Faculty of
Arts Humanities and Social Sciences
Department of Languages, Literature, Culture & Communications
Collection Development & Management Policy
July 2013

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1. Policy context, application and scope

This policy identifies the criteria underpinning the provision of information to support the vision, work and research of the faculty and researchers of the Department of Languages, Literature, Culture and Communications in the Faculty of Arts Humanities and Social Sciences in the University of Limerick; supporting teaching and learning through the curriculum; supporting undergraduates, postgraduates and enriching the scholarly collections identified by the Department in its core areas.

The scope of the library collection of Languages, Literature, Culture and Communications resources reflects the department’s teaching and research activities. The department and the AHSS librarian will participate, consult and advise on the acquisition and management of those resources.

This policy supports strategic decision-making by the Department and the Glucksman Library in recommending LLCC materials or services for purchase, providing a framework for collection management issues reviewing existing stock and services, stock location, off campus storage or withdrawal of obsolete materials or media, migration to e-versions and digitisation. It will support investment in new approaches, theories and subjects, and new resources. Crucially, it will allow us to identify the balance between serial and book investment; paper and electronic resources; primary and archival sources.

This policy affirms a responsive library and information service prepared to value the multi-disciplinary and innovative curriculums adopted by the department. The development of the library collections and service balances high quality research publications in areas of key research strengths with extensive subject choice. The service is enhanced by a supportive, problem solving and skills transfer information service for faculty, postgraduates, undergraduates and researchers.

1.2 Collection Development & Management Policy at university level

This policy is subordinate to and informed by Glucksman Library’s overall Collection Development & Management policy which documents the policy for donations, withdrawals, preservation and digitisation and Special Collections.

1.3 Collection Development & Management Policy review

There will be a regular cycle of reviewing and reporting on the collections and the policy itself will be reviewed and updated by the Department of Languages, Literature, Culture and Communications and the AHSS librarian.

1.4 Collection Development & Management at faculty level

LLCC faculty will work with the AHSS librarian on stock selection and recommendations to achieve a balanced collection.
2. Department of Languages, Literature, Culture and Communications, Programmes and Research Clusters and Centres

Languages, Literature, Culture and Communications is a department of the faculty of Arts Humanities and Social Studies and its courses are processed through AHSS Faculty Board. It offers innovative, diverse programmes integrating academic research with contemporary issues. The student community is equally diverse, drawing from communities across Ireland and the world. The department connects with the community through access education, local partnerships, national and international initiatives and conferences and connects internationally through summer schools. It hosts the Language Resource Area, the UL Language Centre and Aonad na Gaeilge providing language education locally, nationally and internationally.

2.1 Programmes

Undergraduate Programmes
BA in Journalism and New Media
BA in New Media and English
BA in Irish and New Media/Gaeilge agus sna Meáin Úra
BA in English and History
BA in LLF / BA in Language and Literature
BA in Applied Languages
BA (Education) in Languages
BA (Joint Honours)
BA in European Studies
Evening BA
Teastas-Dioplóma sa Ghaeilge

Graduate Programmes
Graduate Certificate in Technical Writing by distance learning
Grad Dip/MA in Journalism
Grad Dip/MA in TESOL (Teaching English to Speakers of Other Languages)
MA in English
MA in Comparative Literature and Cultural Studies
MA in Modern Language Studies
MA in French
MA in Irish German Studies
MA in German Language and Culture in Europe
MA in Technical Communication and E-Learning

The LLCC faculty supervise Masters and PhD degrees by research and innovative structured PhDs
Structured PhD in New Media and Film
Structured PhD in Applied Language Studies
PhD in TESOL
2.2 Research Centres

Centre for Applied Language Studies (CALS)
Centre for Irish-German Studies
Eighteenth-Century Research Group
Ralahine Centre for Utopian Studies
Centre for European Studies (CEUROS)

