If You Build It, They Will Get a Tote Bag: Reimagining a University Library's Workshops Through a Collaborative Incentive Program

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abstract: Three Yale University librarians from different departments collaborated on a Workshop Incentive Program to increase library workshop attendance, streamline outreach, and strengthen partnerships. While badging and gamification initiatives are widely used in academic libraries for outreach purposes, there are few examples of incentive programs for optional library workshops, including those that are cumulative and material. This article presents a case study example of an academic library that incentivized workshop participation through low-cost prizes, aiming to fill this gap. The authors of the study share the challenges and successes of the program as well as recommendations for libraries that are considering a similar initiative.

Introduction

On Yale's campus, students carrying a tote bag inscribed with "Yale Library" are representing more than school pride. They are also signaling their participation in the library's Workshop Incentive Program (see Figure 1). As any of the over five hundred library staff can attest, Yale University Library (Yale Library) is a large and complicated library system, comprised of more than a dozen libraries, including libraries for specific populations and fields of study. Some of those libraries were involved in developing the Workshop Incentive Program described here: the Robert B. Haas Family Arts Library, the Marx Science and Social Science Library, and Bass Library, Yale's undergraduate library.[1] Each library works individually on collection development, instruction, and outreach for their specific users, as well as collectively via library committees and initiatives to centrally fund resources.
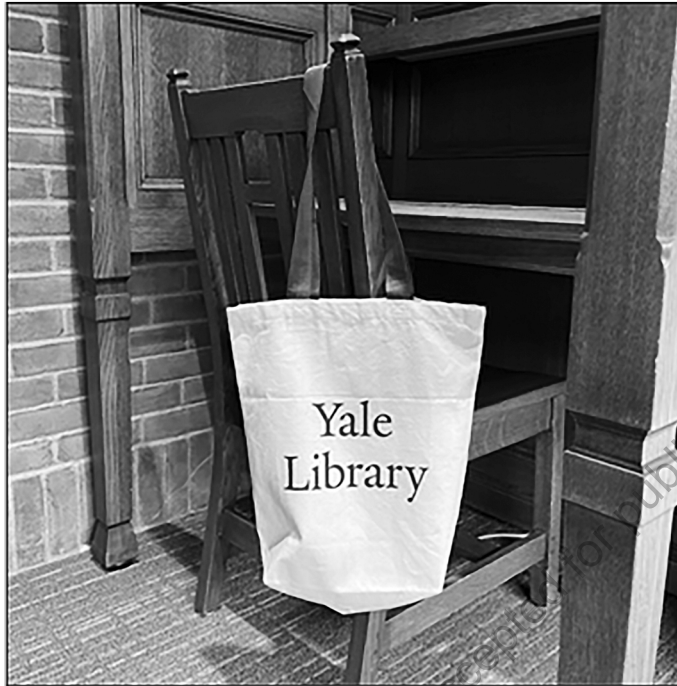
Figure 1. A photo of the tote bag prize for the Workshop Incentive Program.

As a result of these layers of institutional complexity, many different librarians host optional workshops to introduce students to library services, collections, and research techniques. Though workshops are advertised on the library's central workshop calendar, hosted on Springshare's LibCal platform, each library provides outreach for their individual programs. The library's workshop calendar is an example of a central initiative that is utilized broadly throughout Yale Library. However, the decentralized nature of the programming among distinct library units has historically led to inconsistencies in workshop branding, descriptions, and promotion efforts. As a result, a unified approach to outreach for library workshops was challenging to nonexistent.

Though inconsistencies on the workshop calendar had been known for a while, it was not until the library closed during the COVID-19 pandemic—when all in-person workshops were moved online and workshops experienced a sharp increase in engagement—that the authors began thinking strategically about how to strengthen internal collaborations to cross-promote library workshops. When the campus reopened in fall of 2021, an opportunity arose to build on the momentum of library engagement by distributing material rewards, and the idea for the Workshop Incentive Program was born.

With the goal of increasing cross-promotion, strengthening partnerships, and engaging with more students, the program has been an overall success, with a few challenges along the way. This article outlines details of the Workshop Incentive Program, highlighting key takeaways and outcomes, as well as next steps for the program. By sharing the discoveries from this program, the authors hope to inspire other libraries to adapt and rethink their workshop programs.

Case Study: Yale Library's Workshop Incentive Program

There is ample literature on the use of social motivations to encourage students to attend library workshops, and the use of gamification to engage with students has been a notable trend in academic libraries for some time.[2] When students returned to Yale's campus following the COVID-19 pandemic closures, and campus activities competed for their attention, the authors opted to apply concepts from both digital badging and gaming to offer a material reward highlighting the library's workshop program. This material reward was intended to be a bridge between continued online learning and a return to the physical library.

