



JOB DESCRIPTION

Form: HRF5005, Ver. 1, Revised 11/02/2015

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|------------------------|---|-------------|----------------------------|
| DATE: | 3/17/2017 | POSITION #: | FL9999 |
| NAME OF INCUMBENT(S): | Kim Farley (vacant) Susan Murphy (interim through spring 2017) | | |
| JOB TITLE: | Full-time Information Literacy Lead Librarian | | |
| DIVISION: | Academic Affairs | | |
| DEPARTMENT: | Library | | |
| PAY TABLE/LEVEL/GRADE: | MAHE FT librarian schedule | REPORTS TO: | FA9978 Library director |

STATUS: *Please click the appropriate boxes that apply.*

- Regular/Continuing
 Temporary/Limited Duration
 Full-Time (40 hrs/wk)
- Bargaining Unit: MAHE
 Individual Position
 Part-Time: _____ Hours/Week
- Non-Bargaining
 Pooled Position:
- Provisional/Grant Funded
 _____ No. of Employee if this position is pooled.

JOB SUMMARY: *(This section should summarize the overall purpose (“mission”) of this job in 1-4 sentences. Briefly describe the primary reason the job exists at LCC.)*

Leads, plans, implements, promotes and assesses the Information Literacy (IL) Instruction Program in support of College curricula. Trains, coaches and mentors IL instruction librarians and collaboratively schedules information literacy instruction sessions. Teams with librarians and classroom instructors to deliver information literacy instruction through classroom instruction, web tutorials and workshops. Participates in proactive face-face and online reference service with the goal of teaching information literacy skills. Participates in the selection and evaluation of library materials and serves as library liaison to assigned academic programs. Develops content for the library website, web-based tutorials and research guides. Must demonstrate a commitment to the diversity of a multi-cultural population, as well as work effectively in a team-based environment, seeking continuous improvement and adherence to the community college philosophy.

DIRECT REPORTS: *(If this is a supervisory position (authority to hire, assign, discipline, approve timesheets), list position #s of those supervised).*

| | |
|--------------------------|--|
| Direct Report(s): | <i>Click here to enter position numbers. Use comma to separate</i> |
|--------------------------|--|

ESSENTIAL DUTIES AND RESPONSIBILITIES: *Identify and describe the essential duties and responsibilities, i.e., what actions are done and what are the expected results. Most jobs can be described using 5-10 statements. List in priority order, beginning with top priority/must get done, with approximate percent for each (e.g. 20% I. reconciles grant fund expenditures to balance monthly budget). “Other duties, as assigned,” are implicit in all position descriptions.*

| % | No | Essential Duties and Responsibilities |
|------------|----|---|
| <u>30%</u> | 1 | <p>Information Literacy (IL) Instruction Program Coordination</p> <ul style="list-style-type: none"> Leads, plans, implements, promotes and assesses the IL Instruction Program in support of College curricula. Chairs IL instruction team meetings. Trains, coaches, and mentors IL instruction librarians. Collaboratively schedules IL instruction sessions. Teams with librarians and classroom instructors to deliver IL instruction through classroom instruction, web-based tutorials and workshops. Collaborates with librarians and faculty to incorporate information literacy skill assignments into LCC courses across the curriculum. Integrates information literacy into the college's essential learning outcomes. Compiles data and creates statistical reports. |
| <u>25%</u> | 2 | <p>Reference and Teaching Effectiveness</p> <ul style="list-style-type: none"> Provides face-face and online reference service for LCC students and faculty with the goal of teaching information literacy skills. Understands and successfully adapts instruction to various learning styles/current technologies. Fosters higher-level learning with an emphasis on analysis, problem solving and critical thinking. Applies best practices related to teaching information literacy skills. |
| <u>15%</u> | 3 | <p>Liaison and Collection Development</p> <ul style="list-style-type: none"> Serves as library liaison to assigned academic programs. Selects and evaluates library materials to support curricula in assigned liaison areas. Supports academic programs undergoing accreditation or recertification. Develops content for the library website, web-based tutorials and research guides. |
| <u>10%</u> | | <p>Support of College Initiatives – Is fully committed to the mission and values of Lansing Community College and participates actively in the shared governance system.</p> |
| <u>5%</u> | 4 | <p>Professional Growth – Maintains knowledge of current developments in subject area and incorporates new knowledge into instruction.</p> |
| <u>5%</u> | 5 | <p>Faculty Professional Development – Demonstrates a continuing engagement with the learning and scholarship of their area of specialization, striving to be on the cutting edge of professional content knowledge and methodology.</p> |
| <u>5%</u> | 6 | <p>General Responsibilities</p> <ul style="list-style-type: none"> Responds to requests of academic area and/or program leaders, department heads, committee chairs, records office, etc. in a timely and thorough manner, consistently meeting instructional schedules and other assignments and commitments in support of the college. Participates in library teams and divisional/college committees |
| <u>5%</u> | 7 | <p>Other Duties as Assigned</p> |
| | | <i>Click here to enter text.</i> |
| | | <i>Click here to enter text.</i> |
| | | <i>Click here to enter text.</i> |
| | | <i>Click here to enter text.</i> |
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| | | <i>Click here to enter text.</i> |

