# Collection Development Philosophy

The Collection Development Philosophy is guided by and supports the mission of the Harold B. Lee Library, which is to provide information resources and services that:

* + Support educational pursuits
  + Promote information discovery
  + Advance scholarship
  + Nurture lifelong intellectual and spiritual growth

The Harold B. Lee Library collects, organizes, preserves and provides access to a rich and unique record of human thought and creativity in a variety of formats, in support of the teaching, research and public missions of Brigham Young University. To the degree it is possible and appropriate, the library attempts to provide worldwide discovery and access to its collections. The library fosters peer relationships within the broader library community to better inform its faculty and staff and to contribute to the general discussion and advancement of academic and research library collection development best practice.

The library has limited resources to acquire materials at various collection levels for all subject areas and disciplines. Accordingly, the collection development philosophy embraces interlibrary borrowing and lending programs to supplement and complement its collections. The library accepts gifts on a limited basis and which are consistent with accepted collection development guidelines. The Lee Library participates in consortia arrangements such as the Consortium of Church Libraries and Archives (CCLA), Utah Academic Library Consortium (UALC) and the Greater Western Library Alliance (GWLA), where specific borrowing, lending, and acquisition agreements are formalized. Further, the Lee Library seeks collaboration with other libraries, publishers, information and data aggregators, open access entities, and digital initiatives in order to enhance discovery and access to resources.

Designated librarians and curators have the primary responsibility to collect, manage and maintain resources in designated subject areas and disciplines within the limits of acquisition budgets and other funding supplements. Librarians collect in appropriate and available formats by adapting strategies that provide for the anticipated needs and benefit of patrons. When digital content is available, affordable, and appropriate, it is the preferred resource format. It is recognized that the availability of digital content varies due to disciplinary and geographical circumstances, developments in the publishing marketplace, and technological advances. Librarians assess the Library’s collections for quality and accessibility. Librarians use information aggregators, content reviews, professional recommendations, and other subject content specialists and evaluation tools to aid in selection and retention processes. The library invites recommendations for needed resources from students, faculty, and staff and incorporates patron demand driven and evidence based acquisition models into its resource selection process.

The library’s first collection priority is to build and maintain strong collections to support university degree programs and faculty research. After this priority is satisfied, other collecting areas that have been established by history, special relationships, or formal agreements will be supported to the extent resources allow. The expanse and depth of collecting resources in the various subject areas and disciplines falls under four collection levels:

* + **Representative Level**: Provides limited, essential materials for reference purposes and introduces and defines a subject in the minimum number of works which will serve the purpose
  + **Teaching Level**: Provides adequate information resources to support the course work of advanced undergraduate and master’s degree programs and sustain independent study
  + **Research Level**: Provides published resource materials required for doctoral degree programs
  + **Comprehensive Level**: Provides for the acquisition, so far as reasonable, all available significant works of recorded knowledge for a necessarily defined and limited field, i.e., a comprehensive effort to acquire manuscript, archival and ephemeral materials, etc. in addition to published sources. This level creates or maintains a special collection.

{See Note 1.}

The Collection Development Philosophy is intended to guide the work of subject librarians and curators as well as other library faculty and staff across the Lee Library. Creativity and collaboration among subject librarians is encouraged to enhance development of multidisciplinary collections and effectively leverage collection funds. Collection development statements for specific disciplines or departments describe priorities, operational approaches appropriate to those disciplines, and summary of collection activities. All collection development work is clearly aligned with the strategic goals and priorities of Brigham Young University and is intended to aid in achieving the goal of building, sustaining, and preserving a strong local collection in those areas that are central to the University’s programs of teaching and research.

Note 1.

At the present time the Library collects at the comprehensive Level in the following areas:

* Mormonism
* Literature
* William and Dorothy Wordsworth
* Herman Melville
* Louisa May Alcott
* Robert Burns
* Walt Whitman
* Orson Scott Card

# Collection Devel0pment Statement

# EXAMPLE: COMPARATIVE LITERATURE (FUND 34228)

## Robert Means

**Annual Budget Allocation:**

*Consolidated budget*: $XX,XXX

*Serials budget*: $XX,XXX

*Database budget*: $XX,XXX

## Overview

The library seeks to support teaching and research in Comparative Literature through the Bachelor’s level.

In recent decades, new research interests and courses of study have included the topics related to transnational phenomena as literary or cultural periods and trends (Renaissance, Romanticism, Realism, Modernism, Post-colonialism); genres and modes of discourse (tragedy, the novel, the sonnet, the grotesque, stream of consciousness); and theoretical perspective exploring such topics as poetics, narratology, fictional worlds, literary semantics, representation, language and epistemology, interpretation of texts, and history of literary theory.

The library seeks to support research and teaching through targeted acquisitions, both of new materials and retrospectively.

## Degree Programs and Collecting Levels

* Bachelors of Arts in Comparative Literature: Teaching Level

## Research Interests

* The theory, interpretation and criticism of literature
* Interactions of literature with adjacent fields like visual and material culture, linguistics, film, psychology, law, anthropology, and philosophy
* Literary Sociology

## Departments/Disciplines/Programs/Subject Areas

The comparative literature collections reflect the interests of the following departments and programs:

* Department of Comparative Literature—Department of Linguistics
* The Literature Major—Program in Medieval Studies
* Film Studies—Theater Studies
* Program of Women’s, Gender, and Sexuality Studies—American and British Area Studies Program

Because comparative literature has cross-disciplinary implications, these collections also offer support for research and teaching in other Western European language and literature departments (e.g., English, French, Italian, Spanish and Portuguese, German) as well as area studies such as African Studies.

## Subject Librarian Annual Collection Reports

### 2014

* Notable acquisitions (collections, journals, databases)
* Notable cancellations
* Funding adjustments
* Auxiliary Storage recommendations
* Program changes, new courses
* Liaison actions pertaining to collections
* Assessments

### 2013

* Notable acquisitions (collections, journals, databases)
* Notable cancellations
* Funding adjustments
* Auxiliary Storage recommendations
* Liaison actions pertaining to collections
* Program changes, new courses
* Assessments

8/11/2015