Adding this element of fun to library workshops was important, but to gain competitive ground academically, the authors also had to ensure that library workshops were providing high-quality material to support student coursework and research. Since quantity does not correspond to quality, the library's central workshop calendar needed a programmatic review and editing before any incentive program could launch. An agile redesign of the workshop program could map to curricular needs by connecting learning objectives to Yale courses. As Eleonora Dubicki discovered in her study, "creating a brand image for the library as the primary information resource in the university community was seen as an important component of the promotional plans."[3] The incentive program acted as the catalyst to strengthen collaborations across disparate libraries and aimed to enhance the library's brand in a fun and engaging way for students.

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As a first step, it was easy to identify the existing workshops that covered similar topics but included varied titles and descriptions. For instance, both Bass Library and Marx Library hosted Zotero workshops with titles ranging in structure and casing, from "Introduction to Zotero: a citation manager," "Introduction to Zotero (online workshop)," to "(Online) Introduction to Zotero: a citation manager" (see Figure 2). These stylistic variations could be confusing for users, especially for workshops that have broad appeal, and could disincentivize engagement. This seeming repetition was also indicative of a larger problem: these workshops, though similar, were truly unique and not based on uniform learning objectives. Therefore, identifying library units that were already hosting similar workshops was an easy way to launch the process to streamline titles, descriptions, *and* learning objectives.

Conversations with workshop hosts led to an opportunity to develop a standard scaffolding framework for single and multi-part workshops, along with language that anyone could apply to future event descriptions. For instance, the numerous variations of "Introduction to Zotero" became "First Steps with Zotero," so that the advanced Zotero workshop could have a stronger signal as "Next Steps with Zotero." The scaffolded learning objectives, both those agreed upon internally and those displayed outwardly in event descriptions, ensured users could easily select and move between "First Steps" and "Next Steps" no matter who hosted the initial workshop (see Figure 3).

Introduction to Zotero: a citation manager

Learn how to manage your citations. After this session, participants will be able to: Create a collection and/or folder in Zotero Use the import and export functions to manage their...

Date:	Tuesday, February 4, 2020
Time:	5:00pm - 6:00pm
Location:	Bass L01-A, Central Campus
Categories:	▊ Marx Science and Social Science Library ░ Citation Management

Introduction to Zotero: A Citation Manager

Bring your laptop to the session. Pre-Session Work: Install Zotero on your laptop (https://www.zotero.org/). Recommended Audience: Undergraduates and graduates new to Zotero Learning...

Date:	Friday, February 21, 2020
Time:	3:30pm - 4:00pm
Location:	17 Hillhouse: Library classroom, 07, Hillhouse
Categories:	▊ Marx Science and Social Science Library ░ Citation Management ▊ Graduate Students ▊ Undergraduate Students

Introduction to Zotero (online workshop)

Managing citations is an essential skill for all undergraduate students. Join us for an online workshop to learn about Zotero, free software to help you manage references for your research. Note:...

Date:	Tuesday, April 7, 2020
Time:	2:30pm - 3:00pm
Location:	Zoom Session - Bass (online only_2),
Categories:	░ Citation Management ▊ Graduate Students ▊ Undergraduate Students

(Online) Introduction to Zotero: a citation manager

Pre-Session Work: Install Citation Manager from zotero.org, bring citations to import (note: at this time, Zotero is only compatible with Chrome and Firefox) Recommended Audience: Undergraduates,...

Date:	Friday, April 10, 2020
Time:	2:30pm - 3:00pm
Location:	Zoom Session - CSSSI (online only_1),
Categories:	▊ Marx Science and Social Science Library

Figure 2. Sample views of the many variations of the Zotero workshops prior to the Workshop Incentive Program, from Spring 2020.

Next, from the high-level review of the workshop calendar, three workshop tracks quickly emerged: "Research Lifecycle," "Citation Management," and "Visual Literacy." Examples of the workshops that were placed within each category follow:

- Research lifecycle workshops:
  - o Let's Find Books for Class
  - o How to Find Scholarly Articles
  - o Advanced Search Techniques
  - o Reading Strategies for Writing Papers
  - o Demystifying the Literature Review
  - o Choosing a Journal for Publication of a Paper

- Citation management workshops:
  - o First Steps with Zotero
  - o Second Steps with Zotero
  - o Introduction to EndNote Online
  - o Bib Your TeX: Citation Tools for LaTeX and Overleaf Users
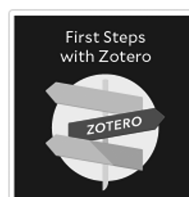
First Steps with Zotero

Join us for 30 minutes to learn about Zotero, free software to help you manage your research. In this workshop, students will learn how to: Set up Zotero on your computer Save and organize...