CORE COMPETENCIES. Record the knowledge, skills and abilities necessary to perform the essential functions of this position. Provide descriptions of core competencies below (e.g. communication, customer service, decision-making, leadership, problem-solving, etc.). An incumbent or applicant must be able to demonstrate and results must be measurable.

KNOWLEDGE: *Technical, specialized, disciplinary, industry-specific and/or operational knowledge or understanding required in your job.*

- Ability to apply American Library Association core competencies to librarianship.
- Knowledge of current trends in teaching information literacy and library instruction.
- Knowledge of learning styles, instructional methods, delivery modes and assessment.
- Knowledge of academic library reference service trends, methods and best practices.
- Knowledge of college-wide technology systems.

COMMUNICATION/INFLUENCE: *Requirements for listening, verbal communication and/or written communication with others, and/or for educating, training, persuading, serving and/or otherwise influencing “customers”.*

- Ability to effectively interact with students, colleagues and the public from diverse populations.
- Ability to build and maintain positive relationships with students, faculty and library colleagues.
- Ability to communicate effectively verbally and in writing.
- Ability to provide outstanding, proactive customer service.

PROBLEM SOLVING: *Thinking required by the job for evaluating, analyzing, creating, and reaching conclusions and the need to identify obstacles and develop applicable solutions.*

- Ability to foster higher-level learning with an emphasis on analysis, problem solving and critical thinking.
- Ability to analyze and interpret qualitative and quantitative data.
- Ability to assess information to find creative solutions and determine appropriate actions.

LEADERSHIP: *Required ability to manage people, department(s) and/or operations and/or provide guidance/counsel to others.*

- Ability to coordinate groups and work in a team environment.
- Ability to model ethical and professional behavior including confidentiality of information.
- Ability to prioritize multiple projects and tasks for self and others.
- Ability to request input from staff and others prior to making decisions which impact services.
- Ability to work independently and in a team environment.

OTHER: *Other applicable skills and abilities not mentioned above.*

- Exceptional planning, organizational and time management skills.
- Ability to adapt to changing situations to meet the needs of students and the Library.

EDUCATIONAL/EXPERIENCE REQUIREMENTS: *Identify the education and/or equivalent combination of education and experience, plus additional specific years of experience, certifications, licenses and/or special training required to perform the essential functions of this job.*

Required

- Master’s degree in Library or Information Science from an ALA (American Library Association) accredited program or related degree.
- Minimum of two years of library instruction experience or equivalent teaching experience.
- Academic library reference experience.
- Experience working with a diverse, multi-cultural student population.
- Demonstrated knowledge of learning theory, pedagogy, instructional techniques and learning outcomes assessment.

Preferred

- Familiarity with ACRL’s Framework for Information Literacy for Higher Education.
- Leadership, organization and project management skills in coordinating library information literacy efforts.
- Highly collaborative working style.
- Evidence of commitment to professional growth.

Flexible hours are required with some evenings and occasional weekends.

