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A Survey of Children's and Young Adult Literature Collections in Academic Libraries of Christian Higher Education

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A Survey of Children's and Young Adult Literature Collections in Academic Libraries of

Christian Higher Education

Short Title: Children's Literature Survey of Academic Libraries

Melissa Atkinson and Shan Martinez

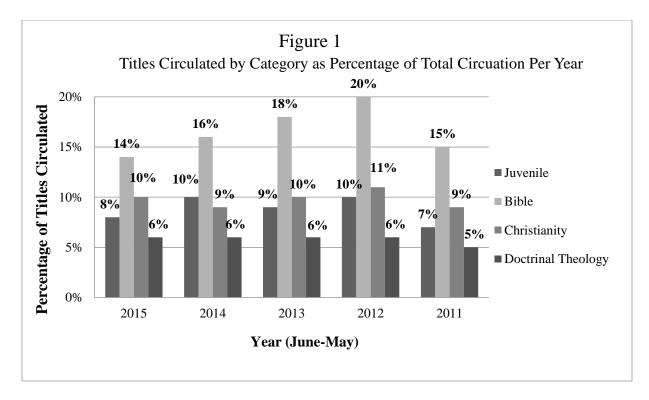Abilene Christian University Brown Library, Abilene Texas

Abstract

Children's and young adult literature collections have an important place in an academic library. Most often these collections go unnoticed by many in academia, who may regard children's literature as irrelevant to the mission of the academic library. In reality these important collections support institutional curriculum and include interdisciplinary resources used in many academic departments. Findings are reported of a survey conducted of private Christian colleges and universities regarding their management of children's and young adult literature collections which seeks to identify current practices and procedures being utilized. Results from the survey highlight use, promotion, and management.

Children's and Young Adult Literature Collections in Christian Higher Education

Children's and young adult literature have been cause for delight and concern among academic librarians. These materials help support university and college curriculum for children's and young adult literature courses taught in various departments of Christian institutions of higher education. These materials are also used by children of students, faculty and staff and by the community where the universities and colleges exist. Lesser known are the other academic departments that use these collections formally or informally as part of their courses. Most academic librarians are not trained specifically to manage a children's or young adult literature collection and few have a sufficient budget to maintain one. Nevertheless, librarians develop and weed these collections, learning from experience. In some cases, these librarians apply practices used with other collections to children's and young adult collections, such as developing a collection policy. A review of the significance of such collections in the discipline literature may promote a new perspective on the importance of children's and young adult collections.

Background

The Margaret and Herman Brown Library (Brown Library) of Abilene Christian University (ACU) is a private, four-year institution. The children's literature collection at Brown Library has a long tradition of value and use. As far back as 1966, the library housed a small children's literature collection that was used by classes studying children's literature. Since that time, the collection has grown significantly. As of the last inventory, there are 11,051 volumes of children's literature, which is 3.98% of the entire library collection. The collection is separated by non-fiction, fiction, young adult, and big book titles.

There is currently no official budget for the collection, but each year award-winning titles and honor books are purchased primarily using allocations for the education department, gift funds, endowment funds, or a combination of each. Additionally the library sponsors the Heart of Texas Children's Literature Center (H.O.T. Center) housed within Howard Payne University in Brownwood, Texas. The H.O.T. Center receives books from publishers in order for volunteers (mostly librarians) to review. In exchange for this sponsorship, the library receives approximately 100-120 children's books each year. Due to the small budget, quality of the collection is a primary concern. The non-fiction collection is assessed at least once a year since some of those titles frequently go out of date quickly. The fiction collection also undergoes periodic extensive assessment.

As the third most used collection in the Brown Library (previously described), the children's literature collection is a valuable resource to many disciplines. As shown in Figure 1, the children's literature collection (designated as Juvenile) is consistently used more than the Doctrinal Theology collection (Dewey call number ranges 230-239 and 811-819). Only the Bible and Christianity collections are used more frequently (Dewey call number ranges 220-229, 240-261.7, and 262-269).

Figure 1

Titles Circulated by Category as Percentage of Total Circuation Per Year

As a Christian university with an academic emphasis on a unique, interdisciplinary approach to general education and integration of faith and learning, this data is important to us as we develop the children's literature collection. This data supports the value of the collection as it asks and attempts to answer the questions, "Who is using this collection?" and "Why does it get used so frequently?" The authors consulted with several departments across campus, and while there are many that do not require students to use this collection, students have found that looking at books in this collection for their studies is a natural part of the research process.

