

LEARNING & RESEARCH SERVICES LIBRARIAN  
POSITION DESCRIPTION

<b>Position Title:</b>	Learning & Research Services Librarian	<b>Position Number:</b> 1847	<b>Faculty/Division:</b> Services & Resources
<b>Classification:</b>	HE09	<b>No. Direct Reports</b> 12 <b>&amp; Highest Classified Position:</b> HE08	<b>School/Branch:</b> University Libraries
<b>FTE:</b> 1.0	<b>Reports to:</b> Deputy University Librarian	<b>Fixed</b> <input type="checkbox"/> <b>Continuing</b> <input checked="" type="checkbox"/>	<b>Discipline/Unit:</b> Learning & Research Services
<b>Position Summary:</b>	<p>The University Libraries is a part of the University's Division of Services and Resources, which provides enabling services and resource capabilities to support the University's teaching and research objectives and activities.</p> <p>The University Libraries are comprised of the Barr Smith Library, the Elder Music Library, the Law Library, Waite and Roseworthy Libraries and University Archives &amp; Recordkeeping. Library services include selection, acquisition and management of a broad range of physical and electronic resources, and professional staff to support research, teaching and learning.</p> <p>The Learning &amp; Research Services Librarian provides strategic leadership, management and advice within complex organisational structures for the development, provision and positioning of Library services relating to:</p> <ul style="list-style-type: none"> <li>• teaching and learning, in line with the University's strategic direction</li> <li>• research support for all Faculties and research centres</li> <li>• information resources to support current teaching and a wide range of research strengths</li> </ul> <p>The role has responsibility for significant high-level planning and review, with the ability to reconceive and reconceptualise services and programs to better support University teaching, learning and research objectives. The Learning &amp; Research Services Librarian also participates, as a member of the Library Senior Staff, in strategic planning, policy development, operational planning, project management and quality improvement.</p>		
<b>Position Characteristics:</b>	<b>Scope</b>	<p>Library services are provided to a population of over 25,000 students (of which about 28% are international students), and over 5,000 staff members.</p> <p>In 2013, 117 classes/seminars were provided to 5,880 undergraduate students; 286 classes/seminars to 3,349 postgraduate students; and 120 classes/seminars to other groups such as Year 12 students through the Office of Future Students and Pre-Enrolment English Program students, as well as EndNote classes to research students and staff. In addition, 112 orientation sessions were provided to 1,844 attendees.</p> <p>The Learning &amp; Research Services Librarian under broad direction leads, directs and manages a team of 10 (in 2015) research librarians and 2 (in 2015) reference staff in the development of learning support services (including the integration of information research skills into the curriculum), and coordinates the delivery of library research support services to Faculties.</p>	

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	<p><b>Significant internal/external relationships</b></p>	<ul style="list-style-type: none"> <li>• University Librarian</li> <li>• Academic &amp; research staff</li> <li>• Access Services Librarian</li> <li>• eContent Services Librarian</li> <li>• Acquisition &amp; Metadata Services Librarian</li> <li>• Book Resources Librarian</li> <li>• Library Systems Manager</li> <li>• Other Library Senior Staff &amp; Branch Librarians</li> <li>• Other University senior staff such as Pro Vice Chancellor (Student Experience)</li> <li>• University Web Services and Marketing staff</li> </ul>
	<p><b>Special conditions</b></p>	<ul style="list-style-type: none"> <li>• The position is located at the Barr Smith Library (North Terrace Campus) but may require location at any of the University's libraries.</li> <li>• Some out of normal hours work may be required.</li> <li>• Some intra and interstate travel may be required.</li> <li>• Reasonable workplace adjustments will be made for people with a disability.</li> </ul>
	<p><b>Delegations</b></p>	<p>None</p>