PHYSICAL AND MENTAL REQUIREMENTS: Complete the physical and mental demands on the attached ADA Checklist that must be met to successfully perform the essential functions of this job. Mobility around the LCC campus is a normal part of the position's functions. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. **Go to the ADA Checklist.**

WORK ENVIRONMENT: Complete the work environment characteristics on the attached ADA Checklist that must be met to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. **Go to the ADA Checklist.**

| | | | | | |
|--|--------------------|--------------------------------|------------------------|-------------|-----------------------|
| Incumbent's Name (if any). | Vacant | Incumbent's Signature* | | Date | |
| Supervisor's Name | Elenka Raschkow | Supervisor's Signature* | <i>Elenka Raschkow</i> | Date | <u>3.17.17</u> |
| Dean/ELT's Name | Richard Prystowsky | Dean/ELT's Signature | | Date | |
| <i>Note: Signature means approval, otherwise return for signatures.</i> | | | | | |
| Human Resources Rep. | | HR Rep Signature | | Date | |
| <i>Note: Position description to be reviewed annually, upon posting or transfer of person or position.</i> | | | | | |

Lansing Community College

ADA Compliance Job Description Checklist

The immediate supervisor is responsible for completion of this form. Fill in more information as needed that apply to the essential job duties of the attached job description.

Position #: FL9999

Date: 3/17/2017

Supervisor's Position #: FA9978

Materials Used:

Standard Office Equipment:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Computer keyboard, mouse, screen (either desktop or laptop) | <input checked="" type="checkbox"/> Paper and Pencil/pen |
| <input checked="" type="checkbox"/> Various software (spreadsheet, word-processing, web-base, other media) | <input checked="" type="checkbox"/> Projector and Screen |
| <input checked="" type="checkbox"/> Telephone, blackberry, fax | <input checked="" type="checkbox"/> Copier, collator, reproduction |

Others, please list:

Standard Trades Equipment:

- | | | |
|------------------------------------|-------------------------------------|-----------------------------------|
| <input type="checkbox"/> Carpentry | <input type="checkbox"/> Electrical | <input type="checkbox"/> Plumbing |
|------------------------------------|-------------------------------------|-----------------------------------|

Others repair/maintenance tools, please list:

Mental Functions:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Comparing (compare/contrast data, people, things) | <input checked="" type="checkbox"/> Copying (entering, posting, transcribing data) |
| <input checked="" type="checkbox"/> Synthesizing (combine data, concepts, interpretations) | <input checked="" type="checkbox"/> Analyzing (examine, test data, present alternative actions) |
| <input checked="" type="checkbox"/> Computing (math calculations or carrying out formula operations) | |
| <input checked="" type="checkbox"/> Compiling (gathering, classifying, evaluating data, people, things) | |

Auditory Functions:

- Talking (express ideas, thoughts, languages, conveying details, accurately, loudly, quickly)
- Hearing (receive details through oral communication, make fine differences in sound with other sound interference e.g. running machines, other people)

Visionary Functions:

- Near acuity (at 20 inches or less when minute accuracy is essential)
- Far acuity (more than 20 inches when day and night/dark conditions are essential)
- Depth perception (3 dimensional vision, judge distances, space)
- Color vision (distinguish colors)
- Field of vision (up-down and right-left)

Smell and Tasting Functions:

- Flavors & odors (distinguish similarities, differences, intensities, qualities using tongue & nose)

Movement, Strength, Repetition Functions:

- | | | | | |
|--|--|--|--|------------------------------------|
| <input checked="" type="checkbox"/> Climbing | <input checked="" type="checkbox"/> Kneeling | <input checked="" type="checkbox"/> Reaching | <input type="checkbox"/> Balancing | <input type="checkbox"/> Crouching |
| <input checked="" type="checkbox"/> Grasping | <input type="checkbox"/> Stooping | <input type="checkbox"/> Crawling | <input checked="" type="checkbox"/> Picking/Typing/Keyboarding | |
- Sedentary (exert up to 10 lbs of force to lift, carry, push, pull, move objects; sit most of the time)
 - Light (exert up to 20 lbs of force to lift, carry, push, pull, move object; walk/stand occasionally)
 - Medium (exert 21-50 lbs of force, walk/stand frequently)
 - Heavy (exert 51-100 lbs of force, walk/stand routinely)
 - Very Heavy (exert over 100 lbs of force, walk/stand routinely)

Environmental Conditions:

- | | |
|---|--|
| <input type="checkbox"/> Weather (rain, snow, wind) | <input type="checkbox"/> Vibrations |
| <input type="checkbox"/> Extreme cold (inside, outside) | <input type="checkbox"/> Hazards (fumes, odors, dust, toxic chemicals, allergens, |
| <input type="checkbox"/> Extreme heat (inside, outside) | <input type="checkbox"/> Extreme noises |
| <input type="checkbox"/> Confined/restricted spaces | <input type="checkbox"/> Hazards (fumes, odors, dust, toxic chemicals, allergens, poor ventilation, shock) |