The children's literature collection is frequently consulted and used for assignments in the Teacher Education department. The students in this department use the books in these collections for lesson plans, reading comprehension, content area text sets, internships, and student teaching. Other departments have assignments that require students to use the collection as well. The Language & Literature department is responsible for teaching the Young Adult Literature class. These students are required to read twelve young adult novels as part of their

course (six are assigned and six are the student's choice from a professor-approved list). In a Communication Science and Disorders course, students are required to create a "book bag" that includes one children's book appropriate for reading aloud to a child as well as an age-appropriate activity the child can do with their parents. Other known users of the collection are international students, refugees, homeschoolers, children of faculty and staff, alumni, friends of the university, and volunteers.

The purpose of the current study was to identify, report, and compare actual practices and procedures regarding management of these collections among academic libraries in institutions of Christian higher education that have similar missions and faith traditions. Findings were compared to the practices and procedures found in the literature as well as to practices noted in the author's library which places high value on these collections, as detailed above.

Literature Review

Children's and young adult literature collections are regularly found in academic libraries of Christian higher education institutions. However, literature on the nature of these collections (size, classification, use, and funding) in Christian higher education institution libraries are not readily available in academic journals. Much of the literature on children's collections in academic libraries is focused on best practices, collection development, and programming.

In general, guidelines for collection development are useful for all college and university libraries for any collection, as well as children's and young adult literature collections. The Association of College and Research Libraries (ACRL), a division of the American Library Association (ALA), provides guidelines to identify the essential elements of administration, services, collections, access, and assessment for curriculum materials centers. The guidelines include several items under each of these categories. Attention to budget source and funding,

knowledgeable personnel, distinct facility, and a plan for promotion are grouped together under administration. Topics including reference, instruction, faculty liaison and distance learning are items related to services. Access and assessment include physical and bibliographic access as well as a plan for evaluating the achievement of the mission and goals of the collection. The collection section highlights the importance of a collection development policy as a tool that guides the selection and acquisition of material which shapes the collection. It also addresses alignment with the mission, description of users and the aspiration to collaborate with faculty. Additionally, standards that include attention to criteria and process for selection and guidance to allocating budget resources to maintain balance in the collection are included. These ACRL guidelines are effective in establishing policies and procedures for the children's and young adult collections. They also served in the analysis of the survey results. The Education and Behavioral Science Section (EBSS) of ACRL occasionally publishes a Directory of Curriculum Materials Centers (CMC) based on survey results of academic libraries in the United States and Canada. In the most recent publication of the Directory of CMC, the authors found that the survey results indicated that 72% of libraries surveyed (158 responses collected, 145 responses to policy question) had a collection development policy for their CMC (Gregor et al., 2015).

Children's literature collections in academic libraries sometimes go unnoticed by the general academic population. Often education students are required to use this collection in their assignments, but the collection may not otherwise be examined by other community members. Several libraries have attempted to modify this situation, including the University of Wisconsin and Lewis & Clark College, who called attention to their children's collections in order to promote its use (Tvaruzka, 2009, Hirsch, 2008). These libraries developed policies and programs geared toward promotion of the collections, focusing mainly on children in the

community. One library, Jacksonville State University, specifically focused on promoting the collection to students enrolled in children's literature classes; the library created a program designed to highlight the collection's recent acquisitions (Charnigo & Suther, 2007).

While many academic libraries have a children's literature collection that supports the teacher education program, other departments have a stake in the collection as well (Gelber & Uhl, 2013). In addition to the teacher education department, it is reported that students in Art, Theatre, Psychology, Counseling, and English have use for these collections as part of their courses (Hirsch, 2008). Other programs that may use the collection are cultural anthropology, foreign language, religion, and multicultural courses (Crosetto & Horan, 2007). The communication sciences and disorders' students use the children's literature collection as a requirement in one of their courses (L. Austin, personal communication, April 23, 2013). Desai (2014) agrees and adds that undergraduates (and others) may also enjoy reading young adult novels just for fun.

Since budgets are very often limited, selection of materials for children's literature collections adheres to strict guidelines or policies. Usually these selection practices consist of only purchasing award-winning titles, honor books, and highly recommended titles from various library organizations and journals (Crosetto & Horan, 2007). Limiting acquisitions to award-winning titles and lists ensures a strong collection as well as supports many children's literature classes that require these titles to study as part of assignments (Williams, 2011). As educators focus more on multicultural cultural awareness, librarians should also consider collecting award winners from outside the United States (Bay, 2001). Many other libraries rely heavily on gifts to support collection development.

