

CHILDREN'S AND YOUNG ADULT LITERATURE



Coordinated by Tomaro I. Taylor and Ivy Nguyen. With contributions from Sydney Jordan.

Created: October 2020

Last Modified: November 29, 2021

CHILDREN'S AND YOUNG ADULT LITERATURE: A STRATEGIC COLLECTING AREA

I. EXECUTIVE SUMMARY

The University of South Florida Libraries Tampa Special Collections houses a large collection of children's and young adult literature that includes bound books, digital manuscripts, dime novels, toy and chapbooks, archival collections, toys, and games.

As a strategic collecting area, Children's and Young Adult Literature:

1. Acknowledges the depth and breadth of both physical and digital collections currently held at USF Libraries Tampa and positions Special Collections well within the range of peer and aspirant institutions.
2. Promotes research and study on diversity and inclusion by documenting the socio-cultural experiences of both children and young adults since the 1800s, predominately in the United States and Britain, with emphases on race, gender, identity, sexuality, traditions, customs, and education.
3. Provides key members of children's and young adult literature stakeholder communities opportunities to actively engage in curating, promoting, using, and supporting relevant resources in Special Collections.

Children's and Young Adult Literature is a well-established collection with significant donor investment and interest from both researchers and casual users. For more than 50 years, patrons, benefactors, educators, and other patrons have recognized the value of these materials by actively contributing toward their growth, embedding them into course curricula, referencing them in their research, or using them for leisure reading. The USF Libraries' strategic emphasis on Children's and Young Adult Literature has the potential to greatly enhance the visibility of Tampa Special Collections by capitalizing on the collections' scope and its marketability for high-impact research and instruction.

The total budget to fund Children's and Young Adult Literature for five (5) years is \$362,250 of which 100% subsidizes library employees to curate the collections, beginning in Quarters 3 and 4 of Fiscal Year 2024. Personnel costs reflect a strong commitment to professional expertise and specialization among team members who will be well-positioned to develop, sustain, and assess Children's and Young Adult Literature, with special emphasis on increasing collection use and recognition.

II. CHILDREN'S & YOUNG ADULT LITERATURE, USF LIBRARIES TAMPA SPECIAL COLLECTIONS

The USF Libraries Tampa Special Collections maintains nearly 35,000 volumes, 14 archival collections, holdings of historical textbooks, and a scattered number of toys, games, and other realia that comprise and complement the Children's and Young Adult Literature Collection.

Monographs, serials, and ephemeral publications in the Children's and Young Adult Literature Collection date from the early 1800s to the present and include holdings from three distinct sub-collections: the Children's Literature collection, the Dime Novel collection, and the Ted Hipple Collection of Young Adult Literature:

- The Children's Literature collection includes girls' and boys' series books, dating to the mid-1800s, and G.A. Henty's novels¹, published in the late 19th century. The greater majority of these works are classified under the Library of Congress Subject Heading PS–American literature.
- The Dime Novel collection includes extensive runs of popular series books published between the 19th and 20th centuries. As the repository for one of the largest Dime Novel collections in the United States, Special Collections is recognized for making this subset of the Children's and Young Adult Literature Collection accessible both in-person and digitally.
- The Hipple collection comprises nearly 10,000 monographs and manuscripts produced after 1970. The newest and fastest growing of the collections, Hipple has the momentum and capacity to exponentially increase the volume of children's and young adult literature holdings maintained by Special Collections over the next few years.

Children's and young adult archival collections, textbooks, toys, and games run the gamut on collection subgenres. Archival resources include artificial collections of artifacts, contemporary manuscript collections, and modern prints; many of the textbooks were published in the 19th and early 20th centuries and include works of academic and domestic pursuits; games and toys include puzzles, cards, and other pastimes that would have appealed to children prior to 1950.

The expansiveness of the Children's and Young Adult Literature Collection is both a strength and a deficit. Although materials document the changing landscape of roughly 200 years of American and British children's and young adult literature, the collection lacks comprehensiveness and chronological continuity. [Digital Collections](#) highlight the more prominent aspects of Special Collections holdings (i.e., titles published before 1923, selected dime novels, and Hipple manuscripts), but they do little to draw attention to or increase use of related holdings accessible only in the Special Collections Reading Room.

¹ Due to donor stipulations, the G.A. Henty collection is named and housed separately from the Children's and Young Adult Literature Collection. This would suggest that Henty comprises a subcollection of Children's and Young Adult Literature, much like the Children's Literature, Hipple, and Dime Novel collections. However, neither the physical nor descriptive/organizational placement of the collection have led to its consideration as a separate sub-collection within the overarching Children's and Young Adult Literature Collection.

III. STRATEGIC CONTEXT

Supporting the Children's and Young Adult Literature Collection demonstrates a commitment to the enduring value of materials that chronologize the changing landscape of literature developed for, and primarily used by, younger members of American and British society. With materials covering both historic and contemporary periods, the Children's and Young Adult Literature Collection at Tampa Special Collections secures the position of USF Libraries among peer and aspirant institutions that maintain similar collections:

A. GLOBAL CONTEXT

Scholarly articles about academic libraries cultivating, promoting, and documenting children's and young adult literature collections are few. Current literature about these activities in rare book and special collections environments are even fewer. Of the scholarly literature published in the last 10 years, most articles describe the ways in which academic librarians use children's and young adult literature collections to promote the collections themselves. In these somewhat tenable (yet wholly unsustainable) iterative cycles of "self-promotion," there is little consideration for what happens when displays and other promotional tools no longer work to entice new users and researchers. Additionally, there is even less consideration for what happens when circulation statistics are not enough to document use. Even more problematic is that the literature assumes three major points: that collections are firmly established, and thus capable of promoting themselves; collection development in these areas is primarily librarian-driven as opposed to driven by donation; and collections are modern (as opposed to historical) and can be replaced when needed or warranted.

Other articles point to the general lack of awareness surrounding children's and young adult literature in academic library collections, where such materials are often overlooked and underutilized. In 2008, Elaine Gass Hirsch addressed the appeal of children's and young adult literature collections in academic libraries and outlined a plan that academic librarians could follow to best promote children's literature collections to campus students and faculty. By "consider[ing] the collection's strengths and weaknesses ... reviewing development policy, circulation statistics, and determining the average age of the materials" (13), librarians would be able to take into consideration the different ways patrons could utilize children's literature collections, whether for research purposes or leisure reading. Similarly, Kathy Yoder and Kellie Tilton (2013) note that children's and young adult literature collections are especially significant among college students who have an interest in reading YA literature but who may not have other means to do so. Like Hirsch, Yoder and Tilton approach the disconnect between the lack of use of academic library collections in this subject area by developing a three-pronged plan centered on displays, promotion, and statistics. Their plan consists of exhibiting popular titles with eye-catching covers, promoting these displays and titles through social media, and then recording the statistics of the most frequently circulated titles (125-129). While this approach may work well in library areas with high foot-traffic, it is less likely to be as successful in areas with limited access such as special collections.

