

Dynamic Engagement: Digital and Physical Promotion of a Writing Resources Micro-Collection

University of Missouri-Kansas City Libraries, 2016 Amigos Opportunity Award Recipient

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Summary

Academic libraries have a long tradition of supporting research and writing, critical skills for student success after graduation. While libraries often focus on the research aspects of information literacy, writing is increasingly vital—with 97% of Fortune 1000 executives ranking it as very important for students.¹ A recent study of UMKC graduate students found that students are often not aware of the resources available to support their writing.² In response, the Libraries collaborated with the UMKC Writing Studio to develop a small, curated physical and electronic collection of writing resources to enhance services provided by both parties.

The key innovation for this project was using a digital book display tool (LibraryThing) in a new way: to create a browseable digital display to promote select writing resources in our e-collections, physically adjacent to both the Libraries' reference and research support area and the Writing Studio's writing consultation space. For the project to build a physical and digital home for the collection, dubbed the Writing Resources Collection, UMKC Libraries were awarded the Amigos Opportunity Award. The Writing Resources Collection aims to enhance student learning at two service points in the busiest area of the Libraries. This readily reproducible initiative features a curated collection within both the confines of a physical space shared by the Libraries and the Writing Studio and as a web-based widget for broader outreach and use.

Though many were involved in this project³, the Project Team consisted of three key people:

- Jen Salvo-Eaton, Head of Resource Sharing and Graduate Student Services, UMKC University Libraries
- Cindy Thompson, (former) Director of Public Services, (currently) Associate Dean of Libraries, UMKC University Libraries
- Thomas Ferrel, Director of the UMKC Writing Studio

The primary outcome of this project was for students to become better writers, which we planned to achieve through providing better access to supportive collection materials. As a means of dynamic community engagement, this project sought to secure the future role of the library as an innovator in integrating Libraries' collection resources with Writing Studio instruction through creative use of advanced technology and physical spaces.

The space clearly improved the connection between the Libraries and the Writing Studio, and engagement between the two units. Though strong relationships have always existed between us, collaborating on this project increased our awareness of each others' services and mission. Through collaborating together on curating the collection, the Writing Studio gained a deeper knowledge of the writing resources within the Libraries' holdings. Additionally, the project facilitated more frequent conversations amongst Writing Studio staff about the Libraries' services and prompted the Writing Studio to invite Libraries' staff to department meetings, which resulted in productive discussions about

¹ https://www.metlife.com/assets/cao/contributions/foundation/american-teacher/MetLife_Teacher_Survey_2010.pdf

² <http://sgs.umkc.edu/graduate-writing-initiative-survey-results/>

³ See "[Acknowledgements](#)."

the Writing Resources Collection and other matters. A similar result was found in the Libraries' Reference Desk Team, who became much more aware of the Writing Studio's services and were more conscious of the need to make appropriate referrals to Writing Studio staff.

The reconfigured space is far more functional for writing consultations, and the presence of the collection within the Writing Studio's space has created a visual reminder of our connection and collaborations. Writing consultants are able to refer students more easily to library resources, and librarians can refer students to the collection when writing consultants are not available. The assessment we have been able to accomplish in the short time the space has been available clearly indicates that the collection is being used, and we hope to invest time and resources into expanding and updating the collection.

Financial Statement

Our complete budget is provided in Appendix B⁴. While we had a number of unanticipated costs related to installations, carpentry, and facilities work, the Libraries and the Writing Studio were committed to the completion of this project and were able to finance those costs. In the initial planning stages of this project we worked with a smaller group of individuals to receive estimates and have since learned how crucial it is to loop everyone in from the ground floor to ensure that there are no surprises.

Results and Impact of the Project

Promotion & Collaboration

Though print books had moved to the Writing Resources Collection space in the early summer 2017, the addition of the touchscreen e-book display in late August 2017 completed the setup. The Libraries and the Writing Studio worked to promote the space to a variety of campus groups. The Libraries included announcements about the Writing Resources Collection in new student orientations, particularly graduate student orientations, and in new faculty orientation. Individual librarians reached out to several academic departments to let them know about the new collection, and the Libraries also announced the opening of the new collection through the News and Events section of the Libraries website and the Graduate Student Newsletter.

The Writing Studio promoted the Writing Resources Collection during workshops, class visits, and individual sessions. The Libraries and the Writing Studio have a strong partnership with the School of Graduate Studies, which helped disseminate the message to continuing graduate students. Project team members also described the collection to various committees they serve on, such as the Graduate Writing Advisory Committee and the University Writing and Reading Board. In addition to general announcements about the Writing Resources Collection's availability, the Project Leader met with the Writing Studio's writing consultants at their orientation retreat for a lengthy presentation and discussion of the collection and how they might use it in their consultations.

Writing Consultant Survey Results

At the end of the Spring 2018 semester, a survey was sent to the Writing Studio's writing consultants. The writing consultants are advanced undergraduate students, graduate students, and staff with expertise in coaching students to become better writers. Writing consultations can take place in person,

⁴ Redacted from the version of this document posted online.

over the phone, [via email](#), or through video chat and usually last about 30 minutes. In that time, writing consultants work with individual students or small student groups on a specific writing assignment. The end goal is not to redline drafts or correct grammar; it is to teach students how to identify issues with their own writing, how to improve their writing, [and become better writers](#).

The survey sent to writing consultants had a 50% response rate, and their responses are detailed below:

Q1 - HAVE YOU EVER USED THE COLLECTION FOR YOUR PERSONAL WRITING?

- Yes: 20%
- No: 80%

Those who answered “yes” to Q1 were asked to answer Q2.

Q2 - WHAT DO YOU LIKE ABOUT USING THE COLLECTION?

- “It’s kind of like an appeal to the authority of the written text, especially as concerns guidelines for formatting scholarly papers. Sometimes the internet is not enough.”
- “the ease of access, the variety of resources, and the mixture of ebooks and print books”

Those who answered “no” to Q1 were asked to answer Q3.

Q3 - WHY HAVEN'T YOU USED THE COLLECTION?

- “Have not had the need” (2 responses)
- “I’ve used it for developing materials to work with students but not for my own writing projects.”
- “I’ve been able to get the resources I need through the library online”
- “I was informed that we have it but haven’t found the need to use any of the items in it.”
- “I’ve never had the chance to explore the collection. I would like to in the future.”
- “I haven't found the need to use it. Anything that I could possibly find in the books are things that I can Google. In today's day and age, I wouldn't find myself consulting books when I could be finding the information online”

All survey respondents were asked Q4.

