Irish World Academy of Music and Dance
Collection Development & Management Policy

April 2013

Contents
1 Policy context, application and scope 2
2 Irish World Academy of Music and Dance, Programmes and Research Centres 3
3 Strategic Issues: UL Library Resources for Music and Dance 4
4 Method and Scope of Collection Development Policy 8
  4.1 Classification & Collection Levels 8
  4.2 Collection Assessment 8
5. Book Budget 11
6. Selection of Resources 12
7 Specialist Collections 16
8 Library Support 17
Appendices 18
  Guidelines for a Collection Development Policy using the Conspectus model (2001) 18
  Conspectus Collection Depth Indicator definitions 18
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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 performers of The Irish World Academy of Music and Dance in the University of Limerick; supporting teaching and learning through the curriculum; supporting undergraduates, postgraduates and researchers as students, researchers and therapists and performers and enriching the scholarly collections identified by the Academy in its core areas.

The scope of the library collection of Arts Performance resources reflects the Academy’s teaching and research activities. The Academy and the AHSS librarian will participate, consult and advise on the acquisition and management of those resources. This policy recognises that the Glucksman Library has a presence as a national collection in Irish music, in dance and music therapy, aiming to stock a comprehensive and archival collection. It supports strategic decision-making by the Academy and the Glucksman Library in recommending music, dance and performance related 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 supports the World Academy of Music and Dance’s vision of being “a vibrant place of possibility that nourishes the development of a creative consciousness and thoughtful engagement with our local and global communities” statement by affirming a responsive library and information service prepared to value the practical, multi-disciplinary and innovative approaches adopted by the Academy. The development of the library collections and service balances high quality research publications in areas of key research strengths with extensive subject choice and materials valued for performance. The service is enhanced by a supportive, problem solving and skills transfer information service for faculty, postgraduates and undergraduates.

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 updates by the Irish World Academy of Music and Dance and AHSS librarian.

1.4 Collection Development & Management at faculty level

Faculty of the Irish World Academy will work with the AHSS librarian on stock selection and recommendations to achieve a balanced collection.
2. Irish World Academy of Music and Dance, Programmes and Research Centres

The World Academy has a unique identity in the administrative structure of University of Limerick faculties. Institutional responsibility is directed to the Office of Vice President Academic and Research though courses are processed through AHSS Faculty Board. It offers innovative, diverse pedagogic programmes integrating academic research with reflective learning and performance practice to empower students to find “their own voice”. The student community is equally diverse, drawing from communities across Ireland and the world. The Academy connects with the professional and performance community through local partnerships, national and international initiatives and performances and through master classes and summer schools like Blas.

2.1 Irish World Academy of Music and Dance Programmes

Undergraduate Programmes
- BA Irish Music and Dance
- BA Voice and Dance
- Certificate in Music and Dance
- Blas Summer School

Graduate Programmes
- Professional Diploma in Education (Music)
- MA Classical Strings Performance
- MA Community Music
- MA Dance Performance: Contemporary Dance
- MA Dance Performance: Irish Traditional Dance
- MA Classical Strings Performance
- M Education (Music)
- MA Ethnochoreology
- MA Ethnomusicology
- MA Irish Traditional Music Performance
- MA Music Therapy
- MA Ritual Chant and Song
- MA Festive Arts

The Irish World Academy faculty also supervise Masters and PhD degrees by research as well as innovative Structured Arts Practice PhDs.

2.2 Research Centres

- Irish Music and Dance
- Arts and Health
- Arts Practice
- Ethnographic Enquiry

2.3 Faculty Research Interests

- Ethnomusicology: theory, practice, contemporary and historical, Music cultures and performance in traditional societies
Collecting of Irish traditional music, song and dance, and the ethnic and popular music of Ireland, Canada, USA and Australia.

Contemporary traditional music performance and interpretation. This focus extends to European traditional music and dancing. East European music and dance in a changing society is a further specific area of interest.

Digitizing and archiving recordings and field studies

Historical musical performance studies, experimental music, historical and traditional musical instruments. Movement and music, ritual studies, liturgical contexts

Vocal music, chant performance, medieval polyphony and the study of medieval MSS and musicology.

The ballad tradition including contemporary traveller song. As above the broader study of European folk song and ballads is important to contextualise the Irish focus.