Libraries of all types must strive to build a wide collection of diverse titles that represent the needs of their patrons. Virginia Kay Williams and Nancy Deyoe (2013) define diverse collections as those that include "characters from racial and ethnic minorities, characters with disabilities, and characters who identify as LGBTQ" (105). In a study that looked at whether libraries of all types maintained collections that both supported and reflected the needs of children, adolescents, and K-12 educators, Williams and Deyoe found that more than 1,500 academic libraries across the United States actively collected children's and young adult literature. These findings are significant as they demonstrate the importance of academic libraries in "providing youth collections that reflect diverse families and life experiences [to]

ensure that members of populations which have been discriminated against or disadvantaged feel welcomed and included in libraries today and in the future" (117). This is especially imperative in special collections environments, which have traditionally been underutilized by minoritized communities.

In each of these articles, the authors' claims and suggestions are based on children's and young adult literature collections with "regular" circulation—that is, collections unrestricted by policies limiting at-will use. Although other sources also center on general circulating collections, one study does consider an aspect of maintaining children's and young adult literature that is of equal importance to special collections and rare book environments—preservation. In "Preservation Needs of Children's Literature in Academic Libraries," Patricia A. Morris (2010) discusses the importance of conducting preservation needs surveys to address issues with material age and condition. At the University of Colorado at Boulder Libraries, where the study was conducted, Morris' survey raised concerns about future preservation and replacement of collection items, as some were too brittle to be rebound and too rare to be replaced. The biggest concern, however, was that children's and young adult literature posed the unique problem of being irreplaceable; many children's titles are issued in limited runs, and classic stories are often re-issued as different versions. As such, it can be very difficult to replace older, and more rare copies, and equally as difficult to replace more contemporary titles that are out of print.

Regardless of the somewhat ephemeral nature of publications geared towards children and young adults, children's and young adult literature collections play important roles in education and promoting diversity in both text and real life. Christina M. Desai (2014) delves into this topic in "What's So Important about Children's Literature," in which she addresses collection use beyond education departments. Desai points out that students and faculty in art, sociology, history, counselor education, and English for Speakers of Other Languages (ESOL) programs can greatly benefit from these types of collections as they support "novel research topics and unexpected sources" (145). According to Desai, historical children's literature can be used to promote critical research and analyses on the social atmosphere of the past and "[open] our eyes to the way children's literature reflected and perpetuated inequalities in our society" (144). Likewise, contemporary children's and young adult literature collections can be used in the same way, as both new and established authors tackle issues and subjects that have been wildly controversial in the past.

Jennifer Buehler (2020) discusses the effectiveness of young adult literature as a teaching tool that can serve as a way to form relationships with children whose cultural worlds may be different. Young adult literature can also be tied to current events and the social landscape of the present. But because young adult literature is often not seen as "rigorous" (20), Buehler suggest a Young Adult pedagogy, wherein young adult literature is put into the same context and circle of importance that literary classics hold in the classroom.

The Tampa Special Collections faces the interesting challenge of having the desire to promote significant portions of the Children's and Young Adult Literature Collection but the inability to effectively do so. With a collection spanning more than 200 years and covering a vast range of genres and subject areas, the issue becomes less of how to promote and preserve the collection but what to promote and preserve. Of equal importance is the need to ensure that efforts to increase the reach and use of Children's and Young Adult literature, both across the USF campus and beyond, are as inclusive as the materials being publicized. In this regard, current literature fails to address the inherent need of rare book and special collections environments to effectively protect, promote, and preserve these collections when the materials themselves present a discontinuous timeline between historical and contemporary resources and modern use.

1. *Children's and Young Adult Literature Collections in ARL Libraries*

As of June 2020, there are 25 academic libraries in the Association of Research Libraries (ARL) that maintain children's or young adult literature collections comparable to the USF Libraries Tampa Special Collections. Among those 25, the most similar collections are located at Kent State University Libraries, University of Minnesota Libraries, and University at Albany Libraries. These collections include sizable holdings in dime novels, series books, and popular literature published between the 18th and 21st centuries, and also include manuscripts and archival records.

Appendix 1 (pp. 21-24) identifies and describes children's and young adult literature collections at ARL libraries and draws brief comparisons between these collections and the collection at the Tampa campus.

Although the collections at USF and the ARL libraries identified in the chart are relatively similar, there are noted differences. Namely, ARL libraries trend towards using the term "historical" to denote the chronological sweep of their collections. In doing so, collection breadth and scope are clearly defined, and there is little question about the inherent nature of the materials comprising these collections. Additionally, ARL libraries tend to make clear distinctions between children's literature collections and juvenile literature collections, whereas that distinction has become blurred at USF. In ARL libraries, the term "children's" is more commonly used to describe historical items, and "juvenile" most often refers to modern educational materials or the intended reading or grade level of young readers.

B. INFORMATION CONTEXT

The USF Libraries Tampa Special Collections Children's and Young Adult Literature Collection provides a wealth of underutilized resources. Roughly 35,000 items comprise Children's and Young Adult Literature, yet use statistics demonstrate inconsistent circulation of these materials in the Special Collections Reading Room and through interlibrary loan (ILL).

1. *Use Statistics*

The Aeon archival workflow system, implemented in 2010, is used to circulate materials in the Tampa Special Collections Reading Room. Data generated in Aeon between May 2010 and March 2020² was assessed to determine circulation patterns of the Children's and Young Adult Literature³ print collections in-house and via ILL. As Table 1 demonstrates, the Children's and Young Adult Literature collections have circulated to Reading Room patrons **1,455** times in 10 years⁴ and to Interlibrary Loan customers **101** times in seven years. In-person loans at Tampa

² Due to the COVID-19 global pandemic and the subsequent closure of USF campuses, Tampa Special Collections was not able to circulate materials between March 16 and August 17, 2020.

³ "Children's Literature" includes G.A. Henty Collection transactions.

⁴ Patrons identified as USF Libraries students, staff, and faculty working in or with Special Collections were excluded from the analysis.

Special Collections break down to approximately 145 transactions each year while ILL loans come to roughly 14 transitions.

Because data on faculty use for course instruction has been collected somewhat inconsistently over the years, that information is considered unreliable and has not been included here.