Q4 - HAVE YOU EVER USED THE COLLECTION WHEN CONSULTING WITH STUDENTS?

- Yes: 44.44%
- No: 55.56%

Those who responded “yes” to Q4 were asked Q5.

Q5 - WHEN CONSULTING WITH USERS I GENERALLY:

Answer	%	Number of responses
Inform users of the existence of the collection	50.00%	2
Point or gesture to the collection or provide verbal or written directions to find the collection	25.00%	1

Take users to the collection and explain how to use it or provide information or links to the collection online	0.00%	0
Refer users to a specific title	25.00%	1
Total	100%	4

Later in the survey, those who responded “yes” to Q4 and answered Q5 were asked for more details about using the collection in their writing consultation work:

Q13 - TELL US MORE ABOUT HOW YOU USE THE COLLECTION WITH STUDENTS.

- “I tell folks to look at samples of papers in the books in the collection for help with formatting and citations”
- “I work with graduate students, so I most often use this collection to make them aware of titles that might be of use to them. I usually refer students during one-on-one sessions or at our Write Ins.”
- “I tell them that it's a great resource for self-study about a wide range of topics related to writing and because it was organized collaborative by librarians and Writing Studio staff, it's sort of a "best of" collection.”

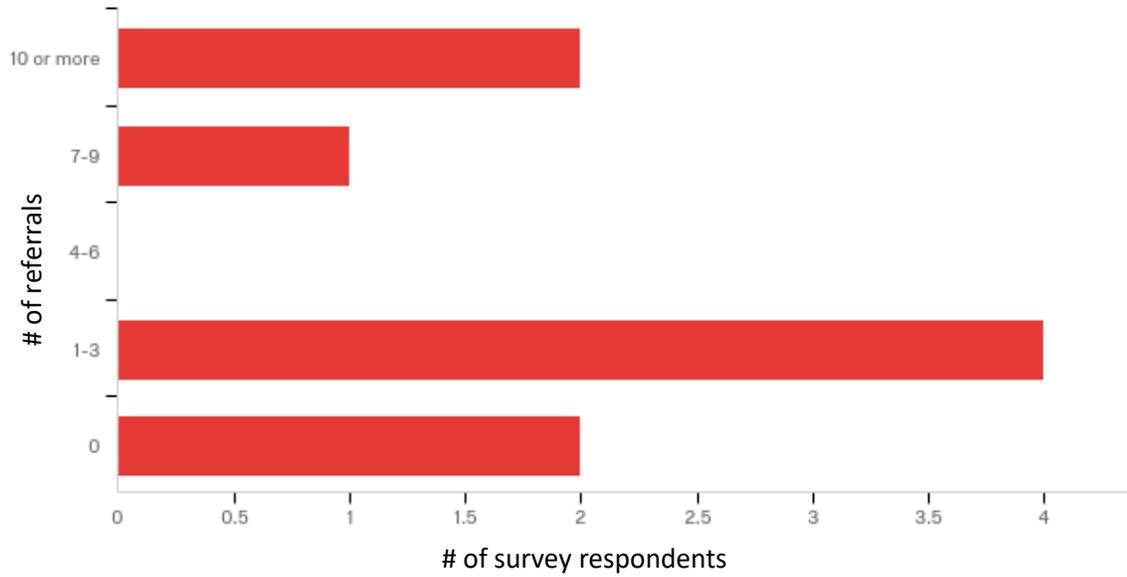
Those who answered “no” to Q4 were asked to respond to Q6.

Q6 - WOULD YOU BRIEFLY EXPLAIN WHY YOU DON'T USE THE COLLECTION WHEN CONSULTING WITH STUDENTS?

- “Most of the time, I show students the resources online so that they can access them from anywhere.”
- “I don't fully understand what is included in the collection, so I am not sure when to bring it up when consulting with students.”
- “n/a”
- “I was given materials beforehand. The Internet also provides information that I would need to look up quickly when consulting with writers. It may provide additional help, but I have not had an instance to use it.”
- “I haven't found an opportunity or appropriate time to plug the collection”

All survey respondents were asked to answer Q7 and Q8.

Q7 - HOW MANY REFERRALS HAVE YOU MADE TO THE COLLECTION?

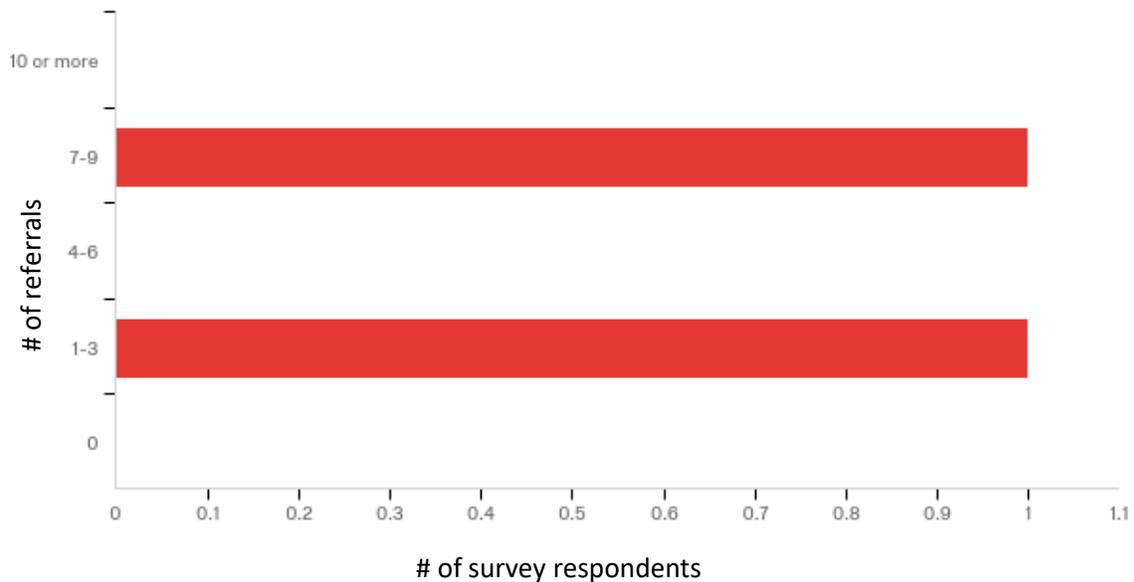


Q8 - OUTSIDE OF WORK HOURS, HAVE YOU EVER REFERRED CLASSMATES OR FRIENDS TO THIS COLLECTION?