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<b>Key Responsibilities and Outcomes</b>	1	Leadership and Planning.	<ul style="list-style-type: none"> <li>▪ Expertly influences and informs through policy development and review the strategic direction, development and positioning of Library services and programs to support of learning, teaching and research at the University</li> <li>▪ Successfully implements and evaluates strategic and operational plans</li> <li>▪ Leads innovation and change agenda in line with University Strategic Plan and Library Operational Plan</li> <li>▪ Represents Library interests on internal and external working parties, boards and committees</li> </ul>
	2	Operational Management.	<ul style="list-style-type: none"> <li>▪ Manages the development of learning support services, including the integration of information research skills into the curriculum</li> <li>▪ Coordinates the delivery of Library research support services to faculties</li> <li>▪ Plans, develops and coordinates promotion, interpretation and marketing of new and ongoing services and information resources</li> <li>▪ Ensures documentation of policies and procedures for staff and users</li> <li>▪ Identifies and reports on key performance indicators for continuous improvement in results</li> </ul>
	3	Stakeholder Relationships	<ul style="list-style-type: none"> <li>▪ Manages internal and external stakeholder relationships strategically</li> <li>▪ Ensures effective liaison and communication between stakeholder groups to develop appropriate communication and marketing plans for new or changed services</li> </ul>
	4	People Management.	<ul style="list-style-type: none"> <li>▪ Undertakes effective people management to ensure the team delivers its services as effectively and efficiently as possible</li> <li>▪ Identifies appropriate training and development opportunities for staff in the team</li> </ul>
	5	Participate in Library projects.	<ul style="list-style-type: none"> <li>▪ Contributes to Library wide strategic planning, policy development, operational planning and quality improvement</li> <li>▪ Responds to requests for senior staff input to Library management issues</li> <li>▪ Articulates the impact of University strategic planning on areas of responsibility and their contribution is documented and incorporated into plans</li> <li>▪ Participates in the development and implementation of change initiatives intended to improve Library Services</li> </ul>

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<b>Criteria</b>	<b>Capabilities and Behaviours</b>	Strategic Thinking and Acting	<ul style="list-style-type: none"> <li>• Scanning and drawing on selective sources of relevant trend data, researched information and advice to identify key imperatives for change and viable options</li> <li>• Creating an engaging vision for own area. Translating the branch strategies and priorities into realisable goals for own area</li> <li>• Including the perspectives and input from key colleagues and staff to decide priorities</li> <li>• Communicating clearly the purpose and need for the strategy plus what must change and/or be strengthened in moving toward that vision</li> <li>• Setting priorities for implementation and co-ordinating the necessary resources to make the plan happen</li> </ul>
		Exemplifying Personal Drive and Integrity	<ul style="list-style-type: none"> <li>• Constantly aspiring to standards of excellence while respecting organisational, legal and public policy guidelines</li> <li>• Viewing set-backs as an opportunity to learn and grow. Rallying self and others to constructively move forward</li> </ul>
		Fostering Excellence in Learning and Inquiry	<ul style="list-style-type: none"> <li>• Displaying an open, curious, non-judgmental attitude to differences of opinion</li> <li>• Seeking systematic, self-directed learning and development activities aligned to the needs of the branch</li> <li>• Undertaking and encouraging active learning through experimentation, inquiry, analysis and problem solving</li> <li>• Stretching team to grow in chosen fields through learning forums (e.g. workshops, conferences, further studies)</li> </ul>
		Thinking and Acting as One Team	<ul style="list-style-type: none"> <li>• Considering the branch and University's perspective in analysis, problem solving and decision making</li> <li>• Promoting and supporting inter-branch collaboration and cross functional projects/initiatives</li> <li>• Sacrificing own resources, time and energy for branch/division requirements</li> <li>• Influencing those who want to 'do their own thing' to fit with the branch direction and planned priorities</li> </ul>

