INCUMBENT’S NAME: [position is new]  
FUNCTIONAL TITLE: Liaison Librarian–Pediatrics and Golisano Children’s Hospital  
CLASSIFICATION TITLE: Library Professional II  
POSITION SUMMARY STATEMENT

With a high level of independent judgment and self-direction, serve as librarian for Golisano Children’s Hospital Library, providing value to families, patients, staff, and community through compassionate, consistent, and appropriate delivery of authoritative and reliable healthcare information.

As primary liaison to Department of Pediatrics, establish dynamic, collaborative networks and relationships with the researchers, faculty, staff, and students. Promote awareness of library services, and resources and developments in information management that can improve education, research, and patient care.

Our engagement-centered model embraces the concept that librarians, like all library staff, have leadership responsibilities regardless of their position within Medical Center Libraries and Technologies (MCL&T). Leadership on the part of librarians includes activities such as contributing to goals and strategic library directions through active participation on committees and task forces, locally, and nationally, and sharing expertise throughout the library in order to further library and university missions.

Every member of our team is required to make a personal commitment to service excellence. Staff are expected to embrace the “I CARE” commitment and make it central in their work lives each and every day.

DUTIES and RESPONSIBILITIES

E. 1. Oversee services and resources of Golisano Children’s Hospital Family Resource Library, a branch of Miner Library (50%)
• As pediatric collection development specialist, build a collection of diverse, current, and relevant knowledge resources designed to meet the needs and interests of children, their families, and their caregivers.
• Enhance patient/family knowledge; empower patients/families to participate in decision-making, increasing likelihood of post-discharge success and preventing readmissions and medication errors.
• Support the use of MyChart and help patients understand how to find information through their e-record.
• Ensure that policies and procedures for children’s services are aligned with federal, state, and local law and with library’s policies and procedures.
• Provide services and spaces appropriate to the developmental needs of children.
• Articulate and communicate to stakeholders the needs of children to receive quality library services.
• Recognize the need to educate adults who care for children and offer a variety of resources to help them provide improved care and guidance.
• Supervise volunteers including hiring, training, determining priorities, directing work, and evaluating performance.
• Promote awareness of services and resources by developing and maintaining a website for the Golisano Children’s Hospital Patient Resource Library.

E. 2. Serve as primary liaison to Department of Pediatrics (50%)

E. 2. A. Develop relationships with providers and participate in activities that highlight and strengthen the Library’s value to the Department’s faculty, staff and students (15%)

• Develop and maintain a strong and effective system for communicating about library resources and services. This system may include any or all of the following: email, newsletters, web 2.0 technologies, departmental meetings, orientations, and “house calls.”
• Speak knowledgeably about issues such as scholarly communication, open access, institutional repositories, data curation, digital collections, emerging digital resources, health literacy, and information management.
• Participate in patient rounds or morning report, locating studies that result in changes in patient care.
• Understand the health care environment and the policies, issues, and trends that impact that environment.

BEST PRACTICES INCLUDE:

• Demonstrating creativity, openness to new ideas, knowledge of a variety of tools and techniques, and a sense of humor.
• Understanding and practicing effective reference interviewing skills particular to soliciting actual and unstated needs and protecting the confidentiality of children.
• Establishing and pursuing strategies to stay informed about current and relevant information resources to meet children’s evolving needs.
• Seeking professional development opportunities in subject areas (e.g., participating in scholarly organizations).
• Developing studies to assess faculty and student research tools and methodologies and using the results to shape collections and services.
• Conducting (and attending) workshops on specific database or technological innovations that can be used in teaching or research.
• Speaking effectively; listening actively.
• Building an environment of mutual respect and trust; respecting and valuing diversity.
• Regularly reading literature, such as *Chronicle of Higher Education*, about trends in higher education, subjects, and disciplines, and sharing information with colleagues.
• Serving on appropriate committees or groups (within MCL&T, URMC, University of Rochester, greater-Rochester region, National Associations).

**E. 2. B. Design and implement strategic and pedagogically appropriate instruction through a variety of methods. Encourage and support lifelong learning in a highly complex and constantly changing information environment. (15%)**

• Develop plans to deliver strategic and effective instruction.
• Develop instructional programs and learning materials in a variety of formats, using instructional design principles.
• Deliver effective instructional sessions; and/or provide alternate learning opportunities such as LibGuides, train-the-trainer sessions, research consultations, online tutorials, or other just-in-time methods.
• Develop and apply appropriate methods to continually measure and ensure the quality and value of instructional services.
• Engage in reflective teaching through use of instructional improvement tools such as peer evaluation or teaching portfolios.
• Serve as an instructor for the Technology & Resources sessions in Mastering Medical Information (MMI), a mandatory class for all first-year medical students.
• Participate in “High Noon” and other informal instructional programs.

**BEST PRACTICES INCLUDE:**

• Examining the schedule of classes each semester; identifying core/foundational, research methods, and capstone courses critical for library instruction; contacting appropriate faculty.
• Meeting with directors of undergraduate medical and graduate studies on a regular basis.
• Identifying and using new technologies in order to understand how they are being used for teaching and learning.
• Developing and maintaining teaching and presentation skills.
• Sharing techniques and methods through informal and formal communication with teaching partners and librarians, and participating in workshops, events, professional development opportunities, etc.