- Yes: 22.22%
- No: 77.78%

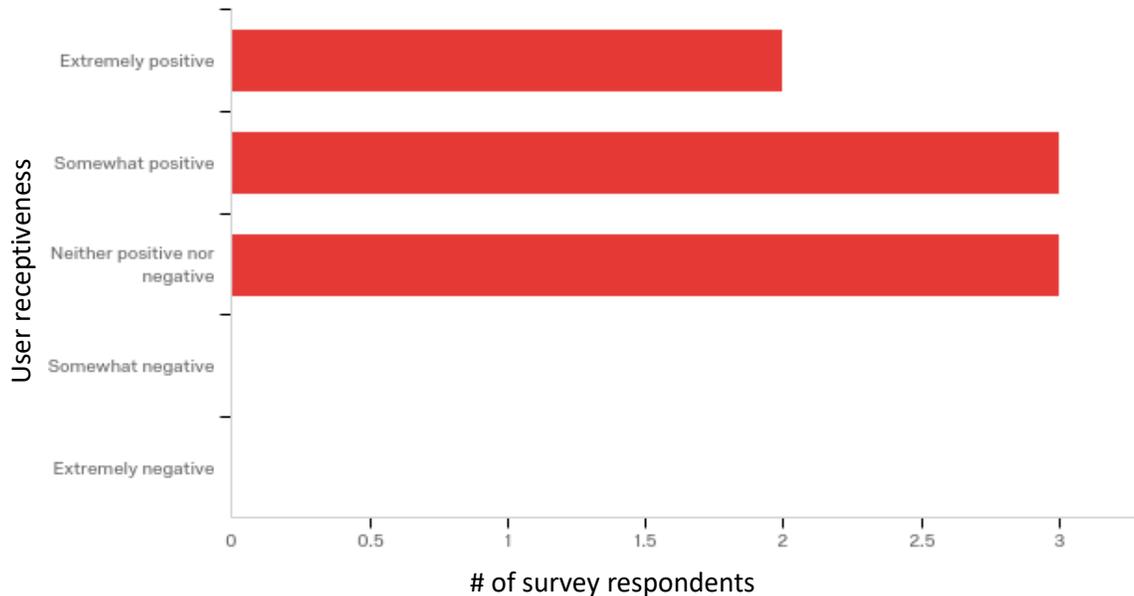
Later in the survey, those who responded “yes” to Q8 were asked for more details on making referrals outside of their consultation work:

Q12 - HOW MANY TIMES HAVE YOU REFERRED A CLASSMATE OR FRIEND TO THE COLLECTION?



All survey respondents were asked several questions about user receptiveness:

Q9 - HOW RECEPTIVE WERE USERS TO THE COLLECTION?



Q10 - WHAT DID THEY LIKE ABOUT THE COLLECTION?

- “It was right next to where they were working on their paper”
- “The wide collection of books.”
- “n/a”
- “People like the fact that there is a touch screen and that everything is all in one place.”

All survey respondents were given opportunities to answer the remaining questions:

Q14 - DO YOU HAVE ANY USER OBSERVATIONS YOU WOULD LIKE TO SHARE? FOR INSTANCE, DO YOU SEE PEOPLE USING THE PRINT COLLECTION? DO THEY INTERACT WITH THE MONITOR? HAVE YOU OBSERVED ANY PROBLEMS WITH USING THE COLLECTION?

- “n/a” (2 responses)
- “I see more people interacting with the monitor than I see using the print collection. I have seen that more of the non-traditional/older students are more likely to be using the print collection compared to the monitor. I have not seen any problems.”

Q15 - DO YOU HAVE ANY OTHER FEEDBACK OR INFORMATION TO SHARE?

- “Graduate students seem excited to learn that this collection exists.”
- “Most students are excited to learn about it and say they'll check it out.”

Q16 - DO YOU HAVE ANY FINAL THOUGHTS OR FEEDBACK FOR US?

- “n/a”
- “None. I think it was a good investment.”
- “I wish there were more print books. The shelves look kind of empty.”

Library Reference Desk Team Survey Results

The Library Reference Desk Team also completed a survey at the end of the Spring 2018 semester. The librarians and para-professionals who comprise the Library Reference Desk Team are experts in helping university students, faculty, and staff find relevant and authoritative resources for their research and writing. During weekday business hours, a member of the Reference Desk Team sits at the library's main service desk to facilitate any walk-up questions or phone calls, while other members of the Reference Desk Team answer emails, respond to live online chats, or fulfill scheduled consultations. After business hours, members of the Reference Desk Team, who also work in the Circulation Department, field questions through live online chat, over the phone, or in person, but they do not conduct lengthy consultations. Like with the writing consultants' aim to teach students how to improve their writing on their own, the Library Reference Desk Team's end goal is to teach students how to use library resources to find information on their own rather than to simply find and deliver the information.

The survey sent to the Library Reference Desk Team had a 42.9% response rate, and their responses are detailed below:

Q1 - HAVE YOU EVER USED THE COLLECTION FOR YOUR PERSONAL WRITING?

- Yes: 33.33%
- No: 66.67%

Those who answered "yes" to Q1 were asked to answer Q2.

Q2 - WHAT DO YOU LIKE ABOUT USING THE COLLECTION?

- "The centralized location for related materials is nice. It kind of replicates the browsing experience for a particular topic that we had pre-robot⁵."
- "The collection covers resources related to academic writing. It benefits me in choosing some topics and creating an outline when I need to write a paper and cite sources I use."

Those who answered "no" to Q1 were asked to answer Q3.

Q3 - WHY HAVEN'T YOU USED THE COLLECTION?

- "While writing, I already had access to the resources that I needed at the moment."
- "I have only done limited personal writing since this collection has been in place, so I haven't utilized it."
- "I have always found the information I need (for example citation help) in online resources"
- "I haven't needed to consult it. I've used Purdue OWL for format and citation information personally."

All survey respondents were asked Q4.

Q4 - HAVE YOU EVER USED THE COLLECTION WHEN CONSULTING WITH STUDENTS OR FACULTY?

- Yes: 66.67%
- No: 33.33%

⁵ The "Robot" is the library's high-density book storage unit.

Those who responded “yes” to Q4 were asked Q5.