Table 1: Children’s and Young Adult Literature Reading Room Transactions

SUB-COLLECTION	READING ROOM LOANS	INTERLIBRARY LOANS ⁵
Ted Hipple Collection of Young Adult Literature	710	6
Children’s Literature	421	58
Dime Novels	225	34
Textbooks	87	3
Archival collections	12	n/a

Total Transactions	1,455	101
--------------------	-------	-----

2. Use Patterns

Undergraduate students comprise the largest percentage of patrons using the Children’s Literature, Hipple, Dime Novel, and Textbook collections. Close analysis of the data suggests students are accessing the collections for coursework, research, and leisure reading.

⁵ ILL was implemented in Spring 2016 after three years of pilot projects. In some cases, requested items were cancelled by staff due to the requesting institution not meeting USF’s stated guidelines for loans. As with Reading Room transactions, ILL transactions ceased in mid-Spring 2020 as a result of library and university closures.

C. INSTITUTIONAL CONTEXT

1. *USF Faculty Engagement*

While it is challenging to determine exactly how many faculty members have used the Children's and Young Adult Literature collections for their research and teaching, it is less difficult to identify faculty-led courses that could benefit by adding Tampa Special Collections' children's and young adult literature resources to their curriculum. Target audiences include courses in the College of Arts and Sciences, College of Education, and College of Behavioral and Community Sciences, with an emphasis on curriculum that addresses collection development and management, children's language acquisition, diversity and inclusivity, and creative writing. The examples below suggest the most promising opportunities for teaching faculty to engage the Children's and Young Adult Literature in Tampa Special Collections for their courses.

College of Arts & Sciences

- AML 4931: American Literary Movements and Genres
- ANT 3610: Linguistic Anthropology
- LIT 3301: Cultural Studies and the Popular Arts
- LIT 3353: Literature, Race, and Ethnicity
- LIS 5546: Multicultural Literature for Children and Young Adults
- LIS 6511: Collection Development and Maintenance
- LIS 6528: Storytelling
- LIS 6564: Materials for Children
- LIS 6565: Books and Related Materials for Young Adults

College of Education

- EDF 6246: Educating Students with Autism
- EDF 6883: Issues in Multicultural Education
- LAE 6415: Literature and the Learner
- RED 6068: Adolescent Literacy: In and Out of School Literacy
- RED 6656: Literature for a Diverse Society

College of Behavioral and Community Sciences

- MHS 6027: Creating Cultural Competence in Behavioral Health Organizations

2. *USF Student Engagement*

Master's theses and doctoral dissertations completed at the University of South Florida are ingested into the USF Libraries Scholar Commons repository. Over the last 10 years, 2,118 theses and dissertations have been added to Scholar Commons. Of those, six students conducted graduate-level studies that used or could have used materials in the Tampa Special Collections Children's and Young Adult Literature Collection. These theses and dissertations effectively demonstrate the types of research students can conduct using these resources.

- Griffin, M. (2018). *Once Upon a Genre: Distant Reading, the Newberry Medal, and the Affordances of Interdisciplinary Paradigms for Understanding Children's Literature*. Childhood Education and Literacy Studies Department, College of Education.
- Persohn, L. (2018). *Curating Illustrations of Lewis Carroll's Alice's Adventures in Wonderland*. Curriculum and Instruction, College of Education.
- Lindahl, C. L. (2016). *Developing Early Numeracy and Early Literacy Skills in Preschool Children through a Shared Parent/Child Book Reading Intervention: A Multiple-Baseline Single Case Design Study*. Psychological and Social Foundations, College of Education.
- Bousalis, R.R. (2014). *The Portrayal of Immigrants in Children's and Young Adults' American Trade Books during Two Peak United States Immigration Eras (1880-1930 and 1980-2010s)*. Curriculum and Instruction Department, College of Education.
- Wright, B.J. (2013). *"Of that Transfigured World": Realism in Victorian Literature*. Department of English, College of Arts and Sciences.
- Griffin, B.R. (2012). *Tales of Empire: Orientalism in Nineteenth-Century Children's Literature*. Department of Humanities and Cultural Studies, College of Arts and Sciences.

3. USF Donor Engagement

Among the five areas of strategic emphasis identified by Tampa Special Collections, Children's and Young Adult Literature receives the most recognition among donors. USF and non-USF affiliated donors value and depend on Tampa Special Collections as their choice repository for both historical and contemporary children's and young adult literature. Donors consistently work with the USF Libraries Development Office and Tampa Special Collections' faculty and staff to designate the USF Libraries as the permanent home for their collections. Since 2019, Tampa Special Collections has added more than 600 individual titles to the Children's and Young Adult Literature Collection; the greater majority of these works were donated by a single benefactor. Printed and born-digital manuscripts also constitute a steady flow of the materials donated to Tampa Special Collections. By cultivating existing and potential donor relationships, Tampa Special Collections has the potential to both grow support of and extend the reach of the Children's and Young Adult Literature Collection in the immediate future and long-term.

D. INSTITUTIONAL GOALS AND OBJECTIVES

As one of the fastest growing universities in the United States, the University of South Florida is recognized for its strong commitment to students, staff, faculty, and alumni and for its emphasis on high-impact research, community engagement, diversity, and inclusion. Current University goals include the provision of "a safe, inclusive, and vibrant community for learning, discovery, creative activities, and transformative experiences enabled through adaptive design of physical, social, and digital environments" ("Mission and Goals," University of South Florida, August 18, 2020). The Children's and Young Adult Literature Collection supports this goal by providing access to materials that are ideal for exploration and inquiry within research, pedagogical, and general curiosity pursuits.

Additionally, Children’s and Young Adult Literature advances USF’s vision for collaborative, impactful, and visible research (USF Research Strategic Plan 2017-2021, July 27, 2016) by making available a wide range of resources that can be studied in different fields and disciplines.

IV. PROJECT HISTORY

Children’s and Young Adult Literature has the potential to support high-quality faculty research and teaching as well as deeply curated student research projects across disciplines. The Ted Hipple Collection of Young Adult Literature in particular provides opportunities for USF’s undergraduate students a way to connect with Special Collections, thereby potentially opening the door to other materials and resources that can be used throughout their educational career at USF.

A strategic emphasis on the Children’s and Young Adult Literature Collection allows Tampa Special Collections to devote the efforts necessary for working with faculty and students to identify and design both curricular and research projects. As such, the primary goals of the Children’s and Young Adult Literature Collection should emphasize:

- Enhancing access to and increasing use of the collections for undergraduate and graduate curricula at USF,
- Enhancing access to and increasing visibility of the collection for researchers within, across, and external to the USF community,
- Developing both in-person and virtual exhibits, and virtual tools and learning objects, for instructional and event programming for USF and the greater children’s and young adult literature communities.

