to explain use of SCUA discovery tools such as finding aids to instructional faculty and students.
- Incorporate discussion of SCUA as part of bibliographic instruction on primary source research.

Government Information

- **Government structures/levels, processes and administrative structures and their profound influence on the bibliographic control of government information.** Government information is often based on long-term programs over several decades and different political elections. Much of this depends on earlier decisions or analysis that may or may not be directly mentioned or referred to. Very often several/many years of these types of documents have to be found or read for the user to understand the context of the question or government information that they seek.
- **Understanding legislation, regulations, legal decisions, and public statements.** Understand, and be able to explain to the user, how the basic laws are created, implemented and adjudicated and how this process determines where the information can be found.
- **Government data sources and reports.** Government data can be raw, analyzed to a limited degree or fully explained. There is no single place to look for government data or reports. However, there are several critical web pages and data depository sites one can consult.
- **Understand the “gray literature”: a shared information world between public and private organizations.** Over the last 35 years, non-government special interest groups, political parties, professional associations, and other non-government organizations have produced or co-created government information. They may not necessarily be issued by a government agency, but they are often distributed through government information programs.
- **Understand when to use “digital” government information and services.** For the last ten years, many e-government processes and services are integrating more public information sources with deeply complicated government processes and services directed at the individual citizen. This includes regulatory, financial, statistical and environmental information. Very often these information sources are only available through stand-alone databases, or digital record keeping, managed by a particular government agency or contractor.
- **Understand the history and organization of government information collections at UIC:**
 - The Paper Universe
 - The Gray Literature Universe
 - The Digital Universe
- **Learn how to answer reference questions with possible government information resources.**

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Potential Indicators of Success / Integration of Library Liaisons

Note: Not all indicators are appropriate for all liaisons. Accomplishing items on the list are potential indicators of successful integration / communication with a college/ department.

- Collaboration in conducting a narrative or systematic literature searching with appropriate co-author designation as appropriate
- Teach a course or course component
- Establish a teaching partnership with faculty in college
- Increase teaching partnerships
- Attend departmental events and meetings, faculty meetings, or lab meetings on a regular basis
- Participate in departmental events and meetings – present on databases, service, or topic
- Serve on departmental task force, committee, or council
- Serve on departmental curriculum committees
- Establish a research partnership with faculty in college
- Develop a program that promotes active student-centered learning
- Liaison is known by assigned college's faculty
- Receive faculty status within the college or department
- Included on departmental or college listservs

OVERVIEW

Academic Liaisons support faculty and students by engaging with them throughout the research teaching, and learning processes. Each liaison has assigned subject and/or functional areas and actively participates in the common responsibilities outlined below.

Each liaison also serves on one of the following teams:

- **Collections:** work collaboratively with the Collections Analyst to develop and assess collections guided by a deep understanding of the research trends and local needs;
- **Teaching and Learning:** actively engage with faculty and graduate students as partners in programmatically integrating information fluency concepts and research skills into the curriculum;
- **Marketing and Services:** work collaboratively with the UX Director and colleagues in Access Services and Support Services using user-centered inquiry and design to develop, market, assess, and maintain relevant, high-quality services;
- **Scholarly Communications:** work collaboratively with the UX Director to understand faculty and students changing workflows and patterns of scholarly communication and assist in the development of tools and services to support this work.

COMMON RESPONSIBILITIES

Liaison Engagement

- Actively engage with faculty and students to build strong working relationships
- Be knowledgeable about and be able to speak to a range of library issues, including scholarly communication, data management and curation, digital scholarship, and information fluency
- Identify opportunities to collaborate on projects, exhibits, services, and collection decisions
- Actively seek opportunities to support constituents through all parts of the research lifecycle
- Analyze trends in departmental teaching and research programs, stay abreast of scholarship in assigned disciplines, and use this knowledge to respond to departmental needs

Content (Acquisition, Stewardship and Promotion)

- Monitor and analyze faculty and graduate student research trends in assigned areas
- Understand the broader research and scholarly communication trends in assigned areas and their relationship to the local environment
- Develop, discover and recruit institutional scholarly output, such as research data, digital content, and other content for inclusion in digital repositories
- Understand collection policies and budgets as a part of overall planning
- Develop research level collections by curating the acquisition of materials in all formats that support the research and teaching not only of the assigned departments but also of those interdisciplinary areas which build from them.
- Evaluate and make decisions about existing collections including decisions about withdrawal, transfer, and preservation
- Promote newly acquired and accessioned materials through integration into instruction, class syllabi and exhibits

- Instruct on, and troubleshoot, electronic resources
- Work closely and proactively with the Collections Group

Teaching and Learning

- Stay current with relevant University and/or department curriculum initiatives; communicate new directions to the Teaching and Learning group
- Demonstrate core pedagogical competencies in assigned instruction areas, including the methods of disciplinary instruction in those areas
- Work closely and proactively with the Teaching and Learning Group
- Determine the most effective way to incorporate information fluency into formal and informal instructional settings