2.3 Faculty Research Interests

Language
Second language acquisition
Language pedagogy, teaching methodology, language teacher education
Discourse analysis
Corpus linguistics Application of corpora to language learning
Motivation and language learning, Self-directed learning
Language and culture
Adult learning; work based language learning; tourism language
Sociolinguistics, language support networks, language and society
Language Policy and Language Planning, Language and Power
The Politics of Language in the Spanish-speaking World
Language and policy in the gaeltacht
Language and the media, public language
CALL: technology enhanced learning and knowledge management
computer-mediated communication.
Pragmatics and language in context;
Workplace discourse and the discourses of language teaching and learning;
Investigating communities of practice;
(im)Politeness and the pragmatics of humour and laughter.
Language learning and new technologies; materials development
Self-directed learning
Language policy and planning
Language education
PBL (Problem-based learning)
multilingualism

Literature
French Literature, and in particular crime fiction and ‘la littérature de l’engagement’
French cinema
Translation studies
Feminist literature
Okinawan literature
Literary Gothic in Romantic Ireland, Britain, and Europe
Comparative Literature.
Women’s writing in Spain and Latin America.
Modern and contemporary literature
Memory and representation in contemporary Spain: the recovery of historical memory.
Spanish Literature of post-war Spain
20th and 21st century literature, particularly American fiction; popular culture and graphic
narrative; masculinity studies; and literary theory.
contemporary French and Francophone Caribbean literary and visual cultures

Culture
Popular music in Spain
intercultural relations, intercultural competence

Journalism
Media and crime, Justice and the media
Media in politics and democracy
Regional media in Ireland
Sport and the media
Irish politics, Current affairs, political satire
Broadcasting in Ireland
Development of online magazines

Communication
Instructional Design Theory to E-Learning/ Interactive Courseware Design and Development
Online Collaboration for Full-Time, Part-Time, and Distance-Learning Students
Learning Objects, Knowledge Management, and Learning (Content) Management Systems
Financial Analysis using Natural Language Processing and Artificial Intelligence Techniques
Software/ Web Localisation and Internationalisation
Information and Communications Technologies (ICTs) and new learning environments
Virtuality
The Multilingual Information Society
Professionalisation of technical writers

Early Irish
Foclóir stairiúil áitainmneacha na Gaeilge / Historical dictionary of Gaelic placenames (a Locus Project publication in conjunction with the Irish Texts Society); commentary on Irish onomastics; edition and translation of medieval Irish prose texts; edition and translation of Irish bardic poetry; studies on early modern Latin translations of medieval Irish poetry; Christian representations of Heaven, Hell and the Afterlife in medieval Ireland; and comparative studies of medieval Irish, modern Irish and Anglo-Saxon poetic texts concerning Christ and the Cross and features of the lament on the death of Christ.

life & work of An Seabhac
Cloth and dress in the Irish tradition
Catholic publications and literacy in early twentieth-century Ireland
Popular devotion and cultural creativity in Limerick City 1925-1960

French modern poetry, poetics

German-Irish relations
The history of Irish-German contacts and relations
The Irish image of Germany
Travel Literature
German literature (19th century to contemporary writing)
Exile Studies
GDR and post-Wende literature and cultural politics
The writings of Helga Königsdorf
South African literature and culture
Irish American literature

Critical theory
Modernist studies
Feminist theory
Gender and psychoanalytic studies
Utopian Studies
Discourse of Cosmopolitanism, Multicultural, multilingualism and mobility
Diaspora studies
Dissident sexualities
Trauma theory
Memory studies
Postcolonialism
Literary, cultural and political theory
Literature and science
Literary individuation
Popular culture, transnational culture

3. Resources and Strategic Issues
Resources for LLCC are demanding areas for library collection development due to sheer volume and diversity. Resources comprise traditional textbooks, academic theoretical texts; historical, narrative, commentary and review texts; primary sources, spanning all historical periods and contemporary critical editions and the complete research methodology and critical theory materials.

The library collection serving LLCC comprises approx 135k books which are scattered through classification. The collection has been growing slowly in the last 5 years but not really keeping pace with the rate of publishing. We’ve sought to diversify the collection, purchasing individual copies rather than multiple copies which sometimes causes stress for students.