Q5 - WHEN CONSULTING WITH USERS I GENERALLY:

Answer	%	Number of responses
Inform users of the existence of the collection	25.00%	1
Point or gesture to the collection or provide verbal or written directions to find the collection	50.00%	2
Take users to the collection and explain how to use it or provide information or links to the collection online	0.00%	0
Refer users to a specific title	25.00%	1
Total	100%	4

Later in the survey, those who responded “yes” to Q4 and answered Q5 were asked for more details about using the collection in their library reference and consultation work:

Q12 - TELL US MORE ABOUT HOW YOU USE THE COLLECTION WITH STUDENTS OR FACULTY.

- “I can direct students to the location either in person (e.g. at the reference desk) or virtually (e.g. while staffing chat) by referring to the giant WRITING STUDIO sign, which is great. Permanent signage for the Writing Resources Collection (assuming it's going to stay in that location) would be even better. Since it's set up for browsing, I generally just tell students or faculty about it and then it's up to them to find a relevant title.”
- “When assisting students with citations, I utilize the style guides or point students to those resources. Sometimes specific items from the collection come up in a search, and I let students know where those items can be found and the purpose of the collection.”
- “In addition to introducing this collection, I also introduce the writing studio staff and how they can assist us in academic writing. For example, they not only correct grammar, but also help us use better sentence structures.”
- “Inform them that it is a resource that we have, and if they are interested tell them more about it”

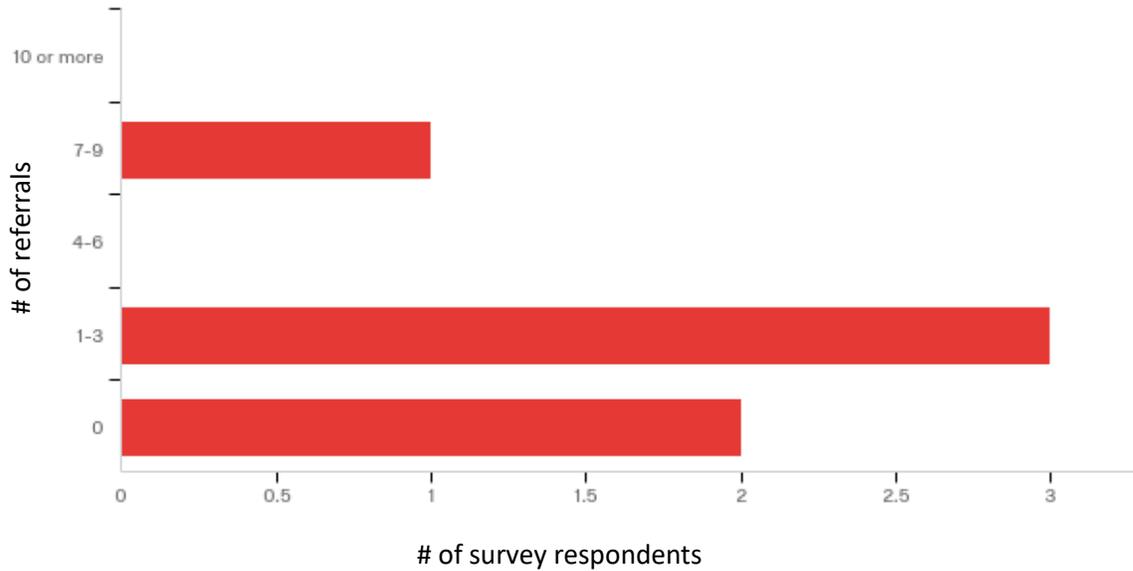
Those who answered “no” to Q4 were asked to respond to Q6.

Q6 - BRIEFLY EXPLAIN WHY YOU DON'T USE THE COLLECTION WHEN CONSULTING WITH STUDENTS OR FACULTY.

- “As a Circulation worker my reference/research help has been more basic. I have noted that physical books from this collection have needed to be reshelfed, so folks are using them in the library.”
- “The opportunity has not arisen in a reference interview or consultation.”

All survey respondents were asked to answer Q7 and Q8.

Q7 - HOW MANY REFERRALS HAVE YOU MADE TO THE COLLECTION?



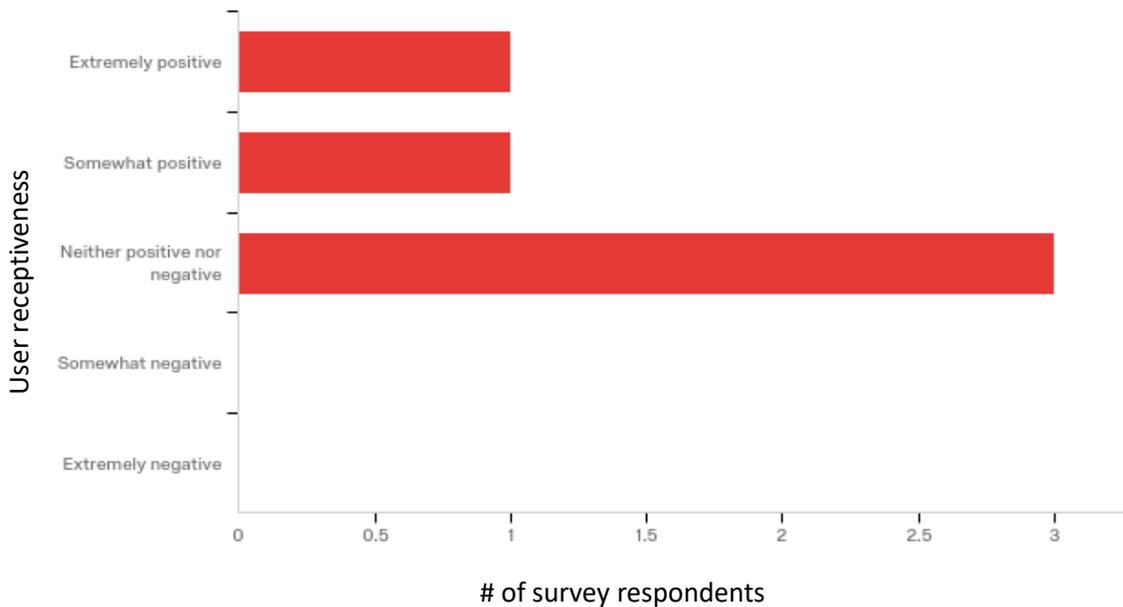
Q8 - HAVE YOU EVER REFERRED COLLEAGUES OR FRIENDS TO THIS COLLECTION?

- Yes: 0%
- No: 100%

Since there were no respondents who answered “yes” to Q8, no one was prompted to answer follow-up questions asking for more details on making referrals outside of their library reference and consultation work.

All survey respondents were asked to give details about user receptiveness:

Q9 - HOW RECEPTIVE WERE USERS TO THE COLLECTION?



