

## DTS LIBRARIES, FY2022-23

Each year the library issues a brief annual report to our constituency. Part one provides basic statistics. Part two describes some challenges and opportunities. We encourage suggestions and recommendations.

### Part One: Statistical/Descriptive Summary

#### Collection

We distinguish between permanent and temporary collections. A resource is considered permanent if we own a physical copy (e.g., a book or DVD) or have legally guaranteed rights to perpetual online access (e.g., an e-book or audio book). A resource is considered temporary if we subscribe to access for a year.

Table 1 (below) summarizes<sup>1</sup> the permanent collection. It is substantial. Although we are spending more money on online resources than on physical resources, the older bulk of our permanent collection is still print, and most of these print books are not marketed as ebooks for libraries. Further, the ebook format of a given work is often more expensive than the print format of the same work. So we will continue to buy print, and we will continue to be dependent on print for years to come.

<b>Table 1: Permanent collection (combined campuses)</b>					
<b>Resource Type</b>	<b>6/30/2022</b>	<b>Added in FY</b>	<b>Discarded in FY</b>	<b>TFEC in FY</b>	<b>6/30/2023</b>
Print volumes (books and journals)	293,069	2,630	-10,103	-344	285,252
Microforms, AV, other physical pieces	36,804	28	-1,309	22	35,545
<b>SUBTOTAL physical resources</b>	<b>329,873</b>	<b>2,658</b>	<b>-11,412</b>	<b>-322</b>	<b>320,797</b>
E-books	78,995	1,650	0	-106	80,539
E-journals (titles)	16,524	16	0	0	16,540
<b>SUBTOTAL online resources</b>	<b>95,519</b>	<b>1,666</b>	<b>0</b>	<b>-106</b>	<b>97,079</b>
<b>TOTAL permanent collection</b>	<b>425,392</b>	<b>4,324</b>	<b>-11,412</b>	<b>-428</b>	<b>417,876</b>

Table 2 (below) tabulates items added to and discarded from the collection. Bookstacks on all campuses are near maximum capacity, so we need to discard one volume for every new volume added, and we are working toward that goal. The numbers vary year to year because of many special projects. In 2019-20 we processed a print collection for the Washington DC area campus; in 2018 we added thousands of online periodicals in the AAS archive; and in 2020-21 we added a large SCEL C e-book package. Note the large number of discards in 2022-23 that were necessary to free space for the renovation project.

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<sup>1</sup> Items are counted in the year they are cataloged, not the year in which they are purchased. Counts of e-books and e-journals owned are based on WMS Knowledge Base collections that contain an unknown number of duplicates (same title appears in more than one collection). TFEC means transferred (+ or -) or found (+) or error corrected (+ or -).

<b>Table 2: Some permanent items added and discarded</b>					
<b>Fiscal year</b>	<b>Physical items added</b>	<b>Physical items discarded</b>	<b>E-books added</b>	<b>E-journal titles added</b>	<b>E-journal volumes added</b>
2018-19	5,697	-1,050	5,241	6,346	?
2019-20	22,806	-3,336	1,627	154	?
2020-21	3,875	-4,014	9,053	0	?
2021-22	2,587	-5,301	4,784	47	
2022-23	2,658	-11,412	1,650	16	

Table 3 (below) summarizes the temporary collection (i.e., online resources for which we have temporary access rights). Four issues merit special explanation. First, we subscribe to a large package of databases selected by the TexShare consortium. That package includes much that does not support our