Literature collections (120k) are patchy, we’ve always sought to purchase depth in an author rather than breadth in a genre. We lack the authorised editions of many author’s works and lack the supporting letters and papers for extensive scholarly interaction. We are not keeping pace with current publications, we are not really developing international English literature to any depth.
Irish literature in English needs substantial investment to continue building good editions.

Legal deposit and cultural support
Irish language materials (3000 approx) benefit from legal deposit. Japanese - both language and literature - benefits from the support of the Japan Foundation. Diversity in German literature has been supported by Swiss and Austrian cultural support while The Cervantes Institute provided support for Spanish.

Language Learning Books - coursebooks are held both in the library and the language lab. This is an area where we are limited and elderly.
Specific languages: we have a teaching rather than scholarly collection for each of the languages except Irish. English, as supporting TESOL, has the major and comprehensive collection which helps other subjects

Critical theory (2k approx.) was updated 3 years ago but needs more investment to be comprehensive. Linguistic theory is short on historical and contemporary theorists. Sociolinguistics is strong on language politics but understandably weak on the emerging technologies and new media. There is a retrospective collection of elderly materials and out of fashion authors which no longer contribute to the curriculum.

Sociolinguistics has a comprehensive collection of applied studies. More books in this area are available electronically than most disciplines.

Culture and communication and new media is supported by sociology and some computing and history of technology materials. Considerable new media material are available online. Cultural studies is dominated by English language materials and is fundamentally undergraduate

Film studies - substantially analytical texts on a limited number of films and directors.

Supporting materials: Philosophy and Critical theory purchased by Literature; Society and community purchased by Sociology.

Multimedia materials for teaching languages.
These are mostly held in the language lab with only elderly materials held in the library.

Movies and DVDs
We hold a small collection of movies and dvds. The more substantial collection is held in the language lab.
4. Method and Scope of Collection Development Policy

4.1 Classification & Collection Levels

The IFLA, International Federation Library Associations and Institutions collection levels model is applied in assessing the collection and all book requests. Levels 1 and 2 are considered to be insufficient to meet the needs of a third level curriculum. Levels 3, 4, and 5 need access to significant primary sources to meet research training and problem-based learning within the curriculum and to facilitate the performance of research at postgraduate level. Level 5 indicates significant holdings built up over time or areas of special focus. This Collection development plan defines the UL library collection in 2013 and gives a sense of the target collection. The departmental priorities in their annual book purchasing plan will identify the intermediate steps to achieve targets.

<table>
<thead>
<tr>
<th>IFLA Collection Levels</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Out of Scope</td>
<td>0</td>
</tr>
<tr>
<td>Minimal Level</td>
<td>1</td>
</tr>
<tr>
<td>Basic Information Level</td>
<td>2</td>
</tr>
<tr>
<td>Study or Instructional Support Level</td>
<td>3</td>
</tr>
<tr>
<td>Research Level</td>
<td>4</td>
</tr>
<tr>
<td>Comprehensive Level</td>
<td>5</td>
</tr>
</tbody>
</table>

Classification

The primary Dewey classification range for language is 400-499; 306+ for sociolinguistics and 800-899 for literature. There are significant supporting subjects in philosophy and critical theories, 150-190, sociology and cultural studies 300+. Journalism runs from 070, through politics, history and Irish and international affairs while technical communication and elearning draw extensively from computer science, usability and education; in fact language, literature, culture and communication is pervasive and the classification system scatters materials so these Dewey headings are not precise. In this list I have grouped together language and literature for French, German, Spanish, Japanese and Irish. English language, Linguistics and TESOL stand together and Literature in English, American, Irish and historical literatures stand together because of the size of each collection.