Q10 - WHAT DID THEY LIKE ABOUT THE COLLECTION?

- “Proximity. It's really nice to be able to send people to one location for a browsing experience. It kind of helps with the ‘robot makes everything invisible and un-browsable’ perception.”
- “It provides very focused use in writing.”

Q11 – DO YOU HAVE A SENSE OF WHY USERS FELT THIS WAY ABOUT THE COLLECTION?

- “Usually the suggestion to check out the collection was brought up after answering a specific writing or citation question. I think they were more interested in getting an answer for their immediate question rather than knowing about what might help them in the future.”
- “No. I really would like to put N/A or not applicable, as I have not made a referral to the collection. I have referred people to the Writing Studio / Writing Center staff.”

All survey respondents were given opportunities to answer the remaining questions:

Q13 - DO YOU HAVE ANY USER OBSERVATIONS YOU WOULD LIKE TO SHARE? FOR INSTANCE, DO YOU SEE PEOPLE USING THE PRINT COLLECTION? DO THEY INTERACT WITH THE MONITOR? HAVE YOU OBSERVED ANY PROBLEMS WITH USING THE COLLECTION?

- “No yet.”
- “I have actually never seen a student interacting with the collection, but have not seen/heard of any problems”

Q14 - DO YOU HAVE ANY OTHER FEEDBACK OR INFORMATION TO SHARE?

- “I think this project is a fantastic idea, and I'm so glad that the team was able to secure grant funding for it. I'm sure the money is all used up, but I think the area looks a little...unfinished. Signage would probably go a long way toward that finished look, or something else to help the smaller touchscreen not look so lost on the giant wall! I also hope that this project can inspire other microcollection-type ideas in the Libraries. It's honestly kind of like a permanent book display, but with that e-book collection browsing capability that a book display in our current collecting environment is always missing. The Writing Resources Collection is a very tangible service/visible collection of materials that we can provide to students, that meets a specific need. Maybe we can think about similar solutions to other needs. "Ready reference" is now serving as our visible reference collection - wouldn't it be excellent if it also had an e-book component? Or if there was a STEM micro-collection near [Math and Science Tutoring location in the library]? I'm sure a similar project would be wildly popular at the [Health Sciences Library] location, as well. Maybe a Writing Resources for Health Sciences Collection. I know it all comes down to money, but hopefully we can leverage the success of this one to other ideas!”
- “The collection usually comes to mind when students have specific questions about writing or citations.”
- “Better signage to direct students to this area and explain the collection.”

Q15 - DO YOU HAVE ANY FINAL THOUGHTS OR FEEDBACK FOR US?

- “Need to promote this collection more at Library orientation and at welcome week desk.”
- “As noted, I have seen the books used in that they show up as needing to be shelved.”

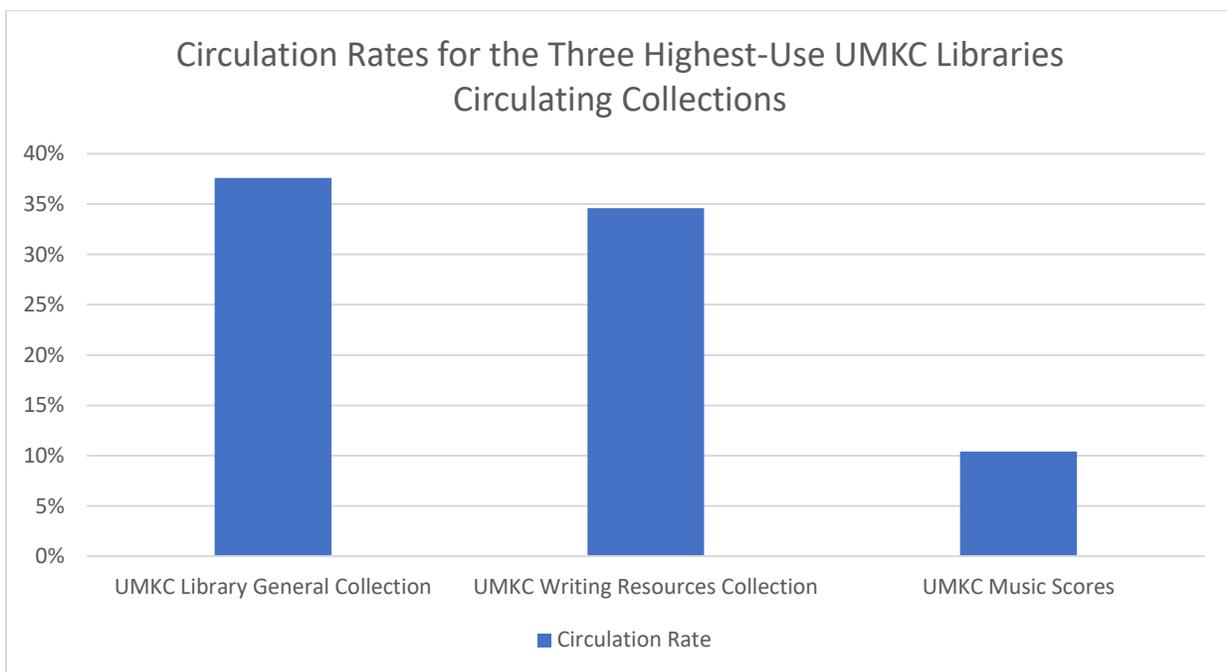
The Physical Collection

In the spring semester 2017, UMKC Libraries identified books from its existing collections to relocate to the Writing Resources Collection. It was unknown how many books already in UMKC Libraries' collections would be relevant to the Writing Resources Collection, and therefore, the Project Team cast a wide net for gathering titles for review. Materials in the Writing Resources Collection came from a variety of Library of Congress call number ranges and had to be identified using subject headings (see Appendix A for a full list of subject headings used to assemble the physical collection). Once candidates for the collection were found through catalog searches, the titles, call numbers, and holding locations were entered on a spreadsheet. In all, 162 print books from UMKC Libraries General and Reference collections were identified as relevant resources on writing.