Bay (2001) suggested that many academic librarians may not have experience with children's literature. However, he points out that there are experts in Teacher Education departments and English departments who will provide excellent advice on selections. He also advises librarians to communicate with school teachers and librarians because they "are more likely to be aware of the 'real world' implications of using certain works in the classroom (2001, p. 4)." Finally, Bay points librarians to various resources to aid in selection. *Publisher's Weekly*, *School Library Journal*, and *Lorgnette* are all periodicals which publish reviews of children's literature (2001). In addition, the librarian can find many useful lists of award winning books on the American Library Association's web page as well as similar pages (ala.org, 2015).

Managing any collection, even a children's literature collection in an academic library, includes weeding or de-selection of materials to keep the collection current and valuable for students, faculty, staff and other users. While some weeding is necessary on an ongoing basis (Williams, 2011), many libraries choose to review their collections using established criteria every year or every several years (Gelber & Uhl, 2013). Criteria often used when weeding a children's literature collection include circulation data, condition of the book, multiple copies held, award winning author or illustrator, content, or currency of the information. A children's literature collection possesses little value if users cannot find it or do not know it exists. Thornton (2010) highlights three basic strategies for promoting award winning books. First, the 586 field consistently added to the catalog record indicating the awards won by a specific title will make users aware of the awards when viewing the catalog record and will allow searching by a particular award. Second, award winners can be featured in online subject guides and bibliographies. Third, book displays focus attention on recent acquisitions. Exhibits developed to showcase a unique theme or a particular author have been practiced by librarians in all kinds

of libraries (Hirsch, 2008). Library instruction sessions as well as consultation at the reference

desk provide opportunities for librarians to speak with users directly about what the collection

has to offer. The collection might also be mentioned during general library tours and student

orientations. Librarians who serve as liaisons to various departments can promote the collection

by identifying particular courses and faculty who might be interested in certain material (Hirsch,

2008).

The literature on classification, housing, and identification of children's literature is

limited as is budget information for the collection. Frierson-Adams (2001) of the University of

Mississippi reported survey results of children's collections in academic libraries in 2001. She

found that 70% of the schools surveyed used the same classification system for the children's

collection as was used for the main collection. Also, 96% of the institutions surveyed separate

the children's collection from the main collection in some way. The Directory of Curriculum

Materials Collection and Development presents budget range information according to survey

results (Gregor, 2015). Over 56% report a budget of $5000 or more for books and other

material. This percentage also reflects budgets which come from larger institutions.

Zimmerman Library at the University of New Mexico is one example of a library which

left the selection of children's literature to the mechanics of an approval plan, and the

classification and location was strictly Library of Congress (LC) as part of the main collection. A

new education librarian convinced her colleagues to pull all children's literature creating a

distinct children's collection in a newly designed area on the third floor. The new location made

it easier for librarians to care for the collection. It also enabled browsing and improved

accessibility for everyone. The new space attracts serious researchers and casual browsers, as

well as groups and individuals (Desai, 2014). In addition, the librarian can find many useful lists

of award winning books on the ALA's web page as well as similar pages (American Library

Association, 2015).

Research Questions

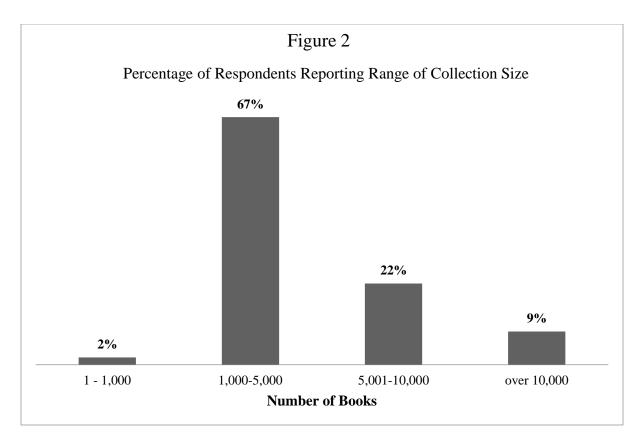The authors sought to answer the following research questions by sending out this survey.