4.2 Language, Literature Culture & Communication Assessment

<table>
<thead>
<tr>
<th>Subject</th>
<th>Dewey Decimal Class</th>
<th>Collection level (IFLA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books and ideas, ideologies, aesthetics, Rhetoric, primary sources</td>
<td>020, 114; 168, 174</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Journalism</td>
<td>070-080</td>
<td>3</td>
</tr>
<tr>
<td>Contemporary philosophers and critical theorists, primary sources</td>
<td>193</td>
<td>3</td>
</tr>
<tr>
<td>Semiotics, information design, human computer, new media, social media</td>
<td>302.2+</td>
<td>3</td>
</tr>
<tr>
<td>Ethnicity and language, diaspora</td>
<td>303.44; 305.4</td>
<td>4</td>
</tr>
<tr>
<td>Category</td>
<td>Code(s)</td>
<td>1</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>---------------</td>
<td>----</td>
</tr>
<tr>
<td>Gender, feminism, WS, masculinities, sexualities</td>
<td>305.3; 306.7</td>
<td>4</td>
</tr>
<tr>
<td>Cultural studies, theory and by region, including visual</td>
<td>306</td>
<td>3</td>
</tr>
<tr>
<td>Sociolinguistics</td>
<td>306.44</td>
<td>4</td>
</tr>
<tr>
<td>Education, psychology, classroom, discourse, tp, evaluation</td>
<td>370.1523</td>
<td>3</td>
</tr>
<tr>
<td>Instructional design, multimedia and learning, literacy</td>
<td>371.33</td>
<td>3</td>
</tr>
<tr>
<td>Adult learning</td>
<td>374</td>
<td>4</td>
</tr>
<tr>
<td>Curriculum</td>
<td>375</td>
<td>4</td>
</tr>
<tr>
<td>Private life, public life</td>
<td>390; 391</td>
<td>3</td>
</tr>
<tr>
<td>Folklore skills, by country or region and folktales</td>
<td>390; 398</td>
<td>3</td>
</tr>
<tr>
<td>Language, world languages, language history</td>
<td>400; 420.9</td>
<td>3</td>
</tr>
<tr>
<td>Discourse analysis, semantics, psycholinguistics</td>
<td>401</td>
<td>3</td>
</tr>
<tr>
<td>First language, language development; bi-/multilingual</td>
<td>401.93; 404</td>
<td>3</td>
</tr>
<tr>
<td>Language teaching techniques</td>
<td>407</td>
<td>3</td>
</tr>
<tr>
<td>Pragmatics and language use, linguistics, language processing, corpus, computational linguistics</td>
<td>410; 420.7</td>
<td>3</td>
</tr>
<tr>
<td>Writing language, grammar, syntax, punctuation</td>
<td>411; 412; 425</td>
<td>3</td>
</tr>
<tr>
<td>Lexicography, dictionaries, morphology, vocabulary</td>
<td>413; 415; 423;419; 422</td>
<td>4</td>
</tr>
<tr>
<td>Phonetics, spoken english</td>
<td>414;</td>
<td>2</td>
</tr>
<tr>
<td>Dialects, language ecology, hiberno english</td>
<td>417, 227</td>
<td>3</td>
</tr>
<tr>
<td>Applied linguistics</td>
<td>418</td>
<td>3</td>
</tr>
<tr>
<td>Computer aided language learning CALL</td>
<td>418.002</td>
<td>4</td>
</tr>
<tr>
<td>Teaching second language, assessment issues, teaching culture, developing materials for teaching</td>
<td>418.007</td>
<td>3</td>
</tr>
<tr>
<td>Translation; theory, practice; machine translation</td>
<td>418.02 more numbers</td>
<td>4</td>
</tr>
<tr>
<td>Reading, visible language</td>
<td>418.40 428.4</td>
<td>3</td>
</tr>
<tr>
<td>World english; discourses, spoken english</td>
<td>420; 420.141; 421</td>
<td>3</td>
</tr>
<tr>
<td>English</td>
<td>428</td>
<td>3</td>
</tr>
</tbody>
</table>
TESOL, teaching methods, vocab, usage | 428.0071 | 3 | 4 |
Old English | 429 | 2 | 2 |
German Language and literature | 430-438; 830-839 | 3 | 4 | 5 |
German history, politics and society | 330.93,943 and 306.943 | 3 | 3 | 3 |
French language and Literature | 440-449; 840-849 | 4 | 4 | 4 |
Spanish language and literature | 460-469; 860-869 | 3 | 4 | 4 |
Spanish; history, politics, society | 960; 306.963; 330.96 | 3 | 4 | 4 |
Latin and greek classical languages | 477-480; 871, 882 | 2 | 2 |
Irish and Celtic languages, literature | 491 | 4 | 5 |
Irish Gaeilge, history of, death of…policy for | 491.62 | 4 | 5 |
Japanese | 495.611 | 3 | 3 | 3 |
Esperanto | 497.99 | 2 |
Film studies, | 791 | 3 | 4 |
Literature in english | 800 |
Literary theory, ideology criticism primary sources | 801 | 4 | 5 |
Literary genres including style manuals, technical writing, writing for specific disciplines | 808; 809 | 4 | 5 |
American literature | 810-814 | 3 | 4 |
literature, serious editions, primary source eg cornell yeats | 820. | 3 | 4 | 5 |
critical history of literature, lit theory and criticism | 820.9 | 3 | 4 |
NZ and Australia | 820.9943 and 820.9994 | 2 | 3 | 3 |
World literature | 891.6609 | 2 | 3 | 3 |