To accomplish these goals, Tampa Special Collections prioritizes:

- Identifying and hiring key personnel to curate the Children’s and Young Adult Literature Collection, as discussed in section V “Organization and Staffing;”
- Closely evaluating existing collections to determine the full scope of chronology, genre, and subject areas in order to facilitate strategic growth;
- Working with Digital Scholarship Services to digitize materials in the public domain and increase access to previously digitized materials through enhanced metadata cataloguing;
- Working with faculty and students to develop course curricula, internships, and research projects;
- Working with the USF Libraries Development Office to increase donor support of new and existing operating funds and endowments focused on Children’s and Young Adult Literature.

Successful curatorial management of the Children’s and Young Adult Literature Collection will be documented through correlation with the following Performance-Based Funding and Preeminence metrics: four-year graduation rate; academic progress rate; endowment size.

- *Four-year graduation and academic progress rates:* Use of these metrics is based on demonstrated correlations between library instruction and student success, as conducted by the Research and Instruction Department. Using student U numbers, the Libraries’ Planning and Accountability Coordinator will evaluate specific data points to determine whether correlations exist between material use and student success. The Children’s and Young Adult Literature curator will also use similar measures to track curricular- and research-based efforts with undergraduate and graduate student body populations. These markers will indicate whether correlations exist between students’ use of the

Children’s and Young Adult Literature Collection and academic progress, graduation rates, student retention, and GPA⁶.

- *Operating and Endowment fund size:* The USF Libraries – Tampa currently manages one operating fund and four endowments that can directly support Children’s and Young Adult Literature: Special Collections Operating Fund, USF Library Special Collections Endowment, Library Endowment, Children’s & Young Adult Literature Collection Endowment, and the Regions Bank Library Endowment. Together, these accounts total more than \$110,000 in spendable funds. However, the Special Collections Operating Fund and the USF Library Special Collections Endowment are the only funds managed by Tampa Special Collections. The Children’s and Young Adult Literature Curator will work with the USF Libraries Development Office to not only increase donations for these accounts but establish new funds that directly support Special Collections’ efforts in this area.

V. RESEARCH PROBLEMS AND PROPOSED SOLUTIONS

Because the Children’s and Young Adult Literature Collection attracts significantly more undergraduate users than graduate or faculty researchers, there is an obvious need to emphasize the collection’s value for high-impact, high-quality research and teaching at the University of South Florida.

A. RESEARCH PROBLEM 1: DETERMINING SCOPE

The Children’s and Young Adult Literature curator will conduct an in-depth analysis of the print, archival, digital, ephemeral, and artifactual materials in the collection to assess current holdings and determine the full collection scope. Because the Collection’s chronological sweep is both a benefit and a detriment, the curator will work to determine which aspects of the collection should be emphasized.

- *Solution A-1:* Evaluate existing holdings and identify chronological gaps to more clearly define the collection and establish areas of opportunity and development.

B. RESEARCH PROBLEM 2: INCREASING RESEARCH AND INSTRUCTION USE

Special collections resources have the unique challenge of being available for use but inaccessible to users. Novice researchers often have difficulty navigating catalogues and finding aids and visiting special collections environments; more experienced researchers may encounter travel-related obstacles, issues with copyrighted materials, and frustrations with timely research assistance. Like researchers, both new and established teaching faculty may struggle with identifying and obtaining special collections resources. Additionally, some teaching faculty may need help building course content using primary sources.

- *Solution B-1:* Improve access, visibility, and discoverability of catalogued collection material by working with USF Libraries Collections & Discovery to enhance descriptive metadata.

⁶ **Academic progress:** Greater average of academic progress rates of students who engage with Special Collections vs. students who do not. **Graduation rate:** greater average of academic progress rates of students who engage with Special Collections vs. students who do not; (b) greater average of 4 (undergraduate) - 7 (graduate) graduating rates of students who engage with Special Collections vs. students who do not. **Student retention:** Higher average retention of students who engage with Special Collections vs. students who do not. **GPA:** Higher average GPA of students who engage with Special Collections vs. students who do not.

- *Solution B-2:* Improve access, visibility, and discoverability of digitized content by working with Digital Scholarship Services to enhance descriptive and technical metadata.
- *Solution B-3:* Develop a workflow for efficient, responsive, and high-quality reference and research assistance to facilitate use.
- *Solution B-4:* Develop virtual exhibits, tools, and learning objects that contextualize collection resources and can be used with or embedded in undergraduate and graduate courses to increase reach.

C. RESEARCH PROBLEM 3: PRIORITIZING ASSESSMENT

The USF Libraries prioritizes assessment for the continuous improvement of services and resources.

- *Solution C-1:* Develop and implement an assessment plan based on the University’s Performance-Based Funding and Preeminence metrics, as outlined in section IV “Project Description.”

VI. BROADER IMPACT

A. GENERAL CONSIDERATIONS AND OVERVIEW

The following frames the expected outcomes and broader impacts for the Children’s and Young Adult Literature Collection Business and Implementation Plan.

Describe how Children’s and Young Adult Literature addresses the University of South Florida’s Principles of Community.

Excellence with equity, diversity with inclusion, freedom with responsibility, dialogue with respect, and transparency with accountability are the fundamental doctrines of USF. The Children’s and Young Adult Literature Collections allow members of the USF community to meet these principles by providing opportunities for engagement, analysis, and discussion centered on materials that challenge perspectives, address issues of representation, and allow for high-impact scholarship and enhanced teaching and learning opportunities across the curriculum.

Explain how prioritization of the Children’s and Young Adult Literature Collection advances the USF Libraries’ strategic directions.

The strategic directions of the USF Libraries are: developing distinctive collections, enhancing service models, and increasing research contributions.

Although work remains to develop a more cohesive collection, existing sub-collections already contribute to the distinctiveness of the Children’s and Young Adult Literature Collection. As one of the largest repositories of historical children’s materials (Dime Novel collection) and the most rapidly growing for contemporary young adult novels (Ted Hipple Collection of Young Adult Literature), Special Collections is well-positioned to promote these sub-collections while the larger body of resources comprising Children’s and Young Adult Literature evolves into a more focused collection.

Identifying and hiring both interim and permanent collections curators will allow Tampa Special Collections to increase support of teaching and research faculty, students, and the greater children’s and

young adult literature community through dedicated and targeted research and curricular services that directly impact access to and use of children’s and young adult literature resources.