In May 2017, after the academic year officially ended as to minimize disruption to library users, these books were pulled from the library's shelves and reviewed in person; holds were placed on any books that were checked out and they were reviewed as they were returned. Out of 162 titles discovered through subject heading searches, 23 titles were de-selected for inclusion in the Writing Resources Collection, leaving 139 titles. Examples of books de-selected were: out-of-date publications, memoirs by writers on the writing process, or books that were tangentially related to the act or process of writing. For the collection, UMKC Libraries had purchased bookshelves with 37 linear feet of available space. The books ultimately added to the collection filled six of the eight available shelves less than halfway. The space allows plenty of room for future growth, but because only print books already in the Libraries made up the entirety of the print collection and no new materials were purchased, there are ongoing concerns about the aesthetics of the space looking empty, as evidenced in the survey responses. However, other survey responses, backed up by circulation data, indicate that users are checking out the print books, leaving the shelves looking even more empty.



Of the 139 titles in the Writing Resources Collection, 37 unique titles circulated at least once since being placed in the collection. Of those 37 unique titles, eight of them circulated twice; no titles circulated three or more times. Thus, there were a total of 45 circulations from the print collection. The collection does include non-circulating style guides (nine titles, multiple copies), which leaves 130 items in the circulating collection. Of the circulating items in the Writing Resources Collection, 28.5% of them circulated at least once since being added to the collection; the Writing Resources Collection’s circulation rate (including all circulations in the time period) is 34.6%. The library’s general collection circulation rate for the same time period was 37.6%, and the circulation rate for the next highest use collection, music scores, was 10.4%. Perhaps one of the most significant indicators of success with this project is that creating the collection made these materials more visible. The Writing Resources Collection, though small, is mighty: it is the second highest-use collection of circulating print material in the UMKC Libraries.



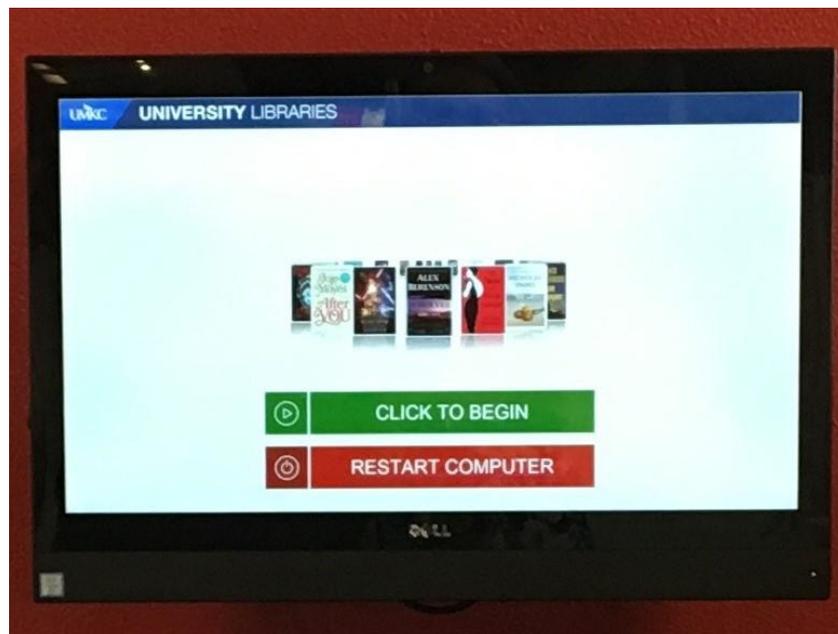
The E-Book Collection

Concurrent with identifying and selecting books for the physical collection, UMKC Libraries identified appropriate e-books for a digital collection on writing resources. These e-books were found using the same subject heading searches used to discover print books for the physical collection. The titles and ISBNs for the e-books were collected on a spreadsheet. In total, 128 e-books were identified as relevant to the Writing Resources Collection. Five of these titles were de-selected because we had lost access to them by the time we were ready to upload them to LibraryThing. The ISBNs for the 123 remaining e-books were uploaded into LibraryThing so they could be added to digital book display widgets. Several ISBNs would not upload for unknown reasons, but 104 ISBNs successfully uploaded.

The book display widgets present digital images of each book cover on a screen. A user can select a book cover and LibraryThing redirects the user to the library catalog record for the book, where the user can easily email a link to the e-book to themselves. From the e-books uploaded to LibraryThing, UMKC Libraries developed two digital book display widgets: one to display on a touchscreen monitor in the

Writing Resources Collection physical space and one to embed into Springshare LibGuides, the UMKC Libraries' online research guide product. Two widgets were created so usage data could be collected separately and so that they could each be optimized to display correctly on different screen sizes.

In order to put one of the book display widgets on a public-use touchscreen monitor and enable users to email e-book records to themselves, the Project Team had to consider patron privacy and security concerns. A programmer with the university's Information Services unit, therefore, was contracted to create a shell to overlay the widget, which would enable a user to end their session and clear any data they had entered into an email address field and would also automatically timeout and clear any data not manually cleared by the user.

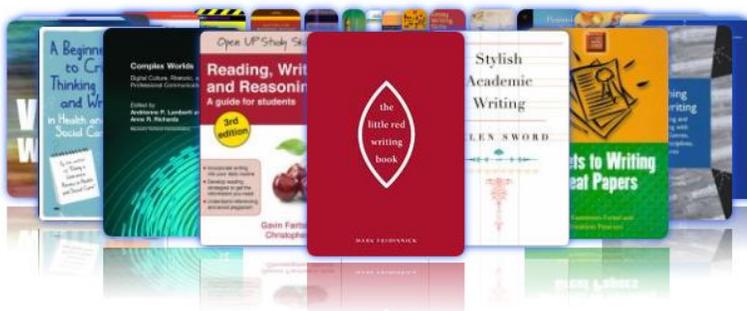


Secure shell overlay for the touchscreen monitor's book display widget

Without call numbers, the e-books needed to be organized so that users could easily find what they need using a digital book display. Thus, the e-books were grouped into five major categories: General Writing Advice, Academic Writing, Discipline/Subject Specific Writing, Thesis and Dissertation Writing, and Handbooks and Style Guides. In each digital book display, these appear as tabbed selections on the touchscreen monitor widget and in the LibGuides widget.