5. Book Budget

The distribution of the annual University book budget is agreed by the LIRD committee based substantially on the university FTE model.

5.1 Distribution within the LLCC faculty

The LLCC library coordinator agrees subject based investment or individual orders which are costed and ordered by the AHSS librarian. They coordinate requests from the faculty and send the approvals to the AHSS librarian for purchase through the acquisitions department. The AHSS librarian advises on costs, publication processes, paper and electronic versions; library transactions and use, the balance between programmes, balance between primary and secondary sources; recorded music, recorded performances and scores and the acquisition of
the substantial resources supplied through Irish Legal deposit materials. The AHSS librarian also coordinates the acquisition of resources for print disabled students. The book fund can be used to purchase any materials not requiring recurrent subscriptions. This can include finite back runs of journals though the AHSS librarian will advise on the sustainability of fragmented resources. We try to prioritise new programmes, and increasing student numbers or needs for multiple copies in course support.

5.3 Purchasing
The Acquisitions department of the library negotiates contracts with suppliers in accordance with procurement guidelines and best international practice. They supply book stock, journals and electronic services to the University library.

5.3.1 Procedure for purchase
Recommendations for purchase should contain publication details (isbn, edition numbers where possible) and meet any guidelines from the faculty coordinator. The recommendations can be in any format but electronic allows for efficiencies. Prices are given as estimates only; the library will get accurate prices from their suppliers. Module codes and the potential student numbers will help with curriculum support materials. Information for new programmes can be harvested from faculty and departmental board documentation and provision for new stock must be made when budgeting for new programmes. Faculty recommendations go to the faculty library coordinator, from there to the AHSS librarian and then to ordering from library approved suppliers.
6. Selection of Resources
The LLCC resources are evaluated regularly in terms of scholarly merit and relevance to their individual academic subject field and practice merit.

6.1 Language
Priority is given to publications in the Irish and English languages. Works published in other languages are selectively acquired.

6.2 Library Classification
Glucksman library uses Dewey Decimal Classification for books, printed materials.

6.3 Library and LLCC Liaison
The Faculty Librarian liaises with faculty members when making collection development decisions in line with the collection development policy. Together they determine priorities, and decide which material should be acquired, costs, paper or electronic delivery, the number of copies to be purchased etc. The acquisitions librarian decides on suppliers and service delivery issues.

The Faculty Librarian needs timely information about new programmes, new modules, module modifications and new research students and initiatives to ensure that the library service can meet those needs. New teaching methodologies and academic expectations can impact on the use of library resources and services. Faculty need to know transactions, use and damage to stock, mismatched loan periods and demand or stock conflicts between different modules. All need to know about innovations in publishing and distribution, metrics and information literacy issues.