Date:	Monday, March 4, 2024
Time:	12:00pm - 1:00pm
Location:	
Categories:	☐ Citation Management ☐ Marx Science and Social Science Library

First Steps with Zotero

Join us for 30 minutes to learn about Zotero, free software to help you manage your research. In this workshop, students will learn how to: Set up Zotero on your computer Save and organize...
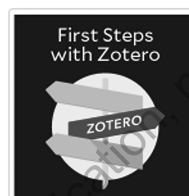
Date:	Monday, March 4, 2024
Time:	7:00pm - 7:30pm
Location:	
Categories:	☐ Citation Management ☐ Library Peer Mentors ☐ Undergraduate Students

Register! - 7 seats left

Next Steps with Zotero

Learn how to get the most out of Zotero's advanced research management features for your unique needs. Participants will learn how to: organize a Zotero library by removing duplicates,...

Date:	Monday, February 26, 2024
Time:	6:30pm - 7:00pm
Location:	
Categories:	☐ Citation Management ☐ Library Peer Mentors ☐ Research Lifecycle Series

Figure 3. A sample brief view of two regularly occurring workshop listings for "First Steps with Zotero" and "Next Steps with Zotero" from February 2024, where workshops are hosted by the Marx Library and Bass Library.

- Visual literacy workshops:
  - o 30 Minutes to a Better Selfie
  - o Boost Your Google Image Searches
  - o Critical Image Analysis: Sourcing High Quality Images for Publication

This series development aimed for making stronger connections to student coursework and research. Further, by making workshop development a collaborative process individual sessions within each series could be hosted by any library so that for students it was a seamless, coherent experience.

With a unified look and feel that included clear, consistent learning objectives, it was time to finalize the plans for the incentive program, the idea that started it all. The "rule of three" was the agreed-upon basis for the number of workshop attendances that would be required to receive a prize. Two workshops did not feel complete, and four felt like too many, especially for students who are already overcommitted. Any student who met the qualifications would be eligible to receive a Yale Library tote bag. Tours and wellness events would not count toward the program, due to logistics with tracking attendance at larger in-person events. These parameters were added to a LibGuide, which served as a central place to describe the program for stakeholders, ranging from students to library staff.[4] Standard footer text for workshop event descriptions was also developed, including a list of other relevant workshops, information about librarian

consultations, and a link to the LibGuide, to reinforce scaffolded learning objectives for multi-part workshops while also cross-promoting library services:

> Students interested in this workshop might also be interested in "How to Find Scholarly Articles" and "Demystifying the Literature Review." For individual support, reach out to your Personal Librarian [link] or Subject Specialist Librarian [link].

> Any student who attends at least 3 library workshops this semester will be eligible to receive a Yale Library tote bag. Learn more about the Workshop Incentive Program [link].

Lastly, marketing the program to students involved employing strategies from the business world. Ina Fourie and Liezl Ball considered how libraries might learn from library vendors to engage users with library collections and services; they argued "one way of achieving this is to appeal to the serious and entertainment nature of consumers' lives."[5] As a result, our student-centered communication included Instagram reels with popular culture references, as well as print and digital posters, highlighting the physical reward with humor alongside the utility of library workshops based on timeliness with the academic calendar.

For internal outreach, the authors stressed the importance of recording individual attendance for the workshops. The authors sent regular reminders to colleagues through the library's internal listserv and checked in with individuals twice per semester before data was retrieved from LibCal. Qualifying students received an email announcing their prize, first at midterms and again before finals. The two points of contact for the program provided additional outreach, especially if a student was already attending workshops but unaware of the incentive program. Lastly, a list of student names was provided to the library service desk for prize distribution (see Appendix A).[6] Overall, the workshop incentive program has been a success, but implementation did not occur without lessons and challenges.

Data & Outcomes

Between fall of 2021 and fall, 2023, a period representing five cycles of the Workshop Incentive Program, 148 students attended three or more workshops in a single semester and qualified for a prize.[7] An additional 191 students attended at least two workshops, and 903 students attended one workshop. Figure 4 elaborates on the number of students who attended one to three or more workshops for each semester.