- Writing Resources Collection -

- General Writing Advice - - Academic Writing - - Discipline/Subject Specific Writing - - Thesis and Dissertation Writing -
- Handbooks and Style Guides - - All Writing Resources (E-Books) -



The Little Red Writing Book / Mark Tredinnick

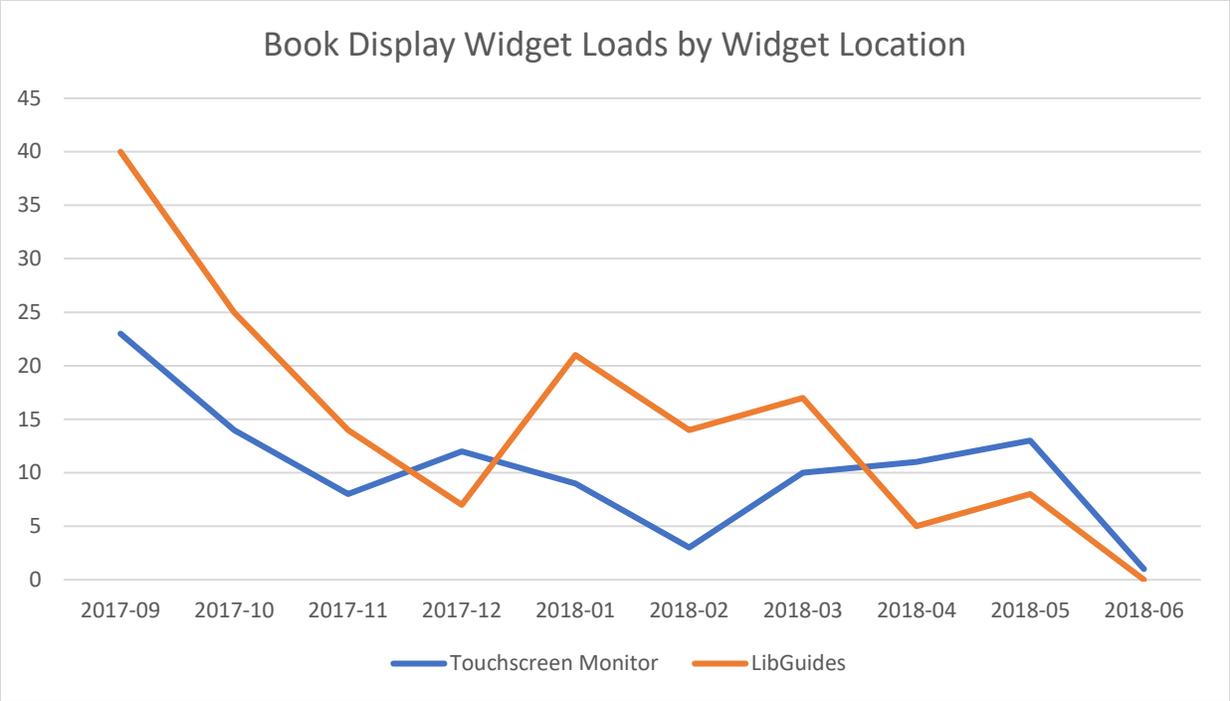
Book display widget with tabbed selections of books grouped into categories

Since the 104 e-book ISBNs successfully uploaded to LibraryThing in May 2017, access to some e-books has lapsed, though it is not easy to tell which ones are no longer available. Thankfully, LibraryThing does not display any books for which the links to the catalog are broken, so library users interacting with the widgets do not see these books in the book display widgets and do not end up clicking on a broken link.

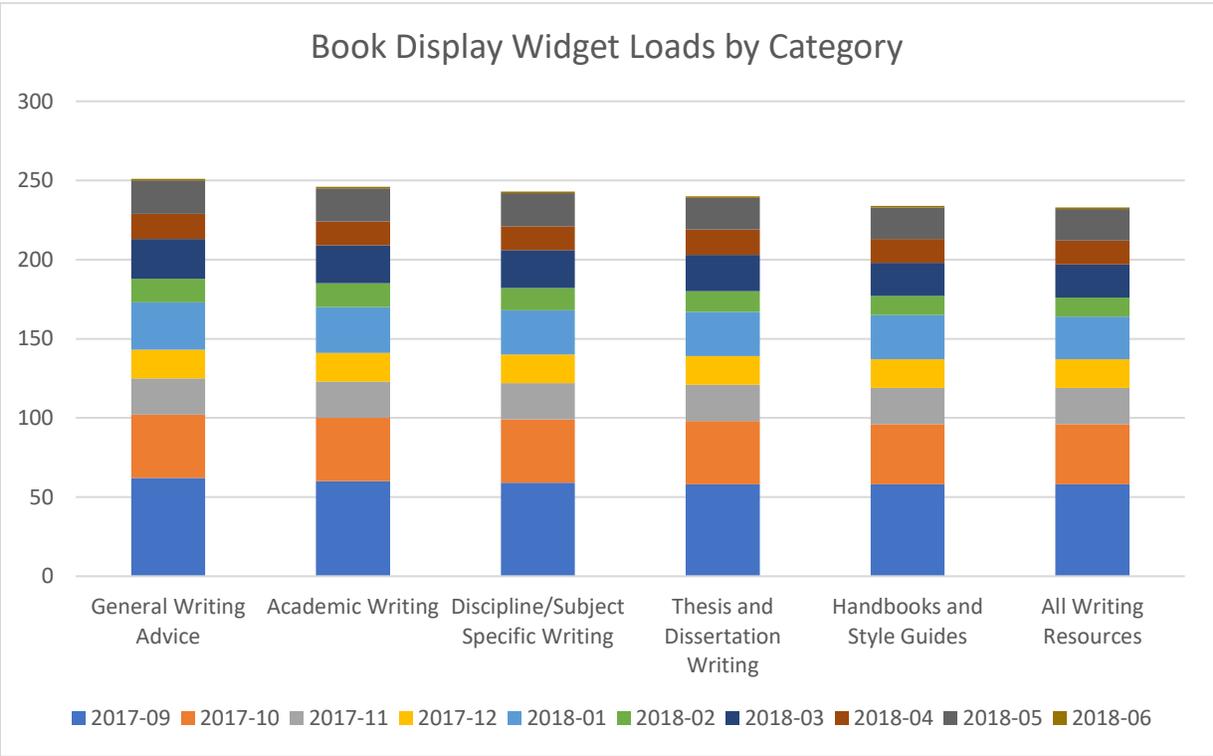
Book Display Widget Use

The book display widget usage on the touchscreen monitor, as expected, is somewhat less than in the widget used in LibGuide. LibGuides has the power to reach more people than a monitor located in a physical space that is only accessible during the library's hours of operation. In addition, the LibGuides page on which the widget appeared, within the popular Graduate Writing Resources guide, already had a steady stream of users, and the guide was heavily promoted at graduate student orientations in late August. The spike of use in September is typical for this guide, so the large number of users visiting the page and interacting with the LibGuides book display widget is in line with expected user behavior.