Research Support

- Customized and expert:
 - Provide consultations that involve subject or other specialized areas of expertise (e.g. in-depth knowledge of specific collection or specific scholarly communication issues)
 - Apply knowledge of how research is conducted in assigned disciplines
 - Record consultations and regularly analyze them to discern trends in research areas
- On-demand
 - Provide professional, high-quality research support to faculty and students who use our on-demand resources, including staffing the Research Consultation Office, being on call, and monitoring e-mail and chat reference

Scholarly Communication

- Be knowledgeable about and able to communicate with faculty and students on the range of scholarly communication issues, including open access, copyright, authors' rights, and metrics.
- Collaborate with DMS to connect researchers to data management resources
- Collaborate with the IR unit to provide education about the services they provide
- Assist faculty and graduate students with the identification of themselves as unique authors, the association of themselves with their body of work, and the dissemination of that body of work

QUALIFICATIONS:

- MLS from an ALA-accredited institution or related graduate degree with a minimum of three years professional experience in library research, instruction and collection development
- Strong technology skills including experience with innovative applications of instructional and communication technologies, wikis, (i.e. Confluence or a similar platform), AdobeConnect, screen capture software and LibGuides
- Demonstrated academic liaison experience
- Demonstrated commitment to responsive and quality library services
- Strong teaching, interpersonal, and communication skills, including demonstrated ability to work collaboratively
- Willingness to work a flexible schedule, including occasional evenings and weekends

PREFERRED QUALIFICATIONS:

- Advanced degree in the humanities, sciences, social sciences, or engineering
- Experience working in an academic or research library

ACADEMIC LIAISON AND SELECTOR JOB ADDENDUM

Academic liaison and selector assignments entail responsibilities related to faculty outreach, reference and instruction, collections, and other services as outlined below.

This document describes the responsibilities of liaisons and selectors. For individuals whose job descriptions do not already include such a description, this wording can be appended to establish a record of understanding between supervisor and supervisee with regard to liaison and/or selection assignments. The addendum provides a set of guidelines for liaisons and selectors to follow throughout the year.

LIAISON ASSIGNMENTS: The following responsibilities will fall to librarians with liaison assignments, whether or not they also have selection assignments:

1. Establish and maintain regular contact with faculty and students in assigned academic units or other non-academic constituency groups, serving as a link between the user community and the library.
2. Develop and maintain awareness of programs and courses, faculty research and curriculum support needs; evaluate library services and resources required to meet university teaching, learning, and research needs of assigned constituency.
3. Actively assist users in assigned constituencies locate and use information resources, directing them to appropriate librarians, collections, and services within and outside NU.
4. Provide or facilitate research consultations and instruction to faculty and students in assigned constituency groups.
5. Contribute to the library's outreach program through participation in disciplinary clusters; attend faculty or other departmental meetings whenever possible.
6. Address scholarly communication matters and direct faculty to appropriate resources relevant to open access, copyright, new publishing models, pricing, and related issues.
7. Promote library collections and services both on and off campus; design and maintain research guides(s) to support assigned constituency groups.
8. Help ensure that collections in all formats are responsive to constituent group needs by acting as a selector (see below), by communicating and collaborating with (other) selectors with relevant assignments, and by suggesting purchases for specialized resources.

SELECTION ASSIGNMENTS: The following responsibilities will fall to librarians with selection assignments, whether or not they have liaison assignments:

**OHIO UNIVERSITY LIBRARIES
SUBJECT LIBRARIANS FRAMEWORK**

*Subject librarians actively engage with faculty, students, and staff in assigned departments in order to develop strong, collaborative, opportunistic relationships that **place the Libraries in the flow of teaching, learning, and research.***

Subject librarians use their knowledge and expertise in these activities:

- Collection Development & Management - Identifying, developing, and promoting collections that support research and curricular needs
- Teaching & Learning - designing and implementing strategic and pedagogically appropriate instruction, reference and research consultation services using a variety of methods
- Scholarly Communication - educating and informing faculty, graduate students and campus administrators on issues of scholarly communication
- Data Management – educating and informing researchers on issues of data architectures, policies, practices and procedures that properly manage the full lifecycle needs of research data.
- Fundraising & Grant Writing - participating in development and fundraising efforts and cultivating relationships with established and potential donors as appropriate; identifying potential projects and activities for grant funding; seeking opportunities to support and collaborate on grant funded projects of the departments
- Special/Digital Collections – identifying and fostering connections between the curriculum and research and the Libraries’ special collections

In order to be successful in the above activities, librarians must:

- Understand the curriculum of the department and identify and promote appropriate integration of library collections and services into that curriculum
- Be aware of and monitor changes in the research areas of departmental faculty
- Understand user needs and information-seeking behaviors
- Facilitate ongoing communication about resource needs and service expectations
- Understand basic pedagogical methods and information literacy theory
- Understand and speak knowledgeably about national trends within the discipline on issues of scholarly communication and data management
- Share information about users with library staff and with departments
- Use assessment, data analysis and evaluation to improve and prioritize

**Ohio State University Libraries
Research & Education Division
Librarian Position Description Framework**

Introduction to the Framework

This document describes a spectrum of activities and is intended to support development and revision of position descriptions for librarians in the Research and Education division. Clear and current position descriptions, along with department/division goals and the Libraries strategic plan, will help individuals write annual personal goals.

