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Retraining Staff for Digital Initiatives

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Retraining Staff for Digital Initiatives

Jonathan Bull
Scholarly Communication
Services Librarian

Pat Hogan-Vidal
Media Cataloging
Services Librarian

Valparaiso University

May 12, 2015
ILF District 1 Conference

Overview:

- Why retrain?
- One library's experience: Valparaiso University's Christopher Center
- ValpoScholar
- Getting the conversation started
- Considering workflow and experience
- Ways to retrain
- Projects facilitated via retraining
- The conversation continues

Why retrain?

- Libraries are changing
- Getting everything done
- Sustainable staffing?

Valparaiso University

- Private/comprehensive
- Lutheran identity
- 4,520 students (3,500 undergraduate, 1,220 graduate)
- 250 full time faculty

Christopher Center for Library and Information Resources

- Built 2004
- 105,000 sq. ft.
- 600,000+ items in collection
- One of two libraries on campus
- 22 total staff - 13 Librarians

Here comes...[ValpoScholar](#)

What digital projects can we do now?

- Campus conferences
- Campus publications
- Faculty scholarship
- Student scholarship
- University records
- Newsletters

...so who is going to do it?

Getting the digital initiatives conversation going

- Creates a knowledge base
- Provides readings and discussion
- Facilitates opportunities for professional development

Determine digital initiative priorities

- Who does (or should do) what?
- When and where in the workflow?

Workflow Efficiency

- Balancing traditional work with new initiatives
- Redeploy staff
- Sharing staff expertise
- Interns, if possible

Retraining via:

- Webinars
- In-service programs
- Sharing expertise
- Cross-training

Example 1: DNP Evidence-Based Project Reports

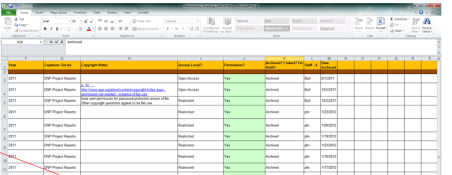
Department: Library Services (ValpoScholar)

Procedure: Uploading Files into ValpoScholar (Capstones)

Purpose:
This procedure will allow for the adding of Capstone projects to be added into ValpoScholar and be indexed with various search engines. After this procedure is complete and the ValpoScholar website updated, these files will be accessible online.

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3) Click on "Working List" tab. Check for files that have "Yes" in the "Permission" field and "Archived" in the "Archived, Linked, On Hold" field, but does not have the "Start" or "Date Archived" fields filled in (see Record #15 on screenshot below) – these are the files that need to be updated. Next, you will need to locate each project report file in the s-drive.

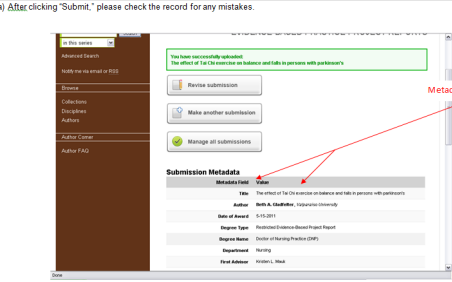


ID	File Name	Permissions	Archived	Linked	On Hold	Start	Date Archived
15	...	Yes	Yes	Yes	Yes		

5) For "Keywords" field, use author-supplied keywords or use LC classification. These are separated by commas and are limited to 15.

16a) After clicking "Submit," please check the record for any mistakes.