When looking further into the cumulative student attendance data, there is a substantial decrease between students who attended two and three workshops, with a long tail of students who attended between four and twelve workshops (Figure 5). While this data supports a decision to keep the prize qualifier at three workshops, there is no evidence to indicate that students who attended three or more workshops benefited more, in terms of learning, from taking part in a defined workshop series. Attendance data from the spring 2023 workshops show that many students who attended only two workshops received as much of a scaffolded, coherent series as the students who attended three or more workshops (see Appendix B). For instance, Student N qualified for a prize with five workshops attended and engaged with two predefined series: "Research Lifecycle" with Demystifying the Literature Review, How to Find Scholarly Articles, and Reading Strategies for Writing Papers, and "Citation Management" with
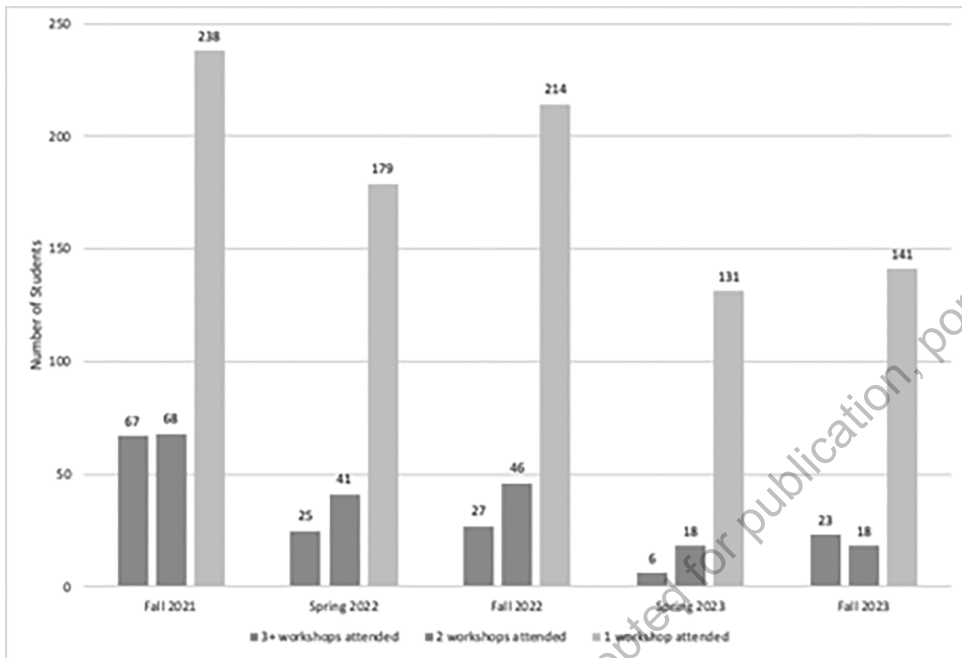
Figure 4. A bar graph representing the number of students who attended one, two and three or more workshops per semester for the Workshop Incentive Program, with data retrieved from LibCal between fall 2021 and fall 2023.

First Steps with Zotero and Next Steps with Zotero (see Table 1). Meanwhile, neither Student C nor Student F qualified for a prize or completed a predefined series, but for each student's sequence informed a meaningful research task: Student C attended How to Find Scholarly Articles and Introduction to EndNote Online, and Student F attended Advanced Search Techniques and Zotero for LaTeX Users.

Disjointed series participation may be a result of a variety of factors, including the broad audience for the library's workshop calendar, students' specific goals, sched-uling conflicts, or because library workshops are not required, to name a few. Despite efforts to develop scaf-folded workshop series, Yale Library's workshops are still largely a "choose your own adventure" experience. Data derived from series attendance does demonstrate a need to continue internal partnerships to develop uni-form learning outcomes. Considering, again, the workshops attended by the three sample students mentioned, the

> **Disjointed series participation may be a result of a variety of factors, including the broad audience for the library's workshop calendar, students' specific goals, scheduling conflicts, or because library workshops are not required, to name a few.**

"Research Lifecycle" and "Citation Management" series are distinct, but there is some evidence to support clear scaffolding for workshops covering foundational skills, then moving into citation management workshops, and beyond.
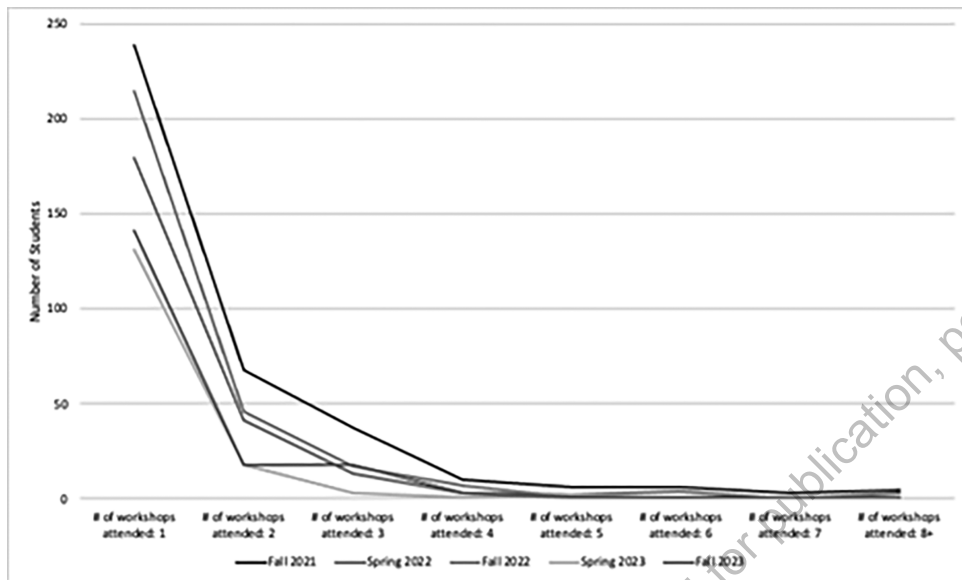
Figure 5. A line chart showing the number of students who attended one to eight or more workshops, for the Workshop Incentive Program, with data retrieved from LibCal between fall 2021 and fall 2023.