6.4 Module and Programme support
The Library actively reviews its resources to ensure that modules and programmes at undergraduate and postgraduate level are adequately supported.

6.4.1 Reading list items
Faculty book selection work will take account of curriculum needs. The AHSS librarian reviews the reading lists prior to the start of each academic term, in sufficient time to allow acquisitions to purchase the book stock. Faculty will send current detailed reading lists or the librarian will access lists through SULIS. Faculty nominate the appropriate loan periods (Normal loan, Week loan, or Short Loan Collection or intensive care), depending on class size and numbers of copies and the expense of the book given the substantial cost of most historical music books. Loan periods will be changed and materials recalled as required, to facilitate maximum use of resources by users. Department faculty already support a regular updating of stock through new editions. The faculty librarian gives priority to the most recent stock in short loans and by relegating earlier materials to the store.

6.4.2 Multiple copies for curriculum support
The Department, in consultation with the AHSS Librarian, will decide on the number of multiple copies to be purchased for each module depending on the class size and recognising
that diversity in literature is important. A variety of loan periods, including short loans, will be used to maximise use of stock. It is not a general policy to stock multiple copies. Faculty will advise on locating materials to reserve loan section at the issue desk (popularly called ‘intensive care’).

In the interests of a diverse library collection, single copies will have appropriate loan periods to meet needs. The library will actively recall material on demand. EBook services allowing simultaneous access are preferred.

6.4.3 Research material

The LLCC library coordinator will accept purchase recommendations for research materials which meet the research priorities, plans and the postgraduate research needs of the department. We will seek to develop depth and expertise in the research collections. Research level collections will inform undergraduate project work.

6.4.4 Reference materials, specialist encyclopaedia, dictionaries.

Reference materials for LLCC are shelved in the Reference section. Some resources are available electronically through database services. Specialist academic encyclopaedias, annual reviews, yearbooks, handbooks and companions are increasingly important. We buy these as they become available but there are significant costs in updating and maintaining currency. Some dictionaries are lending stock.

6.4.5 Historical Source Materials

HSM contains primary source materials in printed format. We’ve located the complete Oeuvres Voltaire here but no other literary writers. There may be a case to be made to locate the letters and papers of authors in all languages here and to grow HSM and the historical approaches to literature. It may well be that many historical literature materials will be available online in the future but costs of subscribing to databases are substantial.

6.4.5 Official Publications

Irish Official publications, annual reports of GOs and NGOs are increasingly available in electronic versions. Paper copies are supplied under the Legal deposit rules, classified and shelved in the Official publications section of the library. The Oireachtas Library is working on a fully digitised retrospective archive of Irish Official publications which should be available shortly.

Official publications of International Organisations are purchased as necessary. These too are increasingly freely available electronically though the future is uncertain and subscriptions are always possible and will be substantial.

Official publications can provide useful materials for elearning, technical communication and sociolinguistics.

6.4.6 European Documentation Centre
UL library has been home to an EDC since 1972. Contemporary material is available electronically and retrospective digitisation projects are in train. The EU is increasingly preferring the electronic versions and are adopting a database approach to content.

UL’s EDC has moved to store but the AHSS’s librarian’s specialist information service is still extensively used and we teach students how to find and contextualise EU information on the web. EDC store material can be readily retrieved. EDC materials can provide useful sources for translation studies and technical language.

6.4.5 Journals - paper
LLCC Faculty have not reviewed the journals holdings.

6.4.5 Electronic resources: databases and ejournals
Databases for LLCC are substantially funded through IReL, the Irish University Libraries Consortium purchase. IReL purchase covers the international publishers, and there is a lack of flexibility to provide access to databases and journals produced by smaller publishers in an increasingly specialised and diverse information market. Journals in European languages are rarely included. Jstor’s lack of current issues is a particular problem for this discipline.