The usage data collected by LibraryThing on the touchscreen monitor use was particularly interesting because it revealed much more use than was reported through the surveys. One of the Library Reference Desk Team survey respondents remarked that they had never seen anyone using the collection. Writing Studio consultants, who work in the physical space where the monitor is mounted and have a direct line-of-sight with the monitor, can more easily see when users are interacting with the monitor, and they reported seeing more use. The Writing Studio space, however, is not staffed during the entirety of the library's hours of operation, so it is not possible for observers to notice every touchscreen monitor interaction. During library orientation tours at the beginning of the fall semester, some library staff leading the tours took the time to point out the Writing Studio and the Writing Resources Collection, which may have piqued the interest of some students to return to the library and peruse the shelves and the e-book collection on the touchscreen monitor.



Overall, the categories used to divide the e-book collection, which were displayed as tabbed selections in each book widget display, were similarly utilized during the entire period covered in this analysis.



Lessons Learned and Next Steps

One of the biggest lessons the Project Team learned from this experience is that when budgeting for a project like this, there are always some hidden or unanticipated costs. While some of the quotes we were supplied were very close to the amount spent, some of the labor costs were not initially disclosed, were overlooked, or came from sources not initially consulted and were, therefore, not included in the grant proposal or in the project plan. The Project Team was thorough and brought in a variety of stakeholders but did not fully understand the complexity and nuance that this project would require. This is likely not unique to our university, and may indeed be something that many libraries face when trying to work under the auspices of a larger organization. It was difficult and frustrating, at times, not to feel discouraged by the mounting costs. Yet, the Dean of Libraries believed in the project enough to reach into already bare coffers and make up the difference in costs so that the Project Team could finish the collection and put it out there for UMKC students to use.

One thing that was struck from the initial proposal due to budgetary constraints was signage. In the surveys there were comments about the space looking a little unfinished and perhaps needing signage to designate the collection from the rest of the Writing Studio space. This made the Project Team wonder if perhaps the space is not inviting or does not look useful to users. Other survey respondents remarked that the shelves looked empty. Purchasing new materials for this collection, in an age where our library's total collections budget keeps shrinking, was not possible. To build upon the creation of the Writing Resources Collection, UMKC Libraries must also find ways to enhance the collection. Unfortunately, like many libraries, the budget has reduced over the years, so adding resources to this collection will require outside funding and/or innovative thinking.

Both the print and electronic materials included in the Writing Resources Collection have to be manually selected for inclusion. With the development of a collection policy (see Appendix A), the next steps are to create a collection maintenance plan. Due to an annual turnover in e-book subscription access, updating LibraryThing holdings to keep the book display widgets is essential. The UMKC Libraries plan to use the need to maintain the Writing Resources Collection as an opportunity for participants in its Information Literacy Fellowship Program (<https://library.umkc.edu/information-literacy-fellowship>) to learn about collection development and selection. The Information Literacy Fellowship Program is a pre-career developmental program for library school students or new graduates from library school programs to gain hands-on experience in professional-level work. The Writing Resources Collection supports the information literacy instruction and the reference work the Fellowship participants perform, so maintaining the Writing Resources Collection is a direct benefit to their work and learning.

The surveys reveal a need to better introduce the Writing Studio's writing consultants and the Library Reference Desk Team to the Writing Resources Collection and give them time to explore what it has to offer. This may need to take a more structured form (ex. a guided tour, a scavenger hunt, formal training) and will require dedicated time to ensure that all staff have gain foundational knowledge about the collection. In addition, both the writing consultants and the Library Reference Desk Team may need help to better identify opportunities to work with the Writing Resources Collection. It may be helpful for them to analyze some examples of user needs that would be served by using the collection and how they can work to fulfill these user needs with resources in the collection. Therefore, UMKC Libraries and the UMKC Writing Studio should consider collaborating on workshops or other training for these groups.

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Appendix A: Collection Development Policy for the Writing Resources Collection

University of Missouri Kansas City University Libraries Collection Development Policy

WRITING RESOURCES COLLECTION

Contents

Statement of purpose

Scope

Strengths and Weaknesses

Other resources

Statement of Purpose

The Writing Resources Collection supports the writing competencies of graduate and undergraduate students to develop effective communication as designated in the University's General Education Core curriculum. This collection is often referred to as a micro-collection, with a focus on resources that support the craft, process, or mechanics of writing. The physical collection's proximity to the Writing Studio's satellite location in Miller Nichols Library aids in integrating writing resources in an accessible and practical space while also supporting collaborative events and initiatives. The digital collection is available via a touchscreen monitor in the physical space as well as through an online portal accessible through the Libraries' web presence.

Scope

1. Languages

The collection is largely limited to materials either published in or translated into English with an academic audience in mind.

2. Geographical

The collection includes resources that predominantly focus on writing styles and conventions within the English-speaking world.

3. Chronological

To promote the currency of information, especially for stylistic guides, the collection generally focuses on modern writing methods including the most recent editions of style guides.

Types of Material

The core of the Writing Resources Collection consists of academic monographs covering special topics on writing, as well as a variety of publishing and stylistic guides.

Materials for writing resources may be collected in print or electronic formats. Electronic resources include e-books as well as electronic versions of publication and style guides.

The library does not generally collect lecture notes, equipment manuals, reprints of articles, preprints, pamphlets, and textbooks.

Current strengths and weaknesses of collection

The Writing Resources Collection is currently strong in academic writing resources, specifically style guides and resources to aid in writing for research purposes. However, the collection is limited in the resources to aid in more creative writing endeavors. Due to the UMKC Libraries' general e-preferred collection policy when acquiring materials, the collection holds far more electronic resources than print resources.

Developing the collection

The Writing Resources Collection was compiled initially with resources already in the Miller Nichols Library's General Collection from writing-related subject areas. As such, the collection was assembled from materials that would traditionally be classified in varying locations throughout the Library of Congress Classification system. To identify these resources, related Library of Congress Subject Headings were identified, and items with the below subject headings were considered for inclusion in the collection:

- Authorship
- Authorship--Style manuals
- Publishing
- Manuscript preparation (Authorship)
- Plagiarism
- Proposal writing in [discipline]
- Report writing
- Technical Writing
- Business Writing
- Online Authorship
- Creative writing
- Handbooks manuals etc.

The subject areas mostly represented in the collection are:

- Academic writing
- Style and publication guides
- Writing for theses, dissertations, and research
- Grant writing
- Plagiarism

Subject areas collected to a lesser degree are:

- Writing for specific disciplines
- Creative writing

Other resources

Other University resources are available through the Writing Studio, both online and in Atterbury Student Success Center.