Service Philosophy

Harold B. Lee Library

The Harold B. Lee Library (HBLL) supports the mission and aims of Brigham Young University, which is “to assist individuals in their quest for perfection and eternal life” by developing students “of faith, intellect, and character who have the skills and the desire to continue learning and to serve others throughout their lives” (<http://aims.byu.edu/>). To this end, services provided by the HBLL seek to assist students and faculty in finding and using information resources to achieve their teaching, learning, and research goals, as well as to assist students in developing information literacy skills that will allow them to discover, access, and use information effectively in their university work and throughout their lives. The HBLL strives to tailor services to meet individual needs and determine appropriate kinds and levels of services and to enhance access to and discovery of a wide-range of information resources. HBLL services include physical spaces conducive to academic success, quality print and electronic information resources, trained information experts, effective information access points, and instruction in finding, accessing, and using information. These services are adjusted in anticipation of as well as in response to the changing information needs of students and faculty.

**Spaces conducive to academic success**

The HBLL’s physical spaces are designed to be conducive to study and research, and user consultations inform this design. Effective signage and directional tools support the self-sufficient use of physical spaces. Service points are easily discoverable and conveniently located throughout the building. Spaces are tailored to meet specific needs of students and faculty and are non-exclusive, open to all students and faculty desiring to use the spaces for the purposes for which they were designed. The HBLL’s IT infrastructure provides effective wireless access and electrical outlets for mobile devices, a limited number of wired computer stations, as well as access to technologies and equipment that supports campus-wide curricula and research. The HBLL accommodates the varying needs of users by providing adequate quiet spaces for individual study, non-quiet spaces for group study, and maker spaces for collaboration, creativity, innovation, and design. Pedagogical spaces are designed to facilitate a variety of teaching and learning styles. The HBLL provides a clean, inviting environment with well-maintained furnishings, as well as convenient hours for its services, personnel, resources, and collections. The HBLL provides effective educational spaces to create student learning experiences through programs, exhibits, and lectures. The HBLL partners with others in the use of library space when the partnership facilitates the discovery and use of information to support desired curricular outcomes. Space partnerships benefit the broadest possible range of students and faculty and are not limited to use by a single department or discipline.

**Quality print and electronic resources**

The HBLL provides, promotes and preserves relevant resources in print and electronic form, including scholarly and creative content produced by the university and unique collections available only at the Library. Collections are sufficient in quality, depth, diversity, format, and currency to support the teaching, learning, and research needs of the students and faculty (see the HBLL’s “Collection Development Philosophy” statement).

**Trained information experts**

The HBLL provides a sufficient number of personnel with education and experience necessary to support the diverse teaching, learning, and research needs of the university community. Library personnel include those who maintain the physical spaces; those who select acquire and maintain the physical and electronic information resources; those who describe and arrange the physical and electronic information resources to enhance access and discoverability and link users to needed resources; those who instruct, direct, and assist students in discovering and accessing the information resources; those responsible for enhancing and maintaining the library’s IT infrastructure; and those who engage in planning, assessing, and administering the programs and resources of the library. Library employees are committed to providing focused, customized services that are centered on the current information needs of individual students and faculty. Library personnel seek to assist students in making the best use of available time and information resources to achieve the learning outcomes of their course work and to successfully complete their programs of study in a timely and efficient manner. They also seek to assist faculty in maximizing time and information resources for teaching and research in support of student learning. Librarians are assigned to each academic department to provide levels of service appropriate to the needs and inclinations of the faculty and disciplines within those departments. In providing services, library personnel respect the intellectual freedom of students and faculty, as well as privacy and confidentiality. They also support academic integrity and respect intellectual property rights and values.

**Effective information access points**

Effective information access points are where students and faculty interact with information experts and information resources in both physical and virtual environments to expand learning and facilitate the creation of new knowledge. Access points are easily discoverable and conveniently located, providing a welcoming, approachable, and collaborative presence. Access points are designed to optimize access to information resources, including information experts. Optimized access also includes reasonable and effective borrowing periods and methods for information resources, as well as reasonable and effective delivery services. Customization comes through access point specialization by discipline/topic, function, and/or format with support provided by experts associated with those specializations. Further customization may result from one-on-one consultations between information experts and students or faculty. Communication tools accommodate the changing information needs of students and faculty and recognize that use of information varies depending on the stages of the research process, the course levels, and the nature of the disciplines. These tools currently include personal interviews, telephone, email, chat, and text, as well as finding aids, research guides, and databases expertly designed to enhance discoverability. The HBLL also collaborates with campus partners to provide effective educational experiences for students through access to programs, exhibits, and lectures.

**Instruction in finding, accessing, and using information**

The HBLL collaborates with faculty in helping students gain confidence and skills in using information resources and research tools and in achieving information literacy competency. Information experts provide regular instruction in a variety of contexts and platforms, including office consultations, classroom instruction, and online tutorials. The HBLL partners with the faculty to embed information literacy into curricula, courses, and assignments. The library communicates regularly to keep the campus community educated and informed about library programs and services.