Metadata fields and their values



Submission Metadata

Metadata Field	Value
Title	The Effect of the "On Balance and Fall in persons with postmenop...
Author	Melissa S. Bartoszczyk, Valparaiso University
Date of Award	5-2-2014
Report Type	Published Evidence-Based Report
Report Name	Doctor of Nursing Practice (DNP)
Department	Nursing
First Advisor	Winkler, C. Mia

The Effects of Education on Cardiovascular Disease Knowledge

Lauren A. Ostrowski-Winkler, Valparaiso University

Date of Award
5-2-2014

Degree Type
Evidence-Based Project Report

Degree Name
Doctor of Nursing Practice (DNP)

Department
Nursing

First Advisor
Julie A. Koch

Abstract
Cardiovascular disease (CVD) is the leading cause of morbidity and mortality for adults in the United States. The three main risk factors for the development of CVD include hypertension, high cholesterol, and tobacco use; these factors are largely prevented or reduced through lifestyle modifications. Researchers indicate that knowledge of CVD mortality has been linked with individual action to reduce one's CVD risk. Researchers

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Example 2: Celebration of Undergraduate Scholarship

ValpoScholar

Copyright Clearance Procedure

(Documents – Publisher's PDF)

Directions - Students:

- 1) Go to the "Permissions" field in the "Permissions" spreadsheet and also fill in "Recommendation" field with either "Linked," "Archived," or "On Hold."
 - 2) If journal policy is located, copy publisher's link into the "Notes" field on "Permissions_Tracking_DOCUMENTS" spreadsheet and also fill in "Recommendation" field with either "Linked," "Archived," or "On Hold."
 - 3) If journal policy is located, copy publisher's link into the "Notes" field on "Permissions_Tracking_DOCUMENTS" spreadsheet and also fill in "Recommendation" field with either "Linked," "Archived," or "On Hold."
 - 4) If journal policy is located, copy publisher's link into the "Notes" field on "Permissions_Tracking_DOCUMENTS" spreadsheet and also fill in "Recommendation" field with either "Linked," "Archived," or "On Hold."
- a. "Linked" – if publisher allows for linking to full-text article via open-access (no subscription) URL.
- b. "Archived" – if a .pdf is located in the "Permissions – Needed" sub-folder of "Documents." Journal will specify if the article can be posted via Open Access or with Attribution.
- c. "On Hold" – if a publisher's policy forbids posting of a pdf or URL link within

The screenshot shows the ValpoScholar website interface. At the top, there is a navigation bar with links for Home, About, FAQ, and My Account. Below this is a search bar with the text "CELEBRATION OF UNDERGRADUATE SCHOLARSHIP" entered. To the left of the search bar is a sidebar with various options: Search, Advanced Search, Notify me via email or RSS, Featured in Research Commons, Browse, Collections, Desktops, Authors, Author Corner, Author FAQ, Submit Research, Valparaiso University Libraries, Christopher Center, Law Library, and University Archives. The main content area shows the search results for the entered text.

Health Literacy: Understanding Medication Labels

Jennifer Sechrist, Valparaiso University
Brittany O'Reilly, Valparaiso University
Katherine Jankauski, Valparaiso University
Emily Czekala, Valparaiso University
Lily Salinas, Valparaiso University

Document Type

Poster Presentation

Celebration Date

Spring 4-24-2013

Abstract

Introduction: According to the Institute of Medicine (IOM), over 90 million people in the U.S. have difficulty understanding and using health information including medication labels. Purpose: To determine how individuals interpret medication labels and the relationship between medication label interpretation and level of health literacy. Method: Participants were recruited from a student-run health fair and a University Relay for Life. After securing consent, participants completed demographic information and the Rapid Estimate of Adult Literacy in Medicine (REALM). Participants were asked to blindly choose three medication containers from a bag. The labels were prepared by a registered pharmacist and affixed to medication containers. In response to questions, participants relayed information perceived to be on the labels. Sample: There were a total of 21 participants. Ages ranged from 18-89 years. Education levels varied from 10th grade to master's degree. Findings: Using content analysis, respondents were unable to correctly interpret dosing directions on four out five medication labels.

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Digitization Committee

- Prioritizes digital initiatives
- Sustains our knowledge base
- Shares information on retraining
- Provides (Encourages?) training opportunities

The Conversation and Retraining

- The conversation and knowledge base is more important than the project itself
- Staff remain current on new trends
- Skill sets increase
- Services expand
- Libraries do this best

Thank you!

Questions?

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