During the first five semesters of the program, there were also 3,925 individual registrations with no attendance data. This figure remains a driving force behind the incentive program's goals to increase student engagement and internal coordination. The number is also a challenge to interpret because it could represent students who registered for a workshop and did not attend *or* students who missed data entry. To understand the "no attendance" data better they were reviewed against overall workshop attendance, instead of against the cumulative figures for prize considerations (see Table 2).

Anecdotally, about one-third to one-half of registrants will attend any given workshop, an assumption that is also demonstrated in the overall attendance percentages from the Workshop Incentive Program (see Figure 6). However, it is more than likely that the percentage of actual attendance is higher than the data show because, despite workflows and best efforts, not all attendance is being tracked. Even as-is, the current attendance percentages help to demonstrate the overall value of the library's workshop program *beyond* the Workshop Incentive Program, with targets for program improvement. After all, a registration, even without corresponding attendance, indicates an initial interest.

The five semesters of data collected so far is a good start, but it does not demonstrate absolute success of either the library's workshop program or the Workshop Incentive Program. Having workshop attendance data at all—Yale Library did not track attendance before the incentive program—demonstrates initial success at coordinating librarians in a large library system. Moving forward, librarians can assess their individual workshops within a unified program foundation.

Table 1.

A sampling of workshops individual students attended during Spring 2023; for a full anonymized overview, see Appendix A

	Workshop 1	Workshop 2	Workshop 3	Workshop 4	Workshop 5
Student C	How to Find Scholarly Articles	Introduction to EndNote Online			
Student F	Advanced Search Techniques	Zotero for LaTeX Users			
Student N	Demystifying the Literature Review	First Steps with Zotero	How to Find Scholarly Articles	Next Steps with Zotero	Reading Strategies for Writing Papers

Table 2.

A chart outlining the attendance for qualifying workshops in the Workshop Incentive Program, with data retrieved from LibCal between fall 2021 and fall 2023

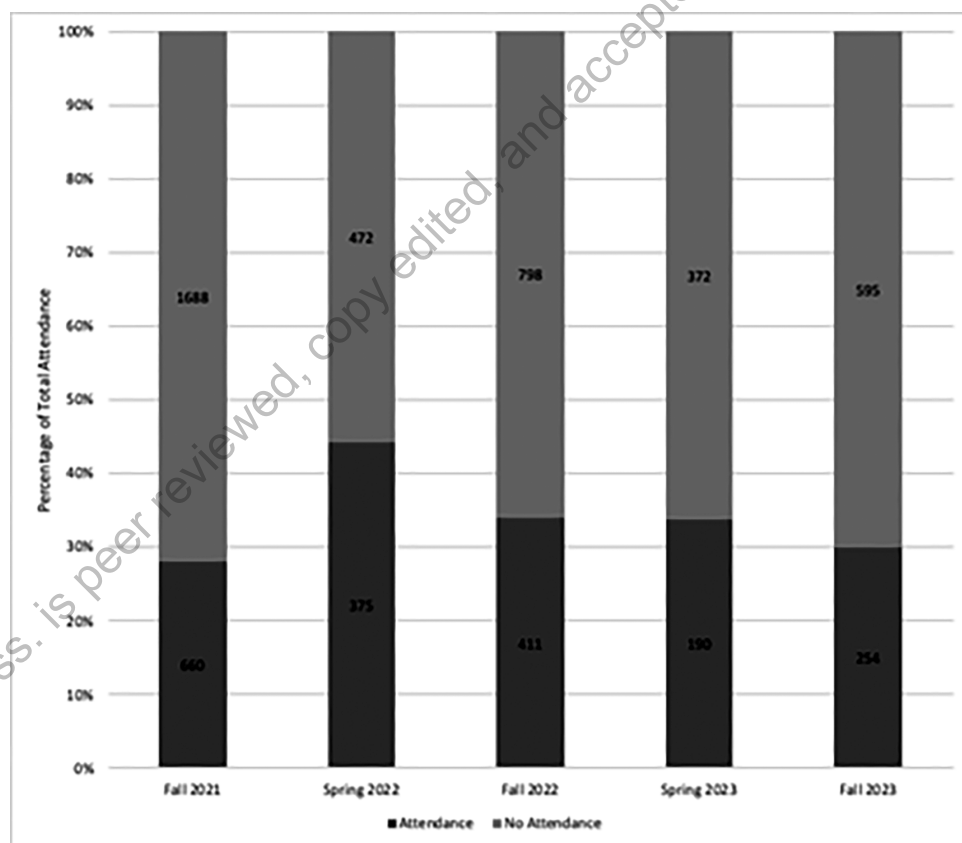|	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Total
Attendance	660	375	411	190	254	1,890
No Attendance (or no data)	1,688	472	798	372	595	3,925