The R&E Framework describes most work performed by public service librarians and is based on the framework developed by the University of Minnesota Libraries and the core competencies identified in the Libraries' Engaged Librarian Framework:
http://library.osu.edu/staff/administration-reports/Engaged_Librarian_Framework_Dec2011.pdf

Specific additional competencies for functional specialist positions (e.g. instruction, assessment, etc.) are not addressed here and will be identified by department heads as they write or revise position descriptions. This framework also does not specify expectations for research and service activities that may be included in full position descriptions for Libraries faculty.

Liaison

- Actively engage and communicate effectively with faculty, students, and staff in assigned areas, developing strong working relationships.
- Seek opportunities to collaborate and establish partnerships with departments, including the creation of digital content, strategies for managing data and information, and support for researchers in projects or grants that require intense information and data management.
- Promote current services and collections.
- Be knowledgeable about and be able speak to a range of library issues, including scholarly communication, digital initiatives, the development of new online tools, and the integration of information literacy skills into the curriculum.
- Assess user needs to develop and maintain relevant, high-quality services and collections.
- Analyze trends in departmental teaching and research programs, stay abreast of scholarship in the disciplines themselves, and use this knowledge to respond to departmental needs.
- Champion the library as an intellectual meeting place for programming, conversation, and inquiry.

Research Services

- Analyze and understand users' research and information needs to develop, refine, assess, and sustain research and information services and programs in all formats.
- Actively seek opportunities to foster interdisciplinary collaborations in the provision of research and information services across the campus.
- Provide research consultations that involve subject or other specialized areas of expertise (e.g., in-depth knowledge of copyright or scholarly communication issues or specific collections).

DRAFT, 8/6/2015

- Provide on-demand research and information support in multiple formats.
- Continuously evaluate and assess research and information-related services.

Scholarly Communication

- Understand the scholarly communication process, publishing models, and emerging trends in assigned disciplines.
- Educate and inform faculty, graduate students, and campus administrators about scholarly communication issues and Libraries programs and services in this area.
- Understand and explain the principles behind open access publishing, institutional repositories, and authors' rights.
- Promote OSU Libraries publishing partnership options.
- Advocate for sustainable models of scholarly communication.

Collection Development and Management

- Systematically select material in all formats to serve the current and future research, teaching, and learning needs of clientele in the subject areas of XXX.
- Build on collections of distinction that may also serve regional, national and international users.
- Discover and recruit institutional scholarly output, research data and other content for inclusion in the University Libraries' digital initiatives.
- Develop cooperative statewide collection development relationships to enhance collaboration, access, and the development of shared resources.
- Manage collection funds efficiently, effectively and in a timely manner.
- Strategically assess and make decisions regarding the acquisition, retention and preservation of collections.
- Work effectively with colleagues in the Libraries to enhance acquisition, access, discovery, and use of library collections.

Teaching and Learning

- Actively engage with faculty and graduate teaching assistants as partners in programmatically integrating information literacy concepts and skills into the curriculum.
- Maintain an up-to-date knowledge of relevant University and department curriculum initiatives, in order to keep the information literacy program consistent with University curriculum.
- Identify areas where new online learning and digital tools can place the Libraries into the flow of teaching, learning and research.
- Collaborate in the design, implementation, and maintenance of online tools and services that meet the needs of discipline/interdisciplinary research communities.
- Understand and apply basic principles of instructional and assignment design, develop effective instructional materials and sessions in a variety of formats and provide alternative learning opportunities.
- Conduct needs assessment as appropriate to plan new areas of instructional initiative and selectively measure instructional outcomes in order to ensure effectiveness of instructional programs.
- Engage in reflective teaching through the use of instructional improvement tools available from the Libraries' Teaching & Learning Office and the university.

DRAFT, 8/6/2015

Fund Raising

- Identify and monitor relevant government agencies and private foundations for funding opportunities.
- Identify potential projects / activities for grant funds; prepare and submit grant proposals.
- Identify potential donors and work with the Libraries Development Office to cultivate donors as appropriate.
- Seek input from academic department heads and faculty about needs that might be met with external funding.

Management and Supervision

- Coordinate overall operational activities of [name of unit or library]; facilitating relationships with other groups in the Libraries, evaluating needs and processes, addressing staffing requirements, physical plant needs, and the implementation of policies and procedures.
- Provide direct supervision of [positions]. In consultation with department director write position descriptions, hire, assign job responsibilities, coach and mentor, conduct performance evaluations, and facilitate staff development and training opportunities.
- Prepare narrative and statistical reports for [name of unit or library] and prepare additional documentation on activities and progress as required. Prepare recommendations and proposals for long range projections in terms of staffing, space and equipment, and collection facility needs.