A permanent curator will be hired at the rank of Associate or University Librarian in 2024. Librarians are members of the University faculty and are required to conduct research as part of their annual job assignments. Under current guidelines, USF Libraries’ faculty must “submit one peer-reviewed article or equivalent publication per year” to “increase the volume and impact of research contributions to the profession” (USF Libraries, “[Strategic Directions](#)”).

Discuss the anticipated outcomes of this plan for the University, the USF Libraries, and Special Collections.

As one of the fastest-growing institutions in the United States, the University of South Florida ranks comparably with, or higher than, a small number of current Association of American Universities (AAU) members (USF News, 2020). AAU membership continues to be a significant goal for the University. Strategic emphasis on the Children’s and Young Adult Literature Collection supports this goal by enhancing access to and providing opportunities for deeply curated research and teaching projects in the humanities for faculty, graduate students, and undergraduate students. [Key eligibility criteria for AAU membership](#) includes “Faculty awards, fellowships, and memberships,” “Graduate education,” and “Undergraduate education.”

The University of South Florida Libraries strives for Association of Research Libraries (ARL) membership. ARL membership eligibility is based on a number of factors, the least of which include a library’s partnership engagements, innovation, and contributions to student learning (ARL, [Connect](#), 2020). Other criteria include “equitable access to substantive and diverse information resources that address the full scope of research and learning at the library’s institution” and the library’s ability to “develop, preserve, and ensure broad access to rare and unique holdings broadly reflective of cultural and scientific change” (ARL, Principles of Membership, 2018). Children’s and Young Adult Literature supports this goal by making available collections that cover the breadth and depth of this particular literary genre, address and provide discussion points for issues in representation, and demonstrate the Libraries’ strategic emphasis on developing collections of distinction.

Special Collections’ Children’s and Young Adult Literature holdings both match and exceed comparable holdings in ARL Libraries (see Appendix 1). Enhancing and promoting the intrinsic, historical, and contemporary values of this material solidifies Special Collections’ position as a leader among peer and aspirant libraries.

B. STAKEHOLDER RESPONSIBILITIES

1. Educators and Students

A strategic emphasis on Children’s and Young Adult Literature helps Tampa Special Collections identify and promote resources within the Children’s Literature, Hipple, Dime Novel, and archival collections that can better serve the research and curricular needs of University of South Florida students and faculty. Because the Children’s and Young Adult Literature Collection spans formats, subject areas, and historical periods, actively working with a curator to uncover hidden resources provides both new and improved opportunities for teaching, research, analysis, curation, and publication.

2. *Researcher Community*

Cursory evaluation of the Children’s and Young Adult Literature Collection suggests its current standing and anticipated sustainability as a preeminent collection among USF Libraries’ peer and aspirant institutions. Strategically emphasizing the collection’s research value positions USF Libraries as the “go-to” place for conducting and contextualizing research through high-impact scholarship both within and external to the University of South Florida.

3. *Donors*

Special Collections has a large donor base that actively contributes to the Hipple Collection. Raising the profile of other collections within Children’s and Young Adult Literature and emphasizing the long-term preservation needs for all children’s and young adult literature resources should enhance opportunities to increase monetary support of this collection.

VII. USER CONSIDERATIONS

A. TERMS, SERVICES, AND COPYRIGHT CONSIDERATIONS

Users may access the Children’s and Young Adult Literature Collection without any known restrictions. Copyright restrictions may limit duplication, publication, and dissemination of collection items unless those activities fall within the parameters of fair use.

B. USER SUPPORT AND PRIVACY

The USF Libraries adheres to both University and industry standards and guidelines to safeguard users and protect their personal information.

VIII. MARKETING CONSIDERATIONS

Efforts to increase use and grow donor support of the Children’s and Young Adult Literature Collection will employ traditional and nontraditional means of marketing and promotion.

A. INTERNET DISSEMINATION

The Children’s and Young Adult Literature Collection curator will share and promote collections through Special Collections’ social media channels, USF Libraries channels, and USF channels when deemed appropriate by the USF Libraries Communications & Marketing Office. Collections digitized and hosted in Digital Collections can also be promoted through the Digital Scholarship Services blog, [Digital Dialogs](#).

B. MEETINGS

The Children’s and Young Adult Literature Collection curator will be active in conference circles. The curator should attend and present at professional meetings and conferences, possibly including the Children’s Literature Association, the Literacy Research Association, the Modern Language Association, and the Popular Culture Association/American Culture Association. Additional engagement at library and related conferences will include the American Library Association, the Association of College &

Research Libraries (ACRL), the Rare Books & Manuscripts Section of the ACRL, the Society of American Archivists, and appropriate regional organizations. This presence will help the curator earn positions on national leadership organizations and committees and enhance the presence and visibility of USF Libraries.

C. PUBLICATIONS

The Children's and Young Adult Literature Collection curator will maintain an active research agenda, leading to publications in academic journals. The curator will be encouraged to use Special Collections resources as the basis for their research. Publication venues can include *Children's Literature*, *Journal of Literacy Research*, *Journal of Academic Librarianship*, *American Archivist*, and other relevant journals related to their academic specialization.

D. BRANDING AND PUBLIC PROGRAMMING

1. Branding

Separate branding will neither be necessary nor required for the Children's and Young Adult Literature Collection.

2. Public Programming

Public programming will be limited to in-person and virtual exhibits and online information sessions and workshops. Locally, the Children's and Young Adult Literature curator may partner with other entities, such as the USF College of Education, the Hillsborough County Public Library System, and the Glazer Children's Museum to promote the collections.

IX. ORGANIZATION AND STAFFING

A. CHILDREN'S AND YOUNG ADULT LITERATURE CURATORS IN ARL LIBRARIES

Users of the 25 ARL libraries whose children's and young adult literature collections are similar to the USF Libraries Tampa Special Collections (see Appendix 1), only seven were identified as having dedicated personnel to curate the collections. In these specialized roles, curators establish and maintain donor relations, acquire new and relevant materials, and promote collections to the public. They are also active in classroom sessions where they address topics pertaining to children's literature.

Table 2 lists the ARL library and the faculty or staff position(s) designated for children's and young adult literature curation.