Figure 6. A bar graph showing the percentage of attendance for qualifying workshops in the Workshop Incentive Program, with data retrieved from LibCal between fall 2021 and fall 2023.

Program Challenges

Though there were documented plans to identify and contact qualifying attendees based on registration data, in practice, streamlining attendance workflows for workshop hosts across multiple libraries proved to be more challenging than anticipated. For instance, LibCal provides user-friendly tools to advertise events, create custom registration forms, and mark attendance, but adding actual attendance data requires manual input. However, with some added organized effort the process can be easier. First, online workshop attendance data can be added retroactively by cross-referencing Zoom usage reports with LibCal registrations.[8] Then, LibCal data can be imported into Excel for conditional formatting and pivot tables to identify qualifying students. By analyzing data only twice per semester—before midterms and again before finals—these added efforts are manageable.

After the first semester of the program, some students were surprised—but excited!—to learn that they would receive a prize. This situation, albeit disappointing, opened two opportunities for additional, personalized outreach. First, template language was developed so that any student who did not attend a workshop would receive a message within 48 hours providing the option to register for an alternative workshop date with a reminder about the Workshop Incentive Program (see Appendix A). This message could be distributed through LibCal event management, and multiple students could receive the same message at once. Triggering this communication is a manual, however, and to date not every workshop host has adopted the practice, underscoring the challenge of universal buy-in within a large library system.

While any demonstrated lack of awareness is disappointing, all feedback from students has been positive. There have also been times when students, immediately after attending their third workshop, reached out to inquire about their prize. In these cases, individual registration data was verified, and students were offered a prize early. Similarly, if a student followed up to correct their attendance data, individual registration data was verified and, when appropriate, students were offered a prize.

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These examples of case-by-case exceptions again show the limitations of less-than-universal buy-in within a large library system.

There are new measures in place to ensure continued engagement with the program, such as alternative prizes—a Yale Library water bottle—for students who qualify over multiple semesters. The data collected thus far has helped to demonstrate the value of the program, which made the case for additional funding. In general, the goal of the program described here is not to reach one hundred percent attendance, but rather to give students an eas*ier* and fun—way to engage with a unified workshop program.

Reproducibility

For any library, big or small, interested in centralizing workshops or developing an incentive program, essential tools and workflows include:

- Program Design & Goals
  First, determine which aspect of library workshops and events to coordinate or improve. Talk with colleagues about their experiences to help pinpoint key areas for improvement, conversations which can also facilitate finding collaborators. Then, set goals, but start small. For the Workshop Incentive Program, the initial goal to unify the library's workshop titles and descriptions became a well-loved, multi-library effort that is still growing, four years later.

- Event Management Software
  The most popular event registration software in libraries is, by far, SpringShare's LibCal.[9] Aside from being able to integrate into a library's website, a huge benefit of SpringShare is that its other programs, including LibWizard for surveys and LibGuides for related information, are interoperable within event descriptions and pre- and post-event communications.[10] If SpringShare's LibCal is not available, alternatives include freemium event management systems (EMS) such as EventBrite.[11] Many universities also have their own event software that a library could adopt, such as CampusGroups, which could provide an even higher level of centralization.[12] Then, if an incentive program is desired, the software will need to be able to track individual registration and attendance, as well as distribute reminder and follow-up emails.

- Data Analysis
  Data can be used to evaluate program engagement based on goals, as well as to identify qualifying students for an incentive program. The data analysis will be informed using the event management software in place. In the case of the Workshop Incentive Program, LibCal enabled an export of all registration and attendance data for specific time periods, which could be imported into Excel to analyze further. Once a method of data analysis has been identified, decide how and when the data will be retrieved and analyzed. Be sure to draft a simple data management plan, even as a "Read Me" file, to ensure that any data are analyzed consistently and in line with the library's policies around user privacy.

