We built it and they came
Launching a library workshop series with broad appeal
Ron McColl, Reference & Instruction Librarian, Alvernia University

Introduction
The ‘Savvy Scholar’ workshop series launched during the fall of 2017 to teach information literacy tools and strategies to advanced undergraduates, graduate students, and faculty members. The series is now popular and respected on campus with well over 100 attendees to date. This poster outlines the deliberate planning, marketing, and delivery of the series.

Planning & Design
Filling a Need
The series was conceived as a resource to address specific needs identified by librarians and expressed by students and faculty. Upperclassmen and graduate students lamented not knowing about advanced database functions, subject searching, RefWorks, and other research tools and resources. Faculty members regularly expressed frustration with the research habits of students, while acknowledging students would benefit from greater librarian involvement.

Why the ‘Savvy Scholar’?
The series title reflects the scholarly or academic nature of the initiative, while remaining pleasing to the ear and suggesting that enrollees are bestowed with wisdom.

Teaching
Sessions are led by one of two experienced instructional librarians. The instructors guide attendees through hands-on demonstrations and provide one-on-one attention. The multiple session offerings ensure individual workshops are small in number and can be paced appropriately for all attendees. Instructors begin each workshop by asking attendees questions about their current knowledge, skills, or needs regarding the session theme.

Evaluation & Analysis
Enrollee data is collected during online registration. Individuals are asked to identify their role on campus and how they heard about the series. Attendance is taken during workshops to determine the percentage of enrollees who actually attend. This data helps determine the popularity of particular workshops and timeslots, as well as the populations on campus most likely to attend each.

Revision
Based on feedback from attendees and enrollment data, workshop content and scheduling are revised after each academic year. Surprisingly, daytime workshops during the 2017-18 academic year proved more popular than evening sessions. Based on this data, additional fall 2018 workshops were offered during daytime hours. To meet the demand from faculty members, a workshop devoted to tracking and boosting scholarly impact was added in the fall of 2018.

Pilot Offerings—Fall 2017
The inaugural series included the following workshops:
- Library Research for the Graduate Student
- RefWorks: Your Personal Research Manager
- Mastering Google: New Ways to Use an Old Tool
- Search Strategies for the Literature Review

‘Savvy Scholar’ Workshop Attendees
- University staff (7%)
- Faculty members (9%)
- Upperclassmen (4%)
- Undergraduates (4%)
- Graduate students (59%)
- Graduate students (59%)
- Total: 128 Attendees

‘Savvy Scholar’ Attendance to Date
- Spring 2017
- Fall 2017
- Spring 2018
- Fall 2018
- Spring 2019

‘Out of Cite: How to Track & Boost Scholarly Impact’—to learn about their experience and demonstrate we value their suggestions, attendees are formally surveyed following workshops.

Promotion
- Flyers & posters
- Emails
- Social media
- In-class promotion
- Word of mouth

Scheduling—offering additional sessions during the afternoon and on consecutive days provided more flexibility for busy attendees

Fall 2018 ‘Savvy Scholar’ Workshops
- Library Research for the Graduate Student
- RefWorks: Your Personal Research Manager
- New—Out of Cite: How to Track & Boost Scholarly Impact
- Mastering Google: New Ways to Use an Old Tool

Coming in Spring 2019
The library will introduce another new workshop in January, 2019. Library Research for the Adult Learner will help returning students at all levels become acclimated to recent changes in library research.

Image Credit: Key by Aleksandr Vector from the Noun Project