DRAFT, 8/6/2015



A Framework for the Engaged Librarian: Building on our Strengths

The role of subject librarians in academic libraries continues to evolve because of the changes occurring throughout higher education—changes marked by simultaneous hyperspecialization and interdisciplinarity, by the movement of learning experiences toward the online and the mobile, and by changes in user behaviors in library spaces, where traditional reference service is less needed in a time of ubiquitous access to information resources, but where greater explanation, context-setting, and interpretation is needed for many library users to make sense of their research projects within a rapidly changing environment, and where positioning subject librarian expertise within the workflows of users is crucial.

To respond to this environment, The Ohio State University Libraries have made “engagement” a priority for subject librarians, and Area Studies and Special Collections Librarians. The kind of deepened involvement with the academic community envisioned by “engagement” calls for a new Framework, which presents an organized approach to professional activity with “engagement” as the linchpin or guiding principle.

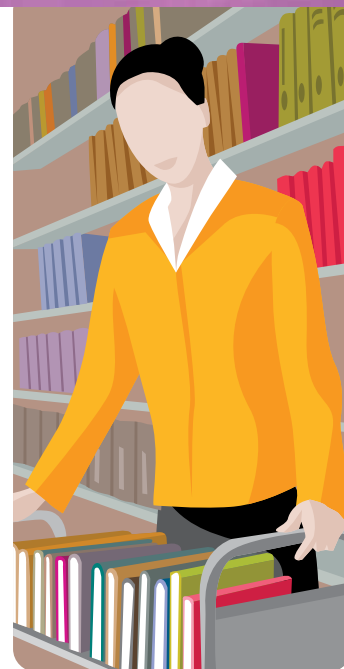


How the Framework will be Used

The Framework for the Engaged Librarian presented here draws on the best thinking of the Engaged Librarian Framework Group in the OSU Libraries, and on the documents on subject librarians and engaged librarianship developed first by the University of Minnesota Libraries (Librarian Position Description Framework); the University of Iowa Libraries (Iowa Framework for Liaisons/Subject Librarians) and Duke University Libraries (Engaging with Library Users: Sharpening Our Vision as Subject Librarians for the Duke University Libraries).

This Framework presents the main categories of engaged librarian responsibilities, and serves to create expectations for all subject librarians at OSUL (including Area Studies and Special Collections Librarians). The Framework will be used

to set goals each year for all subject librarians. Each of the five sections in the Framework contains a list of competencies. All competencies should be considered “core” for all subject librarians, but will be considered developmental as the Engaged Librarian Model is implemented over time. In addition, each section has a list of “best practices” enumerating sample activities, projects, or behaviors that illustrate engagement. Subject librarians, in consultation with their division heads and supervisors, will develop their list of goals each year, using the competencies identified, and the best practices examples as a guide. Their goals will also be based on disciplinary distinctions and other aspects of their assignments.



Engagement

Engagement is a deepened level of sustained, high-quality, mutually beneficial interaction in the liaison role with academic programs.

Competencies:

- Communicating effectively with members of the assigned departments, individually or in groups, in both face-to-face and virtual venues
- Developing partnerships when appropriate between the library and the assigned area on collection building, teaching and learning issues, grants or research projects, or other areas of mutual interest
- Creating new programs and services (or improving existing programs and services) that respond to identified needs and priorities of students and faculty and to strategic directions of the Library
- Facilitating problem-solving for the assigned programs in relation to library services
- Championing the library as an intellectual meeting place for programming, conversation, and inquiry

Examples of best practices:

- Communicating often with faculty, students, academic staff, and administrators in assigned areas
- Participating in departmental meetings and other events such as colloquia, seminars or dissertation defenses
- Participating in discipline-specific organizations and associations
- Inviting faculty to share their scholarship through library-sponsored programs and events

Research Services

Provide expert research consultation to members of the university community through understanding user needs, extending specialized services to users appropriate for their discipline and points in their research workflow, and assessing the services offered in order to improve them.

Competencies:

- Analyzing and understanding users' research and information needs to develop, refine, assess, and sustain research and information services and programs in all formats
- Actively seeking opportunities to foster interdisciplinary collaborations in the provision of research and information services across the campus
- Providing research consultations that involve subject or other in-depth specialized areas of expertise
- Providing on-demand research and information support in multiple formats
- Continuously evaluating and assessing research and information-related services

Examples of best practices:

- Developing and conducting studies to assess users' research, information, and technology needs (using data from Ask Database, web logs, circulation statistics, ILL Statistics, interviewing key constituents)
- Sharing information with colleagues about disciplinary trends and OSU/ University activities
- Creating research portals, research wikis, research blogs, and other virtual tools and resources
- Offering regular virtual and in-person office hours in departments
- Creating and maintaining appropriate online research guides, tutorials, etc.
- Regularly surveying departmental web sites, listservs, press releases, OSUToday, onCampus and other appropriate sources to identify faculty research interests, announcements of new University initiatives and centers, etc.
- Contributing to Subject Teams and other groups in planning services for interdisciplinary projects and strategic priorities at the campus level
- Establishing research mentorships with students writing undergraduate theses



The Ohio State University Libraries

Scholarly Communication

Work with members of the university community to enhance their ability to share their research broadly and effectively by addressing a range of issues, including changes in publishing, funder requirements for sharing research, open access models for disseminating new knowledge, digital publishing, and exercising author rights to broaden sharing of research.