- Outreach Plan: Internal & External
  The success of any collaboration or outreach initiative will be predicated on buy-in from library administration, colleagues, and library users. Internal outreach can range from informal to formal conversations with administration and department heads, to regular reminder emails to library staff about program availability. Then, for external outreach, a central website that describes the program can be marketed with a mix of print and digital outreach vehicles.

> **The success of any collaboration or outreach initiative will be predicated on buy-in from library administration, colleagues, and library users.**

For the Workshop Incentive Program, the LibGuide served as the central program description; marketing templates included links to this within the workshop

descriptions. Further, print flyers advertised the program and included call-out boxes and QR codes. Social media posts and videos heightened student awareness and also included links to the LibGuide and workshop calendar.

Then, identify the key moments in time when library users will interact with workshops or the incentive program and develop template language. For instance, a workshop program and an incentive program will need a mechanism to provide registration confirmations and reminders, and incentive program participants will need to be notified about their prize. Consistency is key for external outreach, and template language will ensure that a centralized program has a unified voice, no matter the size of the library.

- Documentation
With all the functional pieces in place—event registration, data management, and outreach plans—robust and flexible internal documentation will ensure that any program has structural oversight and longevity. Choose a digital, but private, space to document workflows, save template language and store program data.

- Funding
Finally, determine how much funding is available now and in the future. If future funding is unknown, it can be helpful to refer to a program as a pilot, both internally and externally, to manage expectations for all parties involved. For instance, a pilot can indicate to administration that more data will be provided after an initial period, and for users the word pilot can indicate temporality, in case a program or a prize is not offered in the future. For the Workshop Incentive Program, the first year of the program operated as a pilot, after which point data were used to demonstrate the program's value. This enabled restocking the supply of custom tote bags and adding water bottle prize option.

Further, prizes do not need to be big or expensive. Before making a funding request, use previous experience and any existing data to estimate how much money will be needed for a variety of price points and scenarios. For instance, custom tote bags can range from $1 to $10 or more each, depending on style and quantity. If historic data indicate that one hundred participants could qualify for a prize, a funding ask for $100 versus $1,000 is very different, but important to describe. Also consider that material incentives can range from tote bags and stress balls to pizza parties and exclusive tours. Many libraries have existing swag that can be incorporated or reused to initiate an incentive program, especially during a pilot period.

The Workshop Incentive program led to increased workshop attendance, streamlined outreach, and strengthened library partnerships, which were all goals set at the beginning of the program. While there were challenges along the way, the success of the Workshop Incentive Program can largely be attributed to the collaborative nature of the project, bringing together three librarians with shared goals and a willingness to adapt and be flexible as challenges arose. Going forward, the groundwork is set for continued development of the program.

For any library interested in a similar project, the authors welcome questions and comments. Information about the program and up-to-date contact information can be found at guides.library.yale.edu/WorkshopIncentiveProgram.

Acknowledgments

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Appendix A

Sample Emails to Workshop Participants

Subject: Prize from Yale Library's Workshop Incentive Program
Message:
Hello,
Congratulations! You have attended at least 3 library workshops this semester, which means you are eligible to receive a **FREE Yale Library tote bag**. You can pick up your prize beginning today, Friday, December 8 at the Bass Library Service Desk. Please bring your Yale ID.
About the Workshop Incentive Program: Any student who attends at least 3 library workshops in a single semester is eligible to receive a prize through the Library Workshop Incentive Program [link].
If you have any questions about the program or about retrieving your prize, please email [email address].

Subject: We missed you at "[workshop name]"
Message:
Hello,
We're sorry you couldn't attend our recent workshop! We do have more workshops scheduled this semester. If you would like to register for a different session, please visit: schedule.yale.edu/calendar/instruction.
As a reminder, any student who attends at least 3 library workshops this semester will be eligible to receive a FREE Yale Library tote bag. Learn more: guides.library.yale.edu/

WorkshopIncentiveProgram.

Subject: Update from Yale Library's Workshop Incentive Program
Message:
Hello,
Thank you for participating in the library's workshop program this semester! We hope these workshops have been helpful.
Any student who attends at least 3 library workshops (excluding tours, lectures and drop-in events like Latte with a Librarian) is eligible to receive a **FREE Yale Library tote bag** through the Library Workshop Incentive Program [link].
Our records show that you have attended 2 workshops this semester, which means that you are one away from a prize! *If you believe that you have attended 3 or more workshops, please reply to this email and let us know which library workshops you attended.*
If you have any questions, please email [email address].