1. Is there a correlation between children's literature collection size, annual budget, and
   FTE?

2. What experience with children's literature collections do academic librarians have?

3. How do academic libraries catalog (or classify) and arrange their children's literature
   collection?

4. Is there a correlation between selection and de-selection of children's literature
   materials and the existence of collection development policies?

5. Who are the users of children's literature collections in academic libraries and what
   ways are these collections promoted to these users?
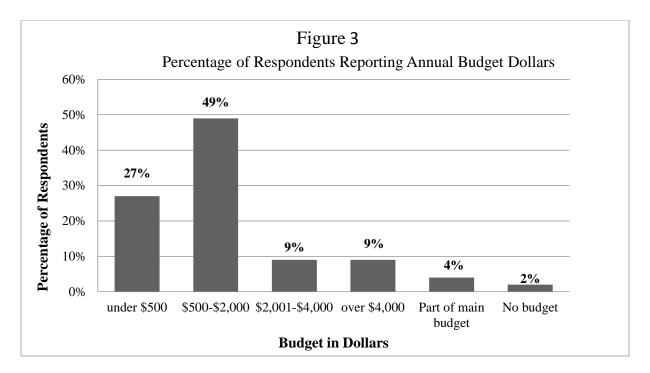
Methodology

The objective for this survey (found in Appendix A) was to gain information regarding

current practices and procedures in the management of children's literature in academic libraries.

In crafting the survey questions, specific focus was given to library size, budgets, collection

development, arrangement, policies, and specific use. The Abilene Christian University

Institutional Review Board approved this study in January 2014. For purposes of comparing

similar libraries, the survey was distributed electronically to private Christian universities who

are members of the Council for Christian Colleges and Universities (CCCU). The CCCU is an

organization that has members across the world whose institutions are "intentionally Christian."

Since there is not a listserv for this organization's librarians, we sent an electronic survey to

librarians from each of the 115 member institutions in the United States. Data gathered and analyzed included budget, collection count, classification, policies, and de-selection/weeding. Other factors gathered from this survey included collection storage, marketing, storytime, arrangement on the shelves, and English as a foreign language, but are not reported in this article.

Findings

The survey was sent to 115 librarians representing each member institution of the CCCU. Out of the 115 e-mail messages sent, there were 45 respondents (39% return rate) to the survey. Only 4% of the respondents were similar in size to authors' institution's full time enrollment (FTE) of 4,001-5,000 while 36% and 27% respondents reported having an FTE of 1,001-2,000 and 2,001-3,000, respectively. The other respondents reported FTE's of over 5,000 were at 4%, less than 1,000 were at 16%, and 3,001-4,000 were at 13%. The survey indicated that 67% of respondents have children's and young adult collections between 1,001-5,000 items and 22% report their collections range between 5,001-10,000 items (See Figure 2). Other respondents reported 2% and 9% having 1-1,000 and over 10,000 items respectively.

Figure 2

Percentage of Respondents Reporting Range of Collection Size

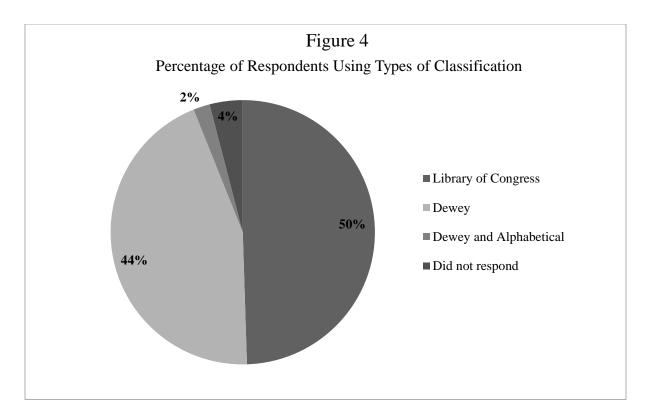Budget findings found in Figure 3 were 49% of respondents reporting an annual budget between $501-2,000 on children's and young adult literature collections, while 27% of respondents have a total budget of under $500. Another 4% of respondents indicated that their budget was part of a main collection budget and 2% of respondents indicated they do not have a budget.