Competencies:

- Knowing how scholarly communication works (including understanding a variety of publishing models) in assigned disciplines
- Tracking emerging trends and models within disciplines and how these relate to trends in other disciplines
- Understanding and explaining the value and function of OSUL publishing partnership options as they develop
- Explaining the principles behind open access publishing and public access practices, knowing expectations of funders for sharing research results, and knowing available options for open access for scholars in their assigned departments
- Understanding and explaining the functions and policies of institutional repositories and disciplinary repositories generally and OSU-supported repositories specifically.
- Understanding the mechanics of authors' copyrights and advise faculty and students on strategies for effectively managing and exercising their rights in their works.

Examples of best practices:

- Helping faculty, graduate students, and academic staff to negotiate retaining their rights as authors to broaden access to their research.
- Advocating with authors and editors for advancing sustainable models of scholarly communication.
- Providing resources that increase faculty, graduate students, and academic staff awareness of alternative publication models in their discipline.
- Working with faculty to deposit their works in institutional or disciplinary repositories and publish in open access venues.
- Recruiting university-published content; identifying digital resources that require long-term preservation and merit sustained access.
- Referring faculty, students, and staff to the Head of the Copyright Resources Center, Preservation and Reformatting Officer, or the Scholarly Resources Integration Department when appropriate and partnering with them in projects that increase sharing of OSU research.

Collection Development

Develop and manage collections to actively support research and instruction in subject area(s) by contributing to the selection and management of content for the libraries collections in relevant formats and languages.

Competencies:

- Using collections as a basis for engagement to create dynamic services and innovative applications of collections to research questions or curricular goals
- Managing funds and other resources to support the acquisition of content that has the most value for OSU research, teaching, and learning.
- Working effectively with colleagues in the Libraries to enhance acquisition, access, discovery, and use of library collections.
- Integrating knowledge of scholarly communication patterns and trends in a discipline with local collection building and management activities.
- Developing cooperative statewide collection development relationships to enhance collaboration, access and the development of shared resources
- Developing and applying knowledge of local use of collections to effectively manage resources and increase the value of collections for users' research, teaching, and learning.

Continued



The Ohio State University Libraries

Collection Development
continuedExamples of
best practices:

- Applying knowledge of changing user needs and behaviors to review continuing commitments and approval plans regularly to ensure our collections reflect current research and scholarship on campus;
- Expending collection funds effectively and in a timely manner;
- Identifying new content (e.g. e-resources) that advances research or teaching at OSU and creatively seeking resources to acquire it.
- Participating actively in managing print retention and maintaining print collections within shelf capacity
- Analyzing usage data for electronic or print collections and revising purchase recommendations in response.
- Developing and maintaining relationships with donors (both in-kind and monetary) and dealers.

Engaged Librarian
Framework
Working Group

Tschera Connell
Tamar Chute
Florian Diekmann
Maureen Donovan
Anne Fields
Kathy Webb
Craig Gibson

Teaching and Learning

Collaborate with colleagues within and beyond the libraries on planning, delivering, improving, and assessing information literacy initiatives within the context of the larger curriculum of the university.

Competencies:


- Promoting understanding among faculty and other teaching staff about approaches to integrating information literacy concepts and skills into the curriculum
- Understanding basic principles of instructional and assignment design appropriate to information literacy instruction
- Using program assessment data to plan new areas of instructional initiative
- Developing effective instructional sessions and provide alternative learning opportunities (research consultations, Carmen Library Links, etc.)
- Engaging in reflective teaching through the use of instructional improvement tools that are available from UCAT (University Center for the Advancement of Teaching) and the Library's Teaching and Learning Office
- Understanding basic copyright principles and recognize basic areas of application (e.g. fair use scenarios and face-to-face teaching exceptions)

Examples of
best practices:

- Analyzing curriculum within assigned subject areas and prepare curriculum maps or other curriculum plans for information literacy competencies
- Negotiating with teaching faculty on timing, purpose, and learning outcomes for information literacy instruction
- Writing learning outcomes for information literacy appropriate to their disciplines
- Using appropriate assessment techniques to gather and analyze information on student learning and information needs in preparing instruction
- Developing learning materials in a variety of formats for a variety of teaching situations (e.g., materials for faculty or GTAs to use for class sessions)
- Teaching classes effectively using a variety of pedagogies
- Creating learning environments using appropriate e-learning technologies or systems
- Working with staff in the Libraries' Teaching and Learning Office in improving instruction and to incorporate new technologies and effective e-learning strategies
- Performing regular teaching self-assessments



The Ohio State University Libraries

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|  | <p><i>The</i> UNIVERSITY of OKLAHOMA LIBRARIES libraries.ou.edu</p> | <p>University Libraries</p> <p>POSITION DESCRIPTION FRAMEWORK FOR LIAISON LIBRARIANS</p> |
|---|---|---|

The University of Oklahoma Libraries represent a strategic investment of the university that is essential to support of the teaching, research, and service missions of the University.