Table 2: Children’s and Young Adult Literature Positions at ARL Libraries.⁷

ARL LIBRARY AND DEPARTMENT	YOUNG ADULT LITERATURE POSITIONS
University at Albany, State University of New York (SUNY) Libraries, M.E. Grenander Department of Special Collections & Archives	<ul style="list-style-type: none"> • Curator <i>pro bono</i>, Children's Literature Collection
University of Connecticut Library, Archives & Special Collections	<ul style="list-style-type: none"> • Archivist for Multimedia Collections and Northeast Children's Literature Collection • Archivist for the Maurice Sendak Collection
University of Florida George A. Smathers Libraries, Special and Area Studies Collections	<ul style="list-style-type: none"> • Curator, Baldwin Library of Historical Children's Literature
University of Minnesota, Archives & Special Collections	<ul style="list-style-type: none"> • Curator, Children’s Literature Research Collections • Assistant Curator, Children’s Literature Research Collections
University of Pittsburgh Library System, Archives & Special Collections	<ul style="list-style-type: none"> • Curator, Elizabeth Nesbitt Collection and Liaison Librarian for Children's Literature
Princeton University Library, Special Collections	<ul style="list-style-type: none"> • Curator, Cotsen Children's Library • Outreach Coordinator, Cotsen Children's Library • Education and Outreach Assistant
Wayne State University Library System, Rare Books and Special Collections	<ul style="list-style-type: none"> • Special Collections Librarian, Subject Specialist for the Juvenile Collection

B. CHILDREN’S AND YOUNG ADULT LITERATURE CURATION AT USF LIBRARIES TAMPA SPECIAL COLLECTIONS

Although designated curatorships have not been common practice at the USF Libraries, Special Collections has employed library faculty with personal and professional interests in children’s and young adult literature. These librarians actively worked with the collections by overseeing archival, monographic, and serials processing, sustaining and expanding donor relations, and publicizing the collections through teaching, research, and scholarship. Their work with the collections increased the number of catalogued collection items, thereby expanding both local and global visibility of the Children’s and Young Adult Literature Collection at USF Tampa, and also increased curricular use among Tampa campus teaching faculty.

⁷ See Appendix 2 (p. 25) for a list of recently advertised academic library positions in ARL and non-ARL libraries.

A dedicated Children’s and Young Adult Literature Collection curator would expand on the role of previous librarians by identifying key goals and objectives for cultivating, managing, preserving, and promoting the collections and working collaboratively with the Libraries, University, and members of the children’s and young adult literature community to attract innovative use of the collection.

C. A CHILDREN’S AND YOUNG ADULT LITERATURE CURATOR POSITION AT THE USF LIBRARIES TAMPA SPECIAL COLLECTIONS

A baseline staffing model recommends one full-time employee dedicated to the strategic and daily operations of curating the Children’s and Young Adult Literature Collection at the USF Libraries Tampa Special Collections. The curator may be supported by student assistants, interns, and other members of the Special Collections or USF Libraries staff as needed or required for specific projects and may work closely with collection development and management personnel or library liaisons responsible for acquiring and maintaining children’s, young adult, and juvenile literature collections in the Libraries circulating collections. The curator will report to the Head of Special Collections.

The Children’s and Young Adult Literature Collection curator will conduct outreach, engage in curriculum and course development, and work closely and collaboratively with donors, teaching faculty, student researchers, and members of the children’s and young adult literature communities to build and promote the collections, disseminate collection information through research and scholarship, and increase financial support of the collection.

The Children’s and Young Adult Literature Collection curator should have or be working towards advanced degrees in Library Science, Information Science, Library and Information Science, Children’s Literature, Literature, English, Education, Women’s Studies, American or British Studies, Humanities, Cultural Studies, or related subject areas. The permanent curator will be a full-time member of the Libraries faculty and will be required to meet or exceed the requirements of professional research and scholarship expected of University faculty.

X. IMPLEMENTATION PLAN

The University of South Florida has outlined more than \$35 million in proposed budget cuts for the fiscal years 2020-21 and 2021-22. The proposed budget cuts directly impact the USF Libraries and will lead to reductions upwards of \$3 million for the same period. Although Special Collections would greatly benefit from hiring a children’s and young adult literature curator to further assess the collection and begin working with University faculty and students, longer-range plans are more appropriate at this juncture. As such, the Implementation Plan considers actions that can be taken over the next five years to not only address current budgetary concerns but also prepare Special Collections for a dedicated curator who can further advance the collection beyond initial goals.

Implementation is planned for fiscal years 2021-2025. The plan includes identifying both interim and permanent collections curators to establish long-range goals and evaluate and promote the collection. A complete plan is provided in Appendix 3 (p. 26).

XI. RISK ANALYSIS

The most significant implementation risks center on the USF Libraries' ability to identify and hire both interim and permanent curators for the Children's and Young Adult Literature Collection. All other risks are potentially mitigated by the successful selection and onboarding of professional personnel.

RISK	0-1 YEAR	1-3 YEAR	3-5 YEAR	PREVENTATIVE MEASURES
Operating Budget	High	High	High	Identify alternate means of funding both the curator and collections
Fundraising	Medium	Medium	Medium	Work with USF Libraries Development Office to secure and enhance endowments to support curator and collections
Identifying Interim Curator	High	High	Low	Work with established Libraries personnel to identify internal candidate for interim position
Hiring Curator	Low	Low	High	Strategically identify qualified candidates with subject and professional expertise
Low or unexpectedly high USF faculty interest	High	Medium	Low	Establish strong relationships with librarians to co-facilitate instruction and services
Low or unexpectedly high graduate student interest	Medium	Medium	Low	Establish strong relationships with librarians to co-facilitate research services
Low or unexpectedly high USF undergraduate student interest	Low	Low	Low	Work with campus services and organizations dedicated to undergraduate students to successfully promote collections
Mission creep	Low	Low	Low	Establish clear objectives and goals for curators; implement quarterly/annual assessment measures and benchmarks

XII. BUDGET

The successful implementation and management of this plan requires personnel dedicated to the mission, goals, and objectives of positioning Special Collections as one of the preeminent institutions for children's and young adult literature globally and as a leader in collection-centered curriculum and research at the University of South Florida. As this budget assumes existing in-house personnel will serve in the interim while the University's budget recovers from Fiscal Year (FY) 2020-2021 cuts to state funding, it does not include proposed costs for preservation or strategic growth.

Those aspects of collection building, maintenance, and promotion will occur under the guidance of a permanent curator, post Annual Year (AY) 2025.