Figure 3

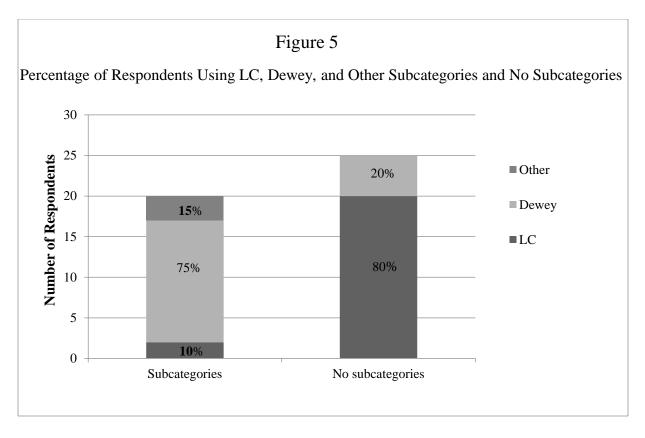### Percentage of Respondents Reporting Annual Budget Dollars

Information about children's literature courses and experience were gathered to learn what circumstances surrounded a librarian's charge of a children's literature collection in an academic library. Forty-two percent of respondents indicated having had a children's literature course in graduate school, while 33% indicated having had a children's literature course as an undergraduate. Only 11% indicated they had no children's literature courses, and 7% indicated they had no experience with children's literature. Other respondents indicated that they had taken a school librarian track in graduate school, had school library experience or had public library experience.
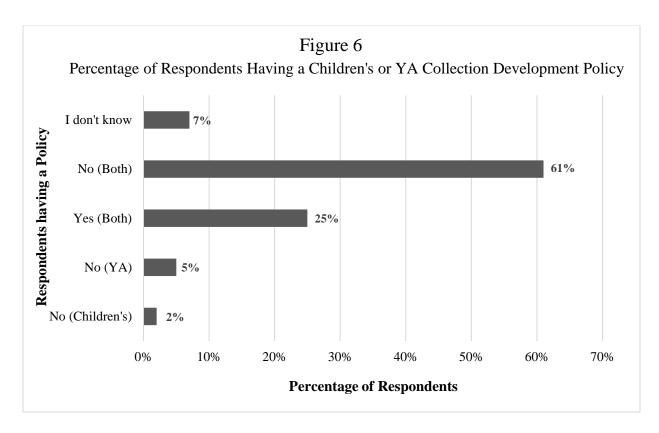
Children's literature collections are cataloged using different methods depending on the library and policies guiding classification of the entire collection. According to Figure 4, 49% use the more common academic library classification, Library of Congress (LC), to catalog their collection.

Figure 4

Percentage of Respondents Using Types of Classification

Like our library, 44% of the survey participants use Dewey classification. One participant used a combination of Dewey and alphabetical order while two did not respond to the question. Similar to classification is how books are arranged on the shelf, although some libraries opt to arrange their books in different ways than just using the classification system used in their cataloging process. Thirty-six percent arrange their books using LC, while 40% use a variety of subcategories (Picture Books, Chapter Books, Easy, Biography, Fiction, Non-fiction, etc.). Eighteen percent indicated that they have no subcategories and one participant indicated that their collection uses a "J" and "YA" arrangement (See Figure 5).

Figure 5

Percentage of Respondents Using LC, Dewey, and Other Subcategories and No Subcategories
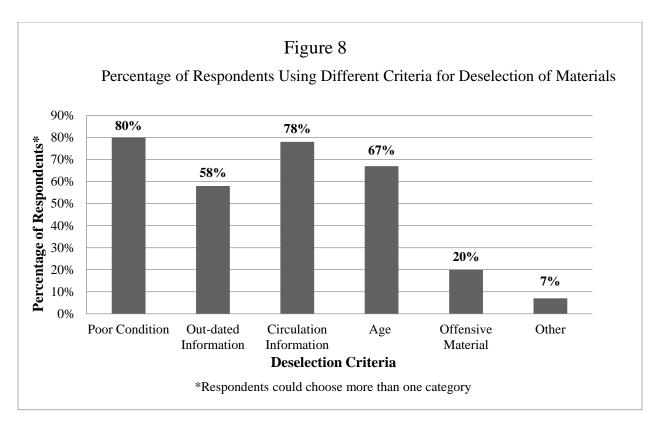

Over half the respondents, 61%, do not have a children's or young adult literature collection development policy. Some respondents, 25%, had both a children's and young adult literature collection development policy (See Figure 6). Seven percent of survey respondents did not know if their library had a children's or young adult collection development policy or not.