**E. 2. C. Provide in-depth, specialized research consultation and reference services (15%)**

• Expand access to services through office hours, rounding, and other novel approaches.
• Perform complex and highly technical literature searches.
• Assist customers, in person, over the telephone, via e-mail or text or chat in finding information in various print and electronic resources, both in-house and remote.
• Provide informal, impromptu training in the use of databases and other resources provided and supported by MCL&T.
• Educate and inform faculty, students, and campus administrators on issues of scholarly communication.¹

¹ The process of academics, scholars and researchers sharing and publishing their research findings so that they are available to the wider academic community.
Monitor patterns of research and emerging issues in scholarly communication.

Demonstrate competency on broad issues of copyright and how to responsibly use resources in an academic setting.

Be familiar with topics that pertain to scholarly publishing and open access: OA journals; disciplinary repositories such as PubMed Central; local institutional repositories such as University of Rochester’s “UR Research.”

Best practices include:

- Developing and maintaining expert knowledge regarding the collection of the library, the services the library provides, and the policies and procedures of the library.
- Developing and maintaining expert skills in the databases provided by MCL&T including, but not limited to: PubMed, Ovid MEDLINE, CINAHL, PsycINFO, and Web of Science.
- Learning to proficiently use bibliographic management software.
- Helping faculty and graduate students understand their rights as authors (e.g. that they can alter contracts to include retaining rights to distribute their own work in classes and on personal websites).
- Keeping up with current research in disciplines and areas of study and communicating emerging trends in modes of scholarship with library colleagues.

E. 2. D. Promote use of subject-specific information resources and services to meet customer needs and expectations, utilizing current technologies and information tools. (5%)

- Share knowledge about emerging and emergent technologies through formal and informal educational activities.
- Collaborate with colleagues in the application of emergent technologies in providing reference and educational services.
- Identify areas where new online learning and digital tools can place MCL&T into the flow of teaching, learning, and research.
- Contribute to the Miner “News & Tips” blog, Facebook page, and Twitter.
- Utilize virtual reference services such as IM and Chat.

Best practices include:

- Creating and maintaining appropriate online guides.
- Keeping up with emerging technology issues among faculty.
- Communicating with and learning from colleagues on emerging technologies.
- Keeping abreast of data management issues.
- Contributing to technology implementation efforts.

E = ESSENTIAL/PRIMARY
NE = SECONDARY

SUPERVISION and INTERACTION

This position reports to: Liaison Program Manager. Assignments are received in both task and objective-oriented terms. Normally, only new work is reviewed upon completion for adequacy in meeting overall objectives.
Supervision and direction exercised: Volunteers.

TOOLS and TECHNOLOGY USED

- Computer and peripherals
- Personal mobile device(s)
- Printer
- Scanner
- Photocopier
- Telephone

QUALIFICATIONS

Minimum Acceptable Qualifications: ALA accredited MLS; 2-5 years experience as a library professional or paraprofessional. Educational background in the biomedical or health sciences, experience in a health sciences environment, or equivalent. Expertise in online database searching. Experience with a wide variety of software applications, including spreadsheets and surveys; navigating the Internet; social networking tools and mobile devices; teaching adult learners; speaking fluently and persuasively before a group. Familiarity with current trends, standards, and emerging technologies in libraries and the web. Superior communication skills, including strong writing (creative, promotional, instructional, and patient education) skills.

Essential personal characteristics: Flexibility, initiative, creativity, and the ability and willingness to work cooperatively in an evolving technological environment. Continuous learning is essential to expand both subject domain and information science competence. Ability to manage time and multiple projects in a complex environment with a positive and creative attitude. The library’s mission has a strong service orientation and staff are expected to advance that goal.

Desirable Qualifications: Graduate degree in related field. Supervisory experience. Experience or interest in planning or developing web-based learning objects and tutorials using tool like Camtasia, Captivate, podcasts, WebEx/Adobe Connect. Experience with LibGuides and other online instructional tools.

VALUES and COMPETENCIES

Library Professionals embrace and model the values of:

- Accountability
- Accessibility
- Competency
- Confidentiality
- Dependability
- Honesty
- Ethical behavior
- Fairness
- Integrity
- Perseverance
- Responsibility
- Trustworthiness

In addition, Library Professionals require both personal and professional competencies.

Professional Competencies relate to the individual’s knowledge of information resources, access, technology and management, and the ability to use this knowledge as a basis for providing the highest quality information services.

As outlined by the Special Libraries Association, there are three major competencies:

A. Creating and maintaining collaborative relationships;
B. Managing information resources and information services; and
C. Understanding and applying information tools and technologies.
**Personal Competencies** represent a set of attitudes, skills, and values that enable practitioners to work effectively and contribute positively to their organizations, customers, and profession. These competencies range from being strong communicators, to demonstrating the value of their contributions, to remaining flexible and positive in an ever-changing environment.

Specific jobs will require specific sets of competencies at various skill levels. Library Professionals are encouraged to use the competencies outlined in greater detail in:

- “Competencies for Information Professionals of the 21st Century”
  [www.sla.org/content/learn/members/competencies/index.cfm](http://www.sla.org/content/learn/members/competencies/index.cfm)

- “Competencies for Professional Success”

- “Competencies for Professional Success: Health Sciences Information Knowledge and Skills”

...to create roadmaps of growth and development for themselves, their colleagues, and their organizations.

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This document describes typical duties and responsibilities and is not intended to limit management from assigning other work, either within this library service area or another, as required.

05/15/15 (Sollenberger)