Liaison librarians serve as the primary contact between the University Libraries and academic departments, schools, colleges, and/or programs or centers. The nature of the liaison role requires librarians to develop and maintain positive working relationships with faculty, students, staff, and scholars and other campus constituencies in ways that enhance the strategic investment of OU in libraries as part of the research and educational infrastructure of the institution. The primary focus of a liaison's role is to build and sustain relationships.

Liaison librarians work to enhance the visibility of library services across the campus and seek input and feedback from faculty, students, staff, and scholars about library services and programs in ways that ensure the libraries meet the current and emerging needs of the institution and are able to provide sustainable and scalable services.

Liaison librarians act as expert guides to the research and scholarly literature of specific disciplines; provide research support and consultation at the point of need; teach classes and workshops on research tools, methods and strategies; curate research-level collections that include both print and electronic materials as well as special collections; and support development of emerging forms of digital scholarship.

In order to actively promote research and educational services and facilitate research and scholarship within the evolving scholarly communication ecosystem and higher education environment of research universities, liaisons are expected to be proactive in developing and maintaining their professional expertise and knowledge of current and emerging changes, trends, and issues in the rapidly changing environments of academic librarianship and specific disciplines.

Liaison duties fall into the teaching category for library faculty, a category that generally covers between 60 to 80 percent of a library faculty member's time. Liaison duties are part of the primary job responsibilities for a professional librarian.

The specific duties of a liaison librarian fall into several areas and generally include the following specific duties:

1. Serves as the liaison librarian for the following assigned areas: _____.
2. Serves as an embedded librarian, physically located within the _____ either full- or part-time. Provides personalized consultation services to faculty and students within the department/college/school. Offers library services and programs custom designed for constituency.
[APPLICABLE ONLY TO LIBRARIANS EMBEDDED INTO SPECIFIC DEPARTMENTS/COLLEGES/SCHOOLS]

RELATIONSHIP DEVELOPMENT

3. Develops and maintains positive working relationships outside the library with administrators, library representatives, faculty, and students in academic and affiliated units for assigned subject areas. Meets and/or communicates regularly with administrators and library representatives.

4. Communicates regularly with department faculty and students through email, LISTSERVs, departmental websites or other channels as appropriate. Attends departmental meetings of academic departments, schools, and colleges and/or holds regular office hours in academic departments, schools, and colleges if applicable.
5. Establishes and sustains positive working relationships with all levels of staff – administrators, faculty, staff, and student employees – within the library.

SCHOLARLY COMMUNICATION

6. Develops and maintains working knowledge of scholarly communication and open access developments and trends as well as local, statewide, regional, and national initiatives in order to be able to consult with faculty and students and provide support for campus-level initiatives.
7. Works with Open Educational Resources Coordinator and other librarians to identify, review, and promote open educational resources for teaching and research.
8. Compiles and maintains academic profiles for assigned units. Manages special projects or initiatives related to academic units as assigned.

COLLECTION MANAGEMENT

9. Develops and manages print and electronic collections in assigned areas in accordance with current collection management policies.
10. Manages and reviews approval plan profiles on a regular basis.
11. Manages allocations for the purchase of library materials for assigned subject areas.
12. Works with disciplinary teams and the Director of Collection Management & Scholarly Communication (D/CMSC) to prioritize purchases and coordinate collection management projects as necessary.
13. Participates in library collection review projects.
14. Performs regular assessment to maintain sustainable and usable collections for faculty and students under the direction of the D/CMSC.

RESEARCH SUPPORT

15. Provides research assistance and education on the use of library and related resources to users in person (by appointment) or remotely (via chat, phone, and email).
16. May provide reference assistance to students, faculty and staff at specific service desks.

INSTRUCTION / INFORMATION & DATA LITERACY

17. Teaches instructional sessions within credit courses in assigned departments and/or works with individual students and small groups outside of credit courses.
18. Develops and provides specialized instruction on library and related resources and the literature of a field through classes, group training sessions, and workshops sponsored by the library or related organizations.
19. Conducts tours and orientation sessions for new and prospective students, faculty, and other patrons.
20. Develops and maintains subject and course guides and special topic guides for the library website and appropriate university websites and systems.
21. Develops and maintains open educational resources for use within library and university online venues and in support OU online learning initiatives.