Appendix B

Workshop Series Attended, Spring 2023

	Workshop 1	Workshop 2	Workshop 3	Workshop 4	Workshop 5
Student A	Advanced Search Techniques	Demystifying the Literature Review			
Student B	Introduction to LaTeX	Zotero for LaTeX Users			
Student C	How to Find Scholarly Articles	Introduction to EndNote Online			
Student D	Choosing a Journal for Publication of a Paper	How to Find Scholarly Articles	Introduction to EndNote Online	Journal & Table of Contents Alerts: Make the Databases Work for You!	
Student E	First Steps with Zotero	How to Find Scholarly Articles	Organizing and Managing Files for Research Productivity	Introduction to EndNote 20 for Windows	
Student F	Advanced Search Techniques	Zotero for LaTeX Users			
Student G	Boost your Google Image Searches	How to Find Scholarly Articles	Introducing GIS Using ArcGIS Pro		

Student					
Student H	Choosing a Journal for Publication of a Paper	Google Scholar Search Tips in 20 Minutes Workshop			
Student I	First Steps with Zotero	Introduction to NVivo			
Student J	First Steps with Zotero	Journal & Table of Contents Alerts: Make the Databases Work for You!			
Student K	Introduction to LaTeX	Manipulating Data in R Using the Tidyverse	Pro Search Strategies in Google Scholar		
Student L	Next Steps with Zotero	Zotero for LaTeX Users			
Student M	Introduction to LaTeX	Zotero for LaTeX Users			
Student N	Demystifying the Literature Review	First Steps with Zotero	How to Find Scholarly Articles	Next Steps with Zotero	Reading Strategies for Writing Papers
Student O	Advanced Search Techniques: Books and Articles	Introducing GIS Using ArcGIS Pro			
Student P	Demystifying the Literature Review	First Steps with Zotero			
Student Q	Reading Strategies for Writing Papers	Zotero for LaTeX Users			
Student R	Introduction to LaTeX	Zotero for LaTeX Users			

Appendix B, Continued.

	Workshop 1	Workshop 2	Workshop 3	Workshop 4	Workshop 5
Student S	Choosing an Open Access Journal for Publication of a Paper	How to Find Scholarly Articles	Introduction to Text Mining using TDM Studio		
Student T	How to Find Scholarly Articles	Saving Google Scholar Search Results to EndNote			
Student U	Introduction to EndNote 20 for Windows	Journal & Table of Contents Alerts: Make the Databases Work for You!			

Notes

1. A full list of Yale's libraries can be found at https://library.yale.edu/visit-and-study.

2. Bradford Lee Eden, *Enhancing Teaching and Learning in the 21st-Century Academic Library: Successful Innovations That Make a Difference* (Rowman & Littlefield, 2015); Joseph Fanfarelli, Stephanie Vie, and Rudy McDaniel, "Understanding Digital Badges through Feedback, Reward, and Narrative: A Multidisciplinary Approach to Building Better Badges in Social Environments," *Communication Design Quarterly* 3, no. 3 (2015): 56–60, https://doi.org/10.1145/2792989.2792998; Emily Josephine Hurst, "Digital Badges: Beyond Learning Incentives," *Journal of Electronic Resources in Medical Libraries* 12, no. 3 (2015): 182–89, https://doi.org/10.1080/15424065.2015.1065661; Wendy Pothier, "Information Literacy Instruction and Online Learning: Making the Case for Incorporating Digital Badges," *Journal of Library & Information Services in Distance Learning* 14, no 3–4 (2020): 266, https://doi.org/10.1080/1533290X.2021.1873893.

3. Eleonora Dubicki, "Business Students Chart a New Course for Promoting the University Library," *College & Undergraduate Libraries* 16, no 2–3 (2009): 168.

4. "Library Workshop Incentive Program," Yale University Library, last modified February 29, 2024, guides.library.yale.edu/WorkshopIncentiveProgram.

5. Ina Fourie and Liezl Ball, "Promotional Strategies for Information Products and Services," *Library Hi Tech* 30, no. 4 (2012): 683–92, https://doi.org/10.1108/07378831211285130.

6. The list of students is only shared internally to verify tote bag distribution and is never connected to their library accounts or recorded anywhere.

7. This figure includes students, faculty, and university and library staff who have their individual attendance confirmed in LibCal by the workshop host, therefore the numbers are lower than actual attendance.

8. This process does not resolve attendance issues for all workshops since not all workshops are online, but it certainly helps.

9. "LibCal," SpringShare, accessed 15 March 2024, https://www.springshare.com/libcal.

10. ˝LibWizard," SpringShare, accessed 15 March 2024, https://springshare.com/libwizard; "LibGuides," SpringShare, accessed March 15, 2024, https://springshare.com/libguides.

11. "Eventbrite," Eventbrite, accessed March 15, 2024, https://www.eventbrite.com.

12. "Campus Groups," Ready Education, accessed March 15, 2024, https://www.campusgroups.com/product/home.