Figure 6

Percentage of Respondents Having a Children's or YA Collection Development Policy
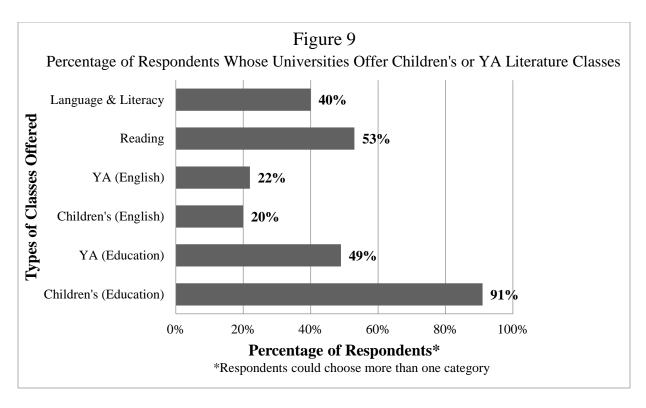
Collection development includes both selection and de-selection to cultivate a current and dynamic collection. We asked librarians to report their criteria for selection and de-selection. According to the survey, 100% of the libraries responding purchased award-winning books, 58% use reviews of some kind, 87% confer with professors on selections, and 53% look for popular titles (see Figure 7). The selection criteria of graphic novels and religious titles were each used 42% of the time. Christian titles were reported as not purposefully collected, but occasionally purchased by 76% of the respondents. Only 16% of respondents said they purposefully collect Christian titles for their collection either as part of their collection development policy or because it is important to do as a Christian institution.

Figure 7

Percentage of Respondents Using Different Criteria for Selecting Materials

De-selection is also an important part of collection development. Four criteria received the most responses on the survey (See Figure 8). When considering de-selection, the top three methods of de-selecting materials were 1) poor condition, 2) circulation data, and 3) outdated information. Poor condition was selected by 80% of respondents and outdated information was selected by 58% respondents on the survey. Librarians often use circulation data when de-selecting books and 78% of respondents agreed. Age of the book was selected as a criterion by 67% of respondents regardless of book condition. Although a definition of "offensive" was not given in our survey, 20% responded that they do not collect offensive material at all and 4% remove offensive material if there are complaints.

Figure 8

Percentage of Respondents Using Different Criteria for Deselection of Materials

*Respondents could choose more than one category

The types of literature classes offered at the institution that require use of the children's or young adult literature collections might determine the amount of books selected, budget, or the type of books selected. Figure 9 shows that 91% and 49% of respondents indicated that their institution offers children's literature classes and young adult literature classes, respectively. Forty-nine percent and 22% of respondents indicated that their institution offers children's literature classes and young adult literature classes by their English department, respectively. Reading classes were offered by 53% of the respondent's institutions and language & literacy classes were offered by 40% of the respondent's institutions. Other classes offered by institutions requiring the use of children's and young adult literature collections included history, art, psychology, English literature, foreign language, theatre, physical education, English as a second language (ESL), communication sciences, and religion.

Figure 9

Percentage of Respondents Whose Universities Offer Children's or YA Literature Classes

The survey indicated that 100% of respondents reported that students use their children's literature collection and that 73% of respondents indicated that faculty and staff, including their children use their children's literature collection. Community members were reported as users by 40% of respondents. Other users of the children's and young adult collections indicated by survey respondents were alumni, retirees of the institution, consortium members, interlibrary loan users, spouses and children of students, campus day care, international students, and elementary tutors.

Some libraries promote their children's and young adult literature collections and some do not. While 51% of respondents indicated they use displays to promote this collection, 40% of respondents indicated they do not promote this collection at all. Other forms of promotion included campus communication, programming for students over 18-years-old, programming for students under 18-years-old, social media, LibGuides, blogs, and visiting education classes. One respondent indicated that there was no need to promote their collection because it is well-used.

Discussion

Budget, Collection Size, FTE

All respondents indicated that they selected award-winning titles as part of their

collection and yet 27% reported having a budget of less than $500. This year (2014), the

American Library Association (ALA) award-winning titles, including the Newbery and

Caldecott winners totaled $137.19 using Amazon.com prices. These titles are just the award

winners and do not include titles such as Honor Books (runners-up). For a budget of under $500,

this would certainly use up much of that allotment, especially if honor books and other award

books were purchased. According to the survey results, 67% of respondents had collections of

1,001-5,000, while some budgets were reported to be in the range of $501-$2,000. Using the

example from above, budgets of this size would be adequate to buy award-winning titles, but

may not be large enough to purchase titles to replace ones that are discarded or to keep the

collection up-to-date. These results could indicate that the size of the collection reflects the

amount of the budget. Some respondents indicated that budgets were often supplemented by

gifts or donations. The authors could find no direct correlation between budget and FTE or

collection size and FTE.