Community music and now festival studies.

Music education, Curriculum design, the integration of traditional and classical musicians, within a shared curriculum


Ethnochoreology; theory practice, historical and contemporary.

Social, Scottish and Irish dance traditions among the diaspora.

Choreography and expression of modern and contemporary dance, dancer’s creative practice with choreography; somatics, improvisation and dance composition

Dance terminology and writing dance

Irish society and culture

Faculty participate in local, national and international musical scholarly and community initiatives, sit on editorial boards of international journals in their fields of expertise can contribute to the musical and dance culture of our times thought performance

Festive Arts: festive practices and landscapes, arts management, cultural entrepreneurship, the history and theory of festivity and society, research methods in cultural policy, the development of creative practices for festival contexts.

3. Resources and Strategic Issues

Resources for music, dance, performance studies and music therapies are demanding areas for library collection development. Resources comprise traditional textbooks, academic theoretical texts; historical, narrative, commentary and review texts; primary sources, spanning all historical periods and contemporary critical editions; scores, performances, both recorded and reviewed and the complete research methodology and critical theory materials.

The Music, Dance and Performance library in UL comprises 12000 titles, substantially classified in the 780s but are scattered throughout the library and increasingly available electronically.

Music Books: (over 7000 titles) Music, in particular, includes a substantial popular literature and recordings which are a record of the culture of the day but not yet of academic merit. Irish musical publishing is a tiny sector and these popular materials might be the only
resources available in a specific subject. Ethnomusicology is a growth area in music and titles are increasingly available electronically. It is also rapidly developing and undergoing change – thus important to keep up acquisitions in this area particularly relating to the ‘core’ publishers’ series Chicago, Ashgate, but also others. Bibliographies for ethno-related areas can often be effectively updated after the usual round of autumn academic conferences.

Academic texts and commentary is growing slowly as contemporary critical techniques re-values music, we do not have a long standing historical music collection. Scholarly editions of music scores and manuscripts are expensive, often published in series and in limited runs. We buy theses when it is impossible for an author to be published. Overall the collection needs deepening and broadening and Irish traditional music needs multiples to help with undergraduate use.

Music CDs: We’ve a representative world music collection and Irish traditional performance but it is not keeping pace with new performers. Students are using itunes and streaming services, performers websites etc to create their own musical libraries.

We need to think about streaming databases of ethnomusicological resources for world music and to consider the archival function for Irish traditional music CD collection in the light of the digitisation of the ITMA collection.

Music and expressive arts therapies (300 titles, mainly music therapy) the case study literature for these disciplines are already online databases so book publishing fulfils a different function. We need to aim for a comprehensive and national collection.

Dance literature (2500 titles) has a substantial international historical literature and contemporary ethnographic materials are a boom area along with academic and critical writing on contemporary dance. Dance libraries in Ireland are scarce, a substantial and comprehensive dance library is a strategic asset.

Dance DVDs, especially for Irish contemporary Dance performance is an issue for the Dance archive as much as for the library. Given the poor representation of dance on television and the rights issues on the internet, we probably need to consider continuing to develop a collection. The materials are vulnerable.

Community music core collection of 100 titles but the discipline is well covered in journals literature.

Music education including teaching resources (250 titles specifically, and a whole library on education) provides resources for school based music education. The subject is well covered in journals articles. We need more school appropriate resources such as scores for large and instrumental vocal works, musicals, songbooks etc.

Voice training and performance; dance training and fitness for performers, injury prevention all are tiny relevant collections which could become core assets if developed here in the context of sports and medicine.

Performance studies (426 titles) but substantially theatre and film, this collection will need investment to keep pace with new trends in publishing.
Festive Arts: Many relevant texts are held within the library as part of the tourist studies, cultural theory, management, performance studies, and cultural studies programmes within the university. A preliminary list of c. 50 books has been sourced for the library. As in the case of the textbooks, many of the relevant journals for this programme are already within the library’s collection. As the course develops, there will be a need to subscribe to specific journals (to be identified by the course director in the areas of cultural policy and the performance of culture), as well as further specialist textbooks in the area.

Journal subscriptions and Databases: Community Music, festive arts, arts therapies are new and innovative subject areas. We have limited access to the journals in those fields.