DIGITAL SCHOLARSHIP

22. Collaborates with scholars on advanced research projects or digital scholarship projects as assigned.

23. Participates as a team member in digital scholarship projects as assigned.

OTHER DUTIES

24. Contributes content for the library website.
25. Compiles and submits activity reports and statistics for liaison activities related to research consultations, instructional activities, outreach programs, and other activities in a timely manner into public services statistics system, ensuring accuracy and completeness. Creates reports related to activities as requested.
26. Develops and maintains subject and interdisciplinary knowledge and knowledge of academic librarianship. Keeps abreast of new technologies/trends and how they may apply within academic libraries and to assigned disciplinary fields. Attends and participates in professional and scholarly conferences, workshops, and webinars.
27. Performs special duties as assigned.

BRANCH MANAGEMENT [APPLICABLE TO BRANCH LIBRARY HEADS ONLY]

28. Responsible for the management of the _____ branch library including daily management of library services and operations and supervision of branch staff.
29. Participates in development of library and branch policy. Implements library policies and practices within specific branch.
30. Works with appropriate staff to manage branch library facility.

May 2014

University of Oregon Libraries

Subject Specialists' Roles and Responsibilities

The subject specialist's symbiotic relationship with the university's academic units creates the basis for communication and collaboration between the library and the university community.

Academic units are assigned a subject specialist librarian, who serves as their primary liaison to the Libraries. Subject specialists serve one or more departments, programs or institutes. The University of Oregon Libraries represent a wide range of services linked by our mission to enable teaching and scholarship by creating, collecting, preserving and providing access to information resources. Subject specialists are uniquely positioned within both the library and the academic unit to support scholarly endeavors by providing both traditional library services and by creating collaborative links between faculty and library departments providing specialized assistance with advanced technologies for creating, preserving and disseminating information.

The subject specialist interacts with departmental faculty, staff and a diverse student body to ensure that the information resources provided by the Libraries meet the evolving research needs of the department. They understand and respond to developments in styles of scholarly communication and evolving information technologies relevant to the discipline. Because of the subject specialist's involvement with instruction, changes in methodologies and pedagogy are followed and the subject specialist maintains an awareness of issues of information literacy, curricular support, educational technologies, and classroom equipment needs. The subject specialist serves as an advocate for the department within the Libraries, insuring that the Libraries' policies and services are responsive to the needs of the department and researchers within the discipline.

Equally important, the subject specialist represents the Libraries to the department. The subject specialist interprets and promotes the Libraries' collections, services, and policies to students, staff, and faculty. Subject specialists take responsibility for making themselves known and available to the areas they serve, responding to collection, research, instruction, and information technology needs of the department by answering questions and providing services or by making appropriate referrals to other individuals or departments within the Libraries and beyond. Subject specialists' active involvement with their departments expedites collaboration between faculty and Library departments providing specialized services such as faculty instruction and training, advanced classroom and other technologies, new methods of information dissemination and the creation and preservation of information resources.

Subject specialists' activities include:

Communication and Outreach

Although the particular patterns of communication will vary widely depending on individual disciplines and department cultures, subject specialists:

- work closely with a departmental representative or departmental faculty committee;
- represent the Libraries at departmental activities ranging from faculty meetings to social events and colloquia;
- communicate with the members of the departmental community, including faculty, graduate and undergraduate students, and staff using avenues appropriate for the department;
- provide appropriate referrals to other experts or service providers within the libraries and across the university;
- interact with faculty doing interdisciplinary work through campus institutes, area studies programs and other cross-disciplinary efforts;
- alert other departments within the Libraries to changing departmental research, program changes, educational technology needs, relevant classroom technology and equipment, special projects requiring advanced technologies or information creation and preservation assistance, faculty training and other needs that may be met by service providers within the Libraries.

Collection Development

Subject specialists have a variety of responsibilities for collection development and assessment in their discipline areas. As part of their Collection Development responsibilities, subject specialists:

- develop an active knowledge of the discipline's information resources in all formats within the Libraries' collection as well as those freely available or available for purchase;
- select materials that support diversity and diverse viewpoints, and promote accessible content to students of all backgrounds;
- maintain knowledge of collection strengths of other libraries, both within the area's library consortium and within the discipline area;
- understand the department's collection needs and select library materials in support of the curriculum as well as individual research;
- communicate with departments regarding new library materials and research tools;
- collaborate with other subject specialists to build collections and to purchase interdisciplinary resources;
- manage budget lines by utilizing discretionary funds to purchase library materials and by developing, monitoring and updating approval plans;
- maintain active review of serial subscriptions, available formats, and access options in order to provide the best and most efficient access;
- develop knowledge of scholarly communication issues in general and specifically in discipline areas;
- stay abreast of collection access and use issues in order to provide input to library decisions concerning copyright, licensing, preservation, and archiving;
- solicit and manage gift material and funds in collaboration with development officers;
- participate in the formulation of collection development policies;
- evaluate collections for internal use, program reviews or accreditation utilizing available assessment tools.

Instruction and Reference

The subject specialist is an integral part of the instructional mission of the University and is an instructional partner with departmental faculty.