LINE ITEMS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Personnel Requirements, 2 FTE <ul style="list-style-type: none"> Interim Curator (2021-2024) Curator (2024-2025) Assumes identifying internal staff personnel, at minimum (2021-2024) and hiring of full-time faculty member (2024-2025). Assumes 3% annual increase. Benefit Costs (0.26)	\$50,000	\$50,000	\$50,000	\$67,500 ⁸	\$70,000
	\$13,000	\$13,000	\$13,000	\$17,550	\$18,200
ANNUAL TOTALS	\$63,000	\$63,000	\$63,000	\$85,050	\$88,200

IMPLEMENTATION TOTAL \$362,250

XIII. CONCLUSION

As demonstrated, Tampa Special Collections’ Children’s and Young Adult Literature Collection has strong potential for directly impacting research and teaching across the University of South Florida and beyond. Strategic emphasis on identifying, and eventually hiring, a dedicated curator to further evaluate the collections, determine a core collecting focus, work with faculty, students, and external children’s and young adult literature communities to increase use of the collection, and promote these resources for deeply curated projects across disciplines will greatly benefit the USF Libraries and the University. By approaching implementation from the long view, the Libraries and Special Collections have the opportunity to steadily enhance access and increase support of the collection while working towards the greater commitment of hiring a dedicated faculty curator to further advance the collections’ potential and ensure long-term use well into the future.

⁸ This figure assumes the Interim Curator would transition to other duties in the USF Libraries once the permanent Curator is hired in Q3/4.

XIV. REFERENCES CITED

- Association of Research Libraries. (2018). *Principles of membership*. Accessed October 9, 2020. <https://www.arl.org/wp-content/uploads/2019/05/2018.04.24-PrinciplesOfMembership.pdf>
- Association of Research Libraries. (2020). *Connect. Collaborate. Contribute. Membership overview*. Accessed October 9, 2020. <https://www.arl.org/wp-content/uploads/2020/06/2020.06.11-MembershipOverview-1.pdf>
- Buehler, J. (2020). The critical work of YA literature. *Voices from the Middle*, 27(4), 19-23.
- Bousalis, R. R. (2014). The portrayal of immigrants in children's and young adults' American trade books during two peak United States immigration eras (1880-1930 and 1980-2010s). *Graduate Theses and Dissertation*.
- Desai, C. M. (2014). What's so important about children's literature? Nostalgia meets research. *College & Research Libraries News*, 75(3), 144-146.
- Griffin, B. R. (2012). Tales of empire: orientalism in nineteenth century children's literature. *Graduate Theses and Dissertation*.
- Griffin, M. (2018). Once upon a genre: distant reading, the Newbery Medal, and the affordances of interdisciplinary paradigms for understanding children's literature. *Graduate Theses and Dissertation*.
- Griffin, M. and Schmidt, L. (2017). Special deliveries: towards a methodology for generous fulfillment of special collections interlibrary loan requests. *Public Services Quarterly*, 13(4), 241-259.
- Hirsch, E. G. (2008). "You have kids' books?!" promoting children's literature in an academic library. *Education Libraries: Children's Resources*, 31(3), 13-16.
- Morris, P. A. (2010). Preservation needs of children's literature in academic libraries. *Libraries and the Academy*, 10(3), 95-110.
- University of South Florida (2020, September 14). "University of South Florida is America's fastest-rising university, according to *U.S. News and World Report*." Accessed October 9, 2020. <https://www.usf.edu/news/2020/usf-is-americas-fastest-rising-university-according-to-us-news-world-report.aspx>
- University of South Florida (2016, July 27). "USF Research strategic plan 2017-2021." Accessed October 12, 2020. <https://www.usf.edu/research-innovation/documents/about-usfri/research-strategic-plan.pdf>
- University of South Florida (n.d.). "Mission and goals." Accessed October 12, 2020. <https://www.usf.edu/about-usf/mission-vision.aspx>
- University of South Florida Libraries (n.d.). "Strategic directions." Accessed October 9, 2020. <https://lib.usf.edu/library-administration/strategic-directions/>
- Williams, V. K. and Deyoe, N. (2014). Diverse population, diverse collection? Youth collections in the United States. *Technical Services Quarterly*, 31(2), 97-121.

Yoder, K. and Tilton, K. (2013). Young adult literature in the academic library. *Journal of Library Innovation*, 4(2), 122-133.

XV. REFERENCES CONSULTED

Bittner, R. (2014). Hey, I still can't see myself!: the difficult positioning of two-spirit identities in YA literature. *Bookbird*, 52(1), 11-22.

Hirsch, E. G. (2006). On becoming a children's literature librarian in an academic library. *OLA Quarterly*, 12(2), 2-3.

Mizrachim D. (2015). Undergraduates' academic reading format preferences and behaviors. *The Journal of Academic Librarianship*, 41, 301-311.

West, M. I. (2009). Not to be circulated: the response of children's librarians to dime novels and series books. *Children's Literature Association Quarterly*, 10(3), 137-139.

XVI. REFERENCES TO CONSULT UPON IMPLEMENTATION

North Illinois University. (2020). Dime novel formats. Retrieved from <https://dimenovels.lib.niu.edu/learn/essays/dimenovelformats>

Yale University. (2016). Beinecke cataloging manual. Retrieved from <http://beinecke1.library.yale.edu/info/bookcataloging/serials.htm>

XVII. APPENDICES

Appendix 1: Children's, Young Adult, and Related Literature Collections in ARL Member Libraries⁹

This table provides a snapshot of ARL library holdings in children's, young adult, and related literature collections and how they compare with the Children's and Young Adult Literature Collections at USF Libraries Tampa Special Collections.

UNIVERSITY LIBRARY	LIBRARY UNIT	COLLECTION NAME	DISTINCTIVE CHARACTERISTICS	COMPARISON TO USF TAMPA SPECIAL COLLECTIONS
University at Albany, SUNY, University Libraries	M.E. Grenander Department of Special Collections & Archives	Miriam Snow Mathes Historical Children's Literature Collection	12,000+ children's books and periodicals published through 1960; includes various editions of classic children's literature	Collecting areas

⁹ None of the ARL library have extensive young adult book collections comparable to the Ted Hipple Collection of Young Adult Literature. One library maintains an Adolescent Literature Collection, but those holdings do not include materials published in the 21st century.