Primary source databases include EEBO, ECHO and LION

6.4.6 ULIR
UL library operates the University of Limerick Institutional Repository to allow faculty to self-archive their publications. Licensing is based on Creative Commons 3 licenses. The database is managed and serviced by library staff. Content and indexing is harvested by RIAN the Irish National Repository and from thence to Driver, the European research repository, and also through google scholar to facilitate exposure and citation of faculty work.

6.4.7 University of Limerick Digital Library.
The Digital library of the University of Limerick is the repository for the digital versions of archival materials such as the eighteenth century Magazine of Magazines and the Limerick Chronicle.

6.4.8 Sulis
UL offers SULIS, a VLE, to support teaching and distribution of materials. Sulis can interact with library resources. The library recommends providing links to electronic database resources, including the Institutional Repository so that downloads and student use can be metricated.

6.5 Format and Media
6.5.1 Print
Print is the preferred media for publishers in local history materials, for performance scores and scholarly works involving images in Music and Dance. Increasingly academic publishers are moving their scholarly books to eversions.

6.5.2 Electronic formats
Books: Electronic format is the Library’s preferred format for high demand textbooks where we can offer simultaneous and remote access. Ebooks can also help research level materials and promote efficient work through speedy supply, simultaneous and remote access.
Standalone software published on CDs and DVDs can date rapidly and is not preferred. **Audio and Video:** Streaming multimedia through the internet is preferred over DVDs or CDs. Standalone products can be acquired and licensed selectively but the library recognises obsolescence issues. **Podcasts:** iTunes U and other streaming sources are not managed by the Library though we do teach how to access and manage them as part of overall information literacy and management. **Free Internet Resources.** We provide links to free internet sources in our lists of databases and recognise that more integration of online materials and UL library services needs to be achieved. Faculty advice on the scholarly quality of the increasing volume of digital humanities is needed.

### 6.6 Journal subscriptions and databases

Glucksman Library licenses academic electronic access to databases and journals wherever possible, negotiates for multiple simultaneous uses on and off campus and participates in consortium purchasing through IReL to maintain competitive pricing for information.

#### 6.6.1 Procedure for acquisition of Journal subscriptions and databases

The Library Information Resources Development committee agree book fund allocations. Funds for journals and subscriptions are managed centrally. Subscriptions to journals and reports are regularly reviewed. New titles are funded through cancellation of older titles.

#### 6.7 National initiatives: consortium purchasing and national collection development and resource sharing

Glucksman library actively supports the IReL (Irish Research e-Library) Consortium purchasing of databases and electronic resources. IReL funded resources are reviewed regularly and decisions are made based on a cost per use/value for money model, alongside consultations with faculties and researchers. IRel funded sources substantially benefit English language publishing.

### 6.8 Donations

The UL Glucksman Library donations policy is part of the main Collection Development Policy.

Collection donations will be assessed by the AHSS Librarian, with faculty advice to match defined collection objective and strength. Donations can be significant to fill gaps, especially given that both Irish traditional and medieval music and also dance books are published in tiny print-runs and can be very hard to get. Rare or valuable items will be housed in Special Collections.

#### 6.9 Legal Deposit

The Irish language, culture and society publications, fiction and poetry published in Ireland, and the Irish Official publications and statistics collection benefit from legal deposit. The AHSS librarian will select and preserve Irish published deposit materials to meet curriculum,
faculty research and archival needs. Legal deposit materials will be managed and used to the same standards as purchased materials.

6.10 Special or Additional Funding
Special funding from donors, friends, or departmental research earnings will be managed and accounted by the library to the Department independently of the University’s recurrent book budget. In the absence of additional funding, new courses, new faculty or new research centres will be supported from within the standard Departmental materials allocation.

6.11 Stock Management and Review
Print resources will be reviewed frequently through agreed consultation processes to relegate to store out of date texts and journals to maintain a contemporary and relevant collection on the main shelves. Single copies of early editions of textbooks will be retained for future scholars.