This is a fundamental dilemma for young subjects in the UL context and for subjects which are undergoing changes in approaches. Journal expansion for World Academy subjects has been achieved through the full text database route which does not include the innovative and dynamic titles from newer publishers.

Databases are funded substantially through IReL, the national consortium. While we benefit from IIMPft and IIPA and Jstor, we lack RILM. This is important for all postgraduate research for access to the academic scholarship in classical music. The absence of a full text scores database forces faculty in classical performance to use IMPSP, effectively, the Wikipedia of music scores. Oxford on-line data base is a valuable resource, the online version of Garland Encyclopedia of World Music would likewise be a resource, probably for UG students in particular, although relevant to PG as well.

MICE library stocks material on classical music to support their Liberal arts and education undergraduate modules and their MA in Music education and have 1920-1960s materials in Irish traditional music. They also have Irish folklore materials on microfilm which will be digitised and available nationally from 2016. University of Limerick students have access to their library.

We recognise that the music and dance publishing industry publishes short print runs and very expensive books; so there is a need to purchase rapidly or to purchase theses which will struggle to find a commercial publisher. We recognise that we are a very young library in music and dance terms and that considerable effort is required to build the back list.

Irish Legal deposit resources provide significant benefit. Chant and liturgical materials supplied through Columba Press, Contemporary Irish music materials by the Contemporary Music Centre and a wealth of Irish traditional music and dance materials through small publishers and local groups. Electronic materials and music cds/dvds are not covered by legal deposit.

Strategic issues: Scores. we seek to purchase performance quality scores but the process is labour intensive and very slow.

Supporting materials: Critical theory purchased by Literature; new media purchased by literature, anthropology and ethnography and social/cultural and media materials purchased by sociology, technology and electronic music purchased by computing.

We offer ULIR, the UL institutional repository to faculty and research centres to store and metricate their own publications through international depository networks. Digitised PhD
theses in music are among the most used works in the repository and provide a way of getting Irish musical research international exposure.

Creation of digital archives. We recognise the importance of creating digital archives in Irish dance from the history of our own time and historical materials and contemporary Irish traditional performance. We recognise the importance of collecting Irish musical performance.

Glucksman Library collection for music dance and performance supports music in the region through the Music PAL scheme which give members of public libraries the rights to visit, read and access the CDs, books and scores in UL.
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>
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<tbody>
<tr>
<td>Out of Scope</td>
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<td>Minimal Level</td>
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<tr>
<td>Basic Information Level</td>
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<tr>
<td>Study or Instructional Support Level</td>
<td>3</td>
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<tr>
<td>Research Level</td>
<td>4</td>
</tr>
<tr>
<td>Comprehensive Level</td>
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</tbody>
</table>

Classification

The primary Dewey classification range for Music is 780-789.99; 615.85+ for Arts therapies and 790-795 for Dance. There are significant supporting subjects in theology, ritual, critical theory, cultural theory and research methodologies.

4.2 WAMAD Collection Assessment

<table>
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<tr>
<th>Subject</th>
<th>Dewey Decimal Class</th>
<th>Collection level (IFLA)</th>
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<tr>
<td>studies and recordings</td>
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<tr>
<td>Ethnographic and sociological research</td>
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<td>Critical Theory</td>
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<td>Ethnography, anthropology</td>
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<td>Ethnomusicology theory</td>
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<td>Music education and theory</td>
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<td>Music and gender</td>
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<td>Festive Arts</td>
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</table>
5. Book Budget

The distribution of the annual University book budget is agreed by the LIRD committee based substantially on the university FTE model. The book budget for the Irish World Academy is not allocated by FTE but top sliced.

5.1 Distribution within the Irish World Academy faculty

The Academy 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 highlight 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 Academy resources are evaluated regularly in terms of scholarly merit and relevance to their individual academic subject field and practice merit. Rare, hard to get, out of print or extremely expensive materials will be shelved in Special Collections.

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, scores and DVDs. However music CDs have a bespoke classification system involving publisher name and catalogue number.

6.3 Library and Academy 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. 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. Academy 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 Academy 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 books in Music and Dance often have limited print runs. 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.