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		<p>Responsiveness in Decision Making</p>	<ul style="list-style-type: none"> <li>• Gathering data and assessing the risk and opportunity. Working with incomplete information to make a swift decision</li> <li>• Committing decisions made into action through a well thought through implementation plan. Tackling the issues that get in the way of achieving a result</li> <li>• Modifying decisions only where subsequent argument or experience is compelling</li> <li>• Holding self and others to account for their commitments</li> </ul>
		<p>Leading Change to Higher Performance</p>	<ul style="list-style-type: none"> <li>• Understanding what it takes to lead change within own area and the University generally</li> <li>• Securing a “coalition” of support for a change from staff</li> <li>• Supporting people’s transition while maintaining resolve and personal energy to see through the change</li> <li>• Ensuring the change benefits are realised by defining clear performance expectations, based on critical success factors, and not tolerating under performance</li> </ul>
		<p>Communicating with Influence and Impact</p>	<ul style="list-style-type: none"> <li>• Confidently and succinctly articulating a compelling branch “picture” of what is needed from others. Demonstrating that ideas have been well thought through</li> <li>• Influencing peers/team members to revise their views, change their thinking and responding as needed</li> <li>• Staying positive throughout communication process, showing positive energy and enthusiasm irrespective of audience response</li> <li>• Making sure relevant stakeholders and influencers are listened to and included in communications so a mutually understood position is achieved</li> <li>• Favouring face-to-face communication and being regularly present with staff to enable more effective connections with them</li> </ul>

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	<p><b>Knowledge and Experience</b></p>	<ul style="list-style-type: none"> <li>▪ Demonstrable capabilities in team leadership and change management for service delivery</li> <li>▪ Strong knowledge of current trends and issues in the higher education sector in relation to library services</li> <li>▪ Thorough understanding of the processes of research and scholarly communication and the information resources requirements of the academic community</li> <li>▪ Thorough understanding of learning and pedagogical trends in technologically enabled environments</li> <li>▪ Highly developed communication and interpersonal skills for building stakeholder relationships and marketing of services to meet the needs of a diverse and complex range of client groups</li> <li>▪ Ability to conceptualise, develop and implement policy and provide high level policy advice and analysis in areas of responsibility</li> <li>▪ Relevant experience in a tertiary or research library environment</li> </ul>
	<p><b>Qualifications</b></p>	<ul style="list-style-type: none"> <li>▪ Eligibility for professional membership of ALIA; and</li> <li>▪ Postgraduate qualifications or progress towards postgraduate qualifications and extensive relevant experience; or</li> <li>▪ Extensive experience and management expertise; or</li> <li>▪ An equivalent combination of relevant experience and/or education/training.</li> </ul>
<p><b>Occupational Health, Safety and Welfare Requirements</b></p>	<ul style="list-style-type: none"> <li>• All Supervising staff are required to implement and maintain the University's OH&amp;S Management System in areas under their control ensuring compliance with legislative requirements and the established Performance Standards. All other staff will assist the Head of School/Branch to create and maintain a safe and healthy work environment by working safely, adhering to instructions and using the equipment provided in accordance with safe operating procedures. Where appropriate, staff will initiate and participate in worksite inspections, accident reporting and investigations, develop safe work procedures and provide appropriate information, instruction, training and supervision. Staff will also inform the Head of School/Branch of any unsafe working practices or hazardous working conditions.</li> </ul>	

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<p><b>University Expectations</b></p>	<p>All staff are expected to:</p> <ul style="list-style-type: none"> <li>• Contribute to the efficient and effective functioning of their team or work unit in order to meet University objectives. This includes demonstrating appropriate and professional workplace behaviours in accordance with the Code of Conduct, providing assistance to team members if required and undertaking other key responsibilities or activities as directed by one's supervisors;</li> <li>• Participate in the Performance Development Review Process which includes a regular review of their performance against the responsibilities and performance objectives associated with the role and demonstration of appropriate behaviours which reflect a commitment to the University's values and strategic directions;</li> <li>• Perform their responsibilities in a manner which reflects and responds to continuous improvement; and</li> <li>• Read, understand and comply with all University policies and procedures.</li> </ul>	
<p><b>Approvals:</b> Head of School / Branch Manager</p>	<p><b>Head of School / Branch Manager</b> Name: Signature: Date:</p>	<p><b>Director Human Resources</b> Name: Signature: Date:</p>
<p><b>Acknowledgement of Incumbent</b></p>	<p>I have read and understood the requirements of the position Name: <i>(please print)</i> Signature: Date:</p>	