7. Specialist Collections

7.1 Irish Official Publications
Detailed under 6.4.5

7.2 European Documentation Centre
Detailed under 6.4.6

7.3 Dissertations and theses
Research PhDs and Masters on paper are held by the Glucksman library and catalogued in the library catalogue. In accordance with the University policy, electronic versions of doctoral and research masters theses will be accepted by the library with access provided through the institutional repository. The LLCC will retain any electronic versions of theses which are embargoed until it expires and then supply the library with an electronic version.

7.5 Special Collections
The Special collections policy is available and covers any historical, rare or expensive items. It is not a subject specific collection. Decisions to locate materials in special collections will be collective and collaborative.

7.6 Digitisation and Datasets

8. Library Support
Knowledge management is a fundamental asset in all disciplines. The Library is committed to supporting wise use of all information resources and efficient management and retrieval by students and faculty. Together with faculty, the AHSS librarian teaches information literacy for all arts and humanities subjects and seeks to promote information fluency to all students with all resources, especially databases and internet publication. Teaching can be one to one,
embedded in the curriculum or run independently through workshops and problem solving approaches.
Appendices

Appendix 1

Guidelines for a Collection Development Policy using the Conspectus Model (2001)

International Federation of Library Associations and Institutions
Section on Acquisition and Collection Development
F. Collection depth indicators

The collection depth indicators, or levels, are numerical values used to describe a library’s collecting activity and goals. Three aspects of collection management are considered: current: collection level, acquisition commitment, and collection goal

Conspectus Collection Depth Indicator definitions

0 Out of Scope.
Library does not intentionally collect materials in any format for this subject.

1 Minimal Information Level
Collections that support minimal inquiries about this subject and include:
A very limited collection of general materials, including monographs and reference works. Periodicals directly dealing with this topic and in-depth electronic information resources are not collected.
The collection should be frequently and systematically reviewed for currency of information. Superseded editions and titles containing outdated information should be withdrawn. Classic or standard retrospective materials may be retained.

2 Basic Information Level
Collections that serve to introduce and define a subject, to indicate the varieties of information available elsewhere, and to support the needs of general library users through the first two years of college instruction include:
A limited collection of monographs and reference works.
A limited collection of representative general periodicals.
Defined access to a limited collection of owned or remotely-accessed electronic bibliographic tools, texts, data sets, journals, etc.
The collection should be frequently and systematically reviewed for currency of information. Superseded editions and titles containing outdated information should be withdrawn. Classic or standard retrospective materials may be retained.

3 Study or Instructional Support Level
Collections that provide information about a subject in a systematic way, but at a level of less than research intensity, and support the needs of general library users through college and beginning graduate instruction includes:
An extensive collection of general monographs and reference works and selected specialized monographs and reference works.
An extensive collection of general periodicals and a representative collection of specialized periodicals.
Limited collections of appropriate foreign language materials, e.g. foreign language learning materials for non-native speakers or foreign language materials about a topic such as German history in German.
Extensive collections of the works of well-known authors and selections from the works of lesser-known authors.
Defined access to an extensive collection of owned or remotely-accessed electronic resources, including bibliographic tools, texts, data sets, journals, etc.
The collection should be systematically reviewed for currency of information and for assurance that essential and important information is retained, including significant numbers of classic retrospective materials.

4 Research Level
A collection that contains the major published source materials required for doctoral study and independent research includes:

Very extensive collection of general and specialized monographs and reference works.
Very extensive collection of general and specialized periodicals.
Extensive collections of appropriate international language materials.
Extensive collections of the works of well-known authors as well as lesser-known authors.
Defined access to a very extensive collection of owned or remotely accessed electronic resources, including bibliographic tools, texts, data sets, journals, etc.
Older material that is retained and systematically preserved to serve the needs of historical research

5 Comprehensive Level
A collection in a specifically defined field of knowledge that strives to be exhaustive, as far as is reasonably possible (i.e., a "special collection"), in all applicable languages includes:
Exhaustive collections of published materials.
Very extensive manuscript collections.
Very extensive collections in all other pertinent formats.
A comprehensive level collection may serve as a national or international resource