University of Alberta Libraries	Bruce Peel Special Collections	Dime Novels and Penny Dreadfuls George James Collection of Children's Books	900+ volumes dated 1830s to WWII; G.A. Henty's works represent over one-third of the total collection	Volume of Dime and G.A. Henty novels
Arizona State University Library	Distinctive Collections	Children's Literature in Rare Books and Manuscripts Young Adult Fiction	Includes alphabet/picture books, young adult fiction, poetry books, biographies, pop-up books and other unique formats "Young adult fiction" comprised books written for boys between the late 1880s and 1940s	Uniqueness of formats; historical coverage of boys' series books
University of Colorado Boulder Libraries	Norlin Library Special Collections & Archives	Children's Literature and Education Ira Wolff Photo-Illustrated Children's Collection	Thousands of fairy tales (1690s to the mid-1900s) and more than 5,000 illustrated children's books (1850s to the present)	Minor similarities with illustrated book collection
UConn Library	Archives & Special Collections	Billie M. Levy Collection of Illustrated Children's Literature Daniel P. Younger Collection of Victorian Illustrated Children's Books Phyllis Hirsh Boyson Collection of Children's Literature	Collection of children's books illustrated by American artists over the last 200 years Illustrated children's books published from 1841 to 1965 Includes 6,200 monographs and artifacts	Minor similarities with illustrated book collection
University of Florida George A. Smathers Libraries	Special and Area Studies Collections	The Baldwin Library of Historical Children's Literature	115,000+ monographs and serials published in the U.S. and Great Britain from the mid-1600s to the present; also includes a small number of manuscript collections, original artwork, and assorted ephemera	Geographic coverage; formats
Florida State University Libraries	Special Collections & Archives	Marsha Gontarski Children's Literature Collection	Over 1,500 titles of 20 th and 21 st century literature, ranging from classic fairy tales to modern art	Formats; time periods
University of Iowa Libraries	Special Collections & Archives	Bernice E. Leary Children's Books James M. and Christine Wallace Children's Books G. Robert Carlsen Adolescent Literature Collection	English and American children's literature (late 18 th to mid-20 th century) Historic children's books; including many first edition classics 20 th century adolescent literature	Holdings

University of Kansas Libraries	Special Collections	Children's Books Collection	7,000 children's books, late 18 th - early 20 th century	Chronological coverage
Kent State University Libraries	Special Collections & Archives	Children's Literature	Collections of dime novels, early textbooks, and juvenile series books; strong holdings in 20 th century children's literature	Chronological coverage; material type
University of Kentucky Libraries	Special Collections Research Center	Children's Book Collection	3,000+ titles, pre-1900s to the present	Chronological coverage
University of Louisville Libraries	Archives & Special Collections	Dime Novels and G.A. Henty Editions	Collection description not located	Genres; coverage (assumed)
University of Michigan Library	Special Collections Research Center	Children's Literature Collection	American and British children's literature and related archival materials, late 18 th century to present; approximately 30,000	Geographic coverage
University of Minnesota Libraries	Archives & Special Collections	Kerlan Collection Hess Collection	100,000+ children's books and manuscripts 50,000+ items of inexpensive, popular literature from the 19 th and 20 th centuries	Similarities to Hipple Collection Similarities to Dime Novels Collection
University of Missouri Libraries	Special Collections and Rare Books	Dime Novels	Major series, 1862 through the early 20 th century	Genre; coverage
Ohio University Libraries	Archives & Special Collections	Juvenile Literature Collection	More than 2,200 titles by American and British authors from the early 19 th to the mid-20 th centuries	Geographic and chronological coverage
University of Pittsburgh University Library System	Archives & Special Collections	Nesbitt Collection	12,000+ items, 1600s to the present	Few distinguishable similarities
Princeton University Library	Special Collections	Cotsen Children's Library	International research collection of illustrated children's books, manuscripts, original artwork, prints, and educational toys from the 15 th century to the present	Few similarities
Purdue University Libraries and School of Information Studies	Archives and Special Collections	Laurentza Schantz-Hansen Children's Books Collection	More than 650 titles chosen for illustration quality, historical interest, and languages (1800s to 1955)	Few distinguishable similarities

Queen's University Library	W.D. Jordan Rare Books & Special Collections	Children's Literature Collection	More than 2,000 volumes that aim to represent the development of the genre up to the end of the 19 th century	There is not much more detail than this for Queen's University Children's Literature Collection, but their goal statement can certainly be applied to USF's collection, even though our chronological scope is much larger.
University of Rochester River Campus Libraries	Special Collections	American and British Children's Books Dime Novels	Approximately 3,500 American and 300 British children's books 10,000+ novels, 1860 to 1915	Geographic, chronological, and genre coverage
University of South Carolina Libraries	Irvin Department of Rare Books and Special Collections	Graham-Kennett Collection of Children's Literature	Approximately 5,000 volumes	Similar formats
University of Washington Libraries	Special Collections	Historical Children's Literature	3,000+ titles from the 17 th to the 20 th centuries	Holdings; chronology
Washington University in St. Louis University Libraries	Special Collections	Henrietta Hochschild Collection of Children's Books	More than 1,000 books, magazines, and ephemera documenting the evolution of children's literature	Scope
Wayne State University Library System	Rare Books and Special Collections	Eloise Ramsey Collection of Literature for Young People	Rare books and periodicals related to children's literature from the late 18 th century to the present	Limited similarities

Appendix 2: Recently Advertised Academic Librarian Positions in Children’s and Young Adult Literature

This table briefly describes academic librarian positions in children’s and young adult literature posted in 2020 for university and college libraries across the United States.

ACADEMIC LIBRARY	POSITION TITLE	ANNUAL SALARY	SELECT RESPONSIBILITIES
Arne Nixon Center for the Study of Children’s Literature, California State University	Special Collections Librarian	\$86,000	Collaborate with teaching faculty to develop high-impact classroom practices; build community relationships to support/expand the Center
Connecticut College	Linda Lear Librarian for Special Collections and Archives	upper \$50s	Class instruction, research assistance, and outreach; develop grant proposals
University of Florida	Curator of the Harold and Mary Jean Hanson Rare Book Collection	Salary not listed	Develop and manage the Harold and Mary Jean Hanson Rare Book Collection, including the Latin American and Caribbean Collection, the Baldwin Library of Historical Children’s Literature, and the Isser and Rae Price Library of Judaica

Appendix 3: Implementation Plan

The chart below outlines planning and implementation processes for advancing the Children’s and Young Adult Literature Collections.

	2021				2022				2023				2024				2025			
	Q1	Q2	Q3	Q4																
Planning																				
Brainstorming																				
Fundraising																				
Establish long-term plans and goals																				
Staffing																				
Identify Interim Curator																				
Announce Curator Position																				
Hire Curator																				
Collections																				
Evaluate Dime Novels																				
*Report and clean-up																				
Evaluate Hipple Collection																				
*Report and clean-up																				
Evaluate Digital Collections																				
*Report and clean-up																				
Evaluate Children’s Literature Collection																				
*Report and clean-up																				
Develop comprehensive plans:																				
Faculty (curriculum)																				
Faculty (research)																				
Graduate students (research)																				
Undergraduate students (research and leisure)																				
Digitization																				
Build and Brand Collections																				
Develop virtual exhibits, tools, and learning objects																				
Rebrand and promote collection(s)																				
Develop collection building plan																				
Develop collection deaccession plan																				