Experience

Respondents indicated in most cases, it is interest or background that makes an academic

librarian in charge of collection development in children's literature. The authors found that

experience with children's literature among respondents was high. Only 7% of respondents had

no experience with children's literature collections. Managing any collection without some

knowledge of the subject can be daunting, especially if a librarian inherits a collection either due

to retirement of a librarian or some other circumstance. One respondent stated, "I have four

children. That seems to make me the expert at my library." Bay's article and similar resources are available for librarians not familiar with children's literature collections yet suddenly find themselves managing one.

Cataloging, Arrangement on Shelves

One interesting finding from the survey regarding the cataloging and arrangement of the children's literature collections was the sharp contrast in the practices of institutions who use LC and those who use Dewey. Respondents using LC were less likely to use subcategories such as Easy, Juvenile Fiction, Young Adult, etc. than were respondents using Dewey (as shown in Figure 7). Respondents using Dewey classification were more likely to use subcategories. This may be due to the fact that the LC classification scheme is less rigid than the Dewey classification scheme. One respondent noted that their children's literature collection is organized by LC with no subcategories, but subcategories could be useful.

Selection, De-selection, Policies

Over half of the respondents did not have a children's literature collection development policy, and a little less than half did not have a young adult literature collection development policy. Without a collection development policy, the authors wondered if the lack of one impacts the growth of these collections, which is beyond the scope of this survey. However, survey respondents indicated that they use various methods for selection and de-selection of materials, including selecting award-winning titles and de-selecting titles that are in poor condition. Without a collection development policy, it is unclear to the authors who makes these decisions. Establishing policies gives the current and future children's literature librarian a document to which to refer when adding or de-selecting items. Policies also provide continuity

through the years. Even a small children's literature collection will benefit by establishing a plan and a policy.

Users

Since all respondents indicated that students are the main users of their children's collections, the authors were a little surprised to see that a little less than half (40%) of respondents indicated they do not promote the collection at all. Some libraries may not need to promote their collection due to the size of their library and institution. Several promotion practices that might reach a broader audience (faculty, staff, and community) were indicated in the survey results: social media, LibGuides, and blogs. Displays seemed to be the most popular form of promotion, with about half of respondents indicating this method. Promotion of the collection using various methods can help increase awareness and usage of the collection as well as highlight material that will be useful to students for projects and papers.

Conclusion

Children's literature is an important and valuable part of an academic library. Children's literature is used in surprisingly diverse settings from theatre and art to communication sciences and English as a second language (ESL). Consistent users of children's and young adult literature collections include a wide variety of students, faculty, staff, and the community.

Survey results included managing small budgets, organization, selection, de-selection, collection development policies, promotion and academic analysis. Common practices include managing small budgets, promoting these collections using events and displays, selection of materials using review publications, creating policies, and consulting with professors. While the children's literature collection gets used frequently, more promotion to include children from the community might be helpful if we decide we need more community involvement in the library.

This survey provided useful information and perspective from other libraries which supports some of our practices and inspires ideas for others. It might be helpful to do further analysis of survey results not discussed in this article, such as usage data, consortium practices, and storage. More research into circulation data and collection development policies from other universities, including public and larger universities, would be helpful to other librarians building and maintaining children's literature in their academic libraries.

About the Authors

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Appendix A – Survey

This survey is to help inform our library of best practices regarding children's/juvenile and young adult literature in academic libraries among other CCCU institution members. The word "children's" and "juvenile" are interchangeable in this survey. Young Adult literature refers to literature normally considered for children in the age range of 10-19 and normally in the fiction genre. This survey will take approximately 15-20 minutes to complete.

Information about Risks, Benefits, Participation, and Confidentiality:
Participation in this survey is voluntary. Risks associated by participating in this survey are minimal. There are no costs associated with participating in this survey and the only benefit is to further research in this area. All answers are confidential and will not be directly associated with any participant. If you would like more information about this survey or would like a copy of the results (probably in the form of an article, essay or presentation), please leave your contact information in the comment section indicating you would like a copy. Please contact us below for any other questions about this survey. (IRB approval from ACU on 1/14/14).