The subject specialist works with faculty in developing, delivering and assessing research instruction through course integrated instruction. Subject specialists' reference and instruction responsibilities may include:

- develop course integrated instruction sessions designed to provide general research techniques, help students understand and evaluate diverse viewpoints, reflect particular discipline specific research methods or to explore library research approaches to specific problems or projects;
- provide unique instructional sessions such as workshops, orientations or demonstrations of new resources for groups or individuals in departments, interdisciplinary programs or institutes;
- develop discipline specific credit courses on library and research related topics;
- serve as a resource outside of the classroom;
- create instructional support material including research guides in appropriate formats;
- assess student knowledge of library research and measure student learning from library instruction;
- understand the Libraries' potential role in providing content or support for the department's use of educational technologies, utilizing these tools in library instruction and informing the department of developments in their use;
- utilize discipline knowledge and retrieval skills to contribute to the design and creation of instructional content;
- refer faculty to appropriate library departments for training and lab assistance in educational technologies, classroom equipment and other advanced teaching and research technologies;
- utilize discipline knowledge to connect departments with special teleconferencing and other educational opportunities in the digital environment by expediting collaboration between the academic units and library departments;
- make appropriate referrals to other service providers in the library, on campus and beyond for both instruction and reference.

Reference Service is a strong partner with the instructional duties of the subject specialist. Many subject specialists serve regularly on a public service desk. This experience strengthens instructional expertise and collection development skill by giving insight into how patrons search, the nature of patron questions, instructional needs, and topics of current interest in their subject areas. Subject specialists also provide subject specific, one on one reference assistance outside of their service desk responsibilities.

September 22, 2006

By Cara List, JQ Johnson, Katy Lenn, and Annie Zeidman-Karpinski

Liaison Librarian Job Description

At Vanderbilt, professional librarians' job responsibilities are structured around the model of liaison relationships. The liaison model includes the following eight categories. No one individual will simultaneously have major responsibilities in all eight, and the relative priority of various activities will change from year to year. Job descriptions will reference this overall structure, with updates annually to identify and prioritize which components are emphasized in each person's role.

Outreach/Communications Initiate efforts to seek out and make contact with library constituents within and outside the university; promote the services and resources of the library while cultivating relationships with library stakeholders. Example outreach activities include:

- Develop relationships with university departments, institutes, or sponsored programs; when possible work collaboratively on projects
- Serve on university, college, or school-level committees

Campus Engagement Participate in campus life beyond the confines of the library's traditional spaces and services; demonstrate the liaison's investment in the larger educational and cultural goals of the universities. Example campus engagement activities include:

- Attend concerts, lectures, athletics, and other campus events
- Involvement with student activities, clubs or the Commons

Teaching and learning Promote information literacy by educating users on how to find, evaluate, and use information effectively, ethically, and legally. Example teaching and learning activities include:

- Teach course-related and course integrated instructional classes as requested
- Create and develop instruction related materials such as Research Guides.

Reference/Research Services Provide reference services to library users in a rapidly changing information environment; provide specialized research services to liaison departments. Example reference/research services activities include:

- Provide instruction and assistance in using libraries and their resources through tours, workshops, creation of handouts, Research Guides, and/or tutorials; assistance at a reference point via chat, phone, or email
- Assist library users with managing information

Content/Collection Development and Maintenance

Coordinate with the faculty and students of liaison departments to select and acquire appropriate materials in the most usable formats for the collection. Example content/collection development activities include:

Liaison Librarian Job Description

| | |
|-----------------------------------|---|
| | <ul style="list-style-type: none">• Keep up with new developments and apply new strategies for collection development• Develop metrics to show how the collection supports current scholarship in assigned areas by having conversations with faculty about current research, performing citation analysis, and/or by reading faculty and student publications |
| Scholarly Communications | <p>Facilitate the dissemination of academic research by fostering emerging communication technologies while reducing legal barriers to access; support students and faculty who are exploring the areas of authors' rights, data curation, digital humanities, electronic theses and dissertations, geographic information systems, learning management systems, open access publishing, and scholarly repositories. Examples of scholarly communications activities include:</p> <ul style="list-style-type: none">• Promote the concept of reproducible research, providing advice to faculty and students about writing data management plans and documenting best practices for data curation• Educate and inform faculty, graduate students, and campus administrators about the fundamentals of intellectual property law, advocating for authors' rights and promoting the use of permissive copyright licenses |
| Leadership | <p>Develop and demonstrate ideas or practices that others may want to follow. Examples of leadership activities include:</p> <ul style="list-style-type: none">• Take leadership roles in campus, departmental, or library system-wide committees• Actively contributes to and participates in professional organizations, sharing insight, knowledge, and skills |
| Exhibit and Event Planning | <p>Identify and develop events and exhibits that appeal to the senses and promote traditional and non-traditional collections, materials, campus interests and scholarly subjects. Examples of exhibit and event planning include:</p> <ul style="list-style-type: none">• Coordinate or plan events (i.e. Zome competition, open houses, author receptions, mini-golf, scavenger hunts, etc.)• Participate in the library's exhibition program by working with the Director of Special Projects to curate an exhibit |