Historical edited editions for medieval Music and Chant are notoriously expensive. The library will use controlled or restrictive lending to ensure equitable access and the safe management of the stock. 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 Academy library coordinator will accept purchase recommendations for research materials which meet the research priorities, plans and the postgraduate research needs of the Irish World Academy. 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 Music and Dance 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.

6.4.5 Recorded music and CDs, Recorded Dance and DVD
Recorded music CDs are purchased for Irish traditional music and for World Music. They are catalogued on the library catalogue and classified to a bespoke system involving the publisher’s catalogue number. There is a small collection of western plain chant styles. Many students now download recorded music into their personal libraries from online or streaming services. There is still a need for a selective recorded music archive in UL to preserve excellent performance and musical innovation to support the curriculum. There is a small collection of computer music to support the electronic music programmes in CSIS.

A small collection of Dance VHS and DVDs are held in the multimedia section of the library. Dance recordings are hard to get and go out of print rapidly. They are also vulnerable. We subscribe to the streaming service Dance in Video but this will never be comprehensive, contemporary or include the ethnographic and traditional dances. There is a continuing need to grow and develop the Dance DVD collection.

6.4.6 Music Scores.
Music scores are classified by Dewey decimal and shelved in their own sequence in the music section. We purchase performance scores with parts, study scores, and when
recommended, the authorised scholarly editions. We do not rent or lease scores for performance.

6.4.5 Journals - paper
We have paper subscriptions to dance journals dating to the 1970s. We seek to preserve these because of images and photographs which are not always available in the online versions. We seek to preserve Irish published journals in music and dance as part of or archival role.

6.4.5 Electronic resources: databases and ejournals
Databases for Music and Dance are substantially funded through IReL, the Irish University Libraries Consortium purchase. IReL purchase covers the international publishers, but there is a lack of flexibility to providing access to databases and journals produced by smaller publishers in an increasingly specialised and diverse information market. Both Music and Dance are specialist subjects in most universities and lack the critical mass to command consortium interest. Naxos is the recorded classical music database available to all in UL. International Index to Music Periodical fulltext; International Index to Performing Arts and Rock’s Back pages are used extensively.

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. Sadly, the Institutional Repository does not include Audio or Video performances which restricts its usefulness for Academy faculty and performers and it is to be recommended that these formats and the rich metadata standard used in Europeana should be implemented in ULIR and its associated repositories to begin the normal processes of archiving the music and dance scholarship and performance of our own times.

6.4.7 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 metericated.

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: Irish Traditional Music Archive Digital library, Europeana, the Digitised Neue Mozart-Ausgabe, Digital Dance Archives, there is an ever increasing availability of digital performance based resources. We provide links to these in our lists of databases and recognise that more integration of online materials and UL library services needs to be achieved.

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. Our collection of Dance Journals dates from the 1970s on paper but music journals are highly dependent on retrospective sources such as JSTOR

6.7 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.

6.8 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. The World Academy has benefited from IReL funded electronic journals and databases. We are a founder member of the Music PAL initiative.

6.9 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 World Academy collection is an overall beneficiary of 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 Academy 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 **Music and Dance Multimedia**

Detailed under 6.4.5

7.2 **Music Scores**

Detailed under 6.4.6

7.3 **Recordings of Campus performances**

TBC

7.4 **National Dance Archive of Ireland / Cartlann Náisiúnta Damhsa na hÉireann (NDAI)**

NDAI is a pioneering archive of dance materials housed in Special Collections. It collects preserves and digitizes multimedia materials relating to all dance in Ireland.

7.4 **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 Academy 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. Decisions to locate materials in special collections will be collective and collaborative.

7.6 **Digitisation and Datasets**

TBC

8. **Library Support**

Knowledge management is a fundamental asset in all performance arts. 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 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


Appendix 2 Work plan for this Collection Development Policy
Roughly classify all module titles using basic Dewey decimal classification as excel sheet
Roughly classify faculty research interests, postgraduates and research centres.
Create excel spreadsheets in Dewey order of book stock by quantity and journals and integrate with modules and research sheets to create a baseline document. Annotate with reference materials, databases and journals
Apply the Conspectus levels to the baseline sheet.
Discuss this with Orflaith Ni Bhrian who then inserted the targets in the light of the World Academy’s development plan.