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Questions
1. Does your library collection children's literature?
Yes
No

2. What is your institution's FTE (full time enrollment)?
Less than 1,000
1,001-2,000
2,001-3,000
3,001-4,000
4,001-5,000;
Over 5,001

3. How many children's literature books do you have in your collection?
0-1,000
1,001-5,000
5,001-10,000
Over 10,000

4. How is your children's literature classified (including Young Adult)?
Library of Congress
Dewey Decimal

Alphabetical by author
Other

5. How are your children's literature books arranged? (For example: Easy, Juvenile, Fiction, Non-fiction, Young Adult, etc.)

6. Where is your children's and young adult literature located? (For example: part of main collection, in the basement, in a separate room, part of Curriculum Materials Center, etc.)

7. What is your annual budget for children's and YA literature?
Under $500
$501-$2,000
$2,001-$4,000
Over $4,001

8. How much of your annual budget is allocated toward award-winning titles (i.e., Newbery, Caldecott, etc.)?
Less than half
About half
More than half
Hard to calculate;
We do not have a budget, but rely on gift/endowment/general funds for purchases
Other

9. If you have a small or non-existent budget, what are some creative ways you have found to support your collection?

10. What education or experience does the librarian responsible for children's literature have?
Children's Literature course(s) (undergrad)
Children's Literature course(s) (grad)
No children's courses (undergrad or grad)
School librarian track (grad)
School library experience
Public library experience
No experience
Other

11. Do you have a children's literature and/or a young adult literature collection development policy?
         Yes, we have a Children's Literature collection development policy
         Yes, we have both a Children's Literature and Young Adult Literature collection development policy
         No, we do not have a Children's Literature collection development policy
         No, we do not have a Young Adult Literature collection development policy
         I do not know if we have either a Children's Literature or Young Adult Literature collection development policy

12. If you do not have either a Children's Literature or a Young Adult Literature collection development policy, please explain why below.

13. Do you purposefully collect Christian Fiction, Christian Young Adult Literature, or any other Christian books for your children's or YA collection?
No, but we occasionally purchase these titles for CL & YA
Yes, we do it as part of our CL & YA lit coll. dev. Policy
Yes, we do as we believe it is important as a Christian institution
Yes, because it is part of the overall coll. dev. Policy
Other

14. Which of the following criteria are included in the selection of your children's literature collection? (Please check all that apply)
      Award-winning titles (Newbery, Caldecott, etc.)
      Reviews (School Library Journal, Library Journal, Booklist, etc.)
      Professor selections
      Accelerated Reader Lists
      Popular titles (Junie B. Jones, Hank the Cowdog, Judy Moody, etc.)
      Religious
Foreign Language
      Other

15. If you collect foreign language books, who uses them?

16. Which of the following criteria are included in the de-selection/weeding of your children's literature collection? (Please check all that apply)
      Poor condition of book
      Age of book
      Circulation data
      Outdated information
      Offensive material (we do not collect offensive material at all)
Offensive material (we remove offensive material if there are complaints)
      Other

17. Using your selections from above, please place your TOP THREE criteria for de-selection/weeding of your children's literature collection in order of importance.

18. What kind of procedures do you have in place where anyone from your institution can challenge material in your children's or young adult literature collection?
We do not have a formal challenge form, but we do take opinions seriously
We have a policy
We have a form (print)
We do not have a way for anyone to challenge materials
Other

19. What type of literature classes (or other types of classes) does your institution offer where students are required to use the children's or young adult literature collections?
Children's Literature (Education department)
Children's Literature (English department)
Young Adult Literature (Education department)
Young Adult Literature (English department)
Reading
Language & Literacy
History
Art
Psychology
English Literature
Foreign Language
Theatre
Physical Education
ESL
Communication Sciences;
Other

20. In general, which groups use your children's literature collection?
Students
Spouses/children of students
Faculty/Staff (including children)
Community members
Consortium members
Alumni/Retirees of institution
Interlibrary loan
Other

21. If you are part of a consortium (shared catalog, borrowing privileges, etc.), what kind is it?
Local
Regional
State
National

22. How do you promote your children's and/or young adult literature collection?
Displays
Campus communication
Programming (children under 18)
Programming (students 18+)
Social media
We do not promote
Libguides
Other

23. If you know the usage data for your children's and YA collections, please share it as a percentage of usage compared to the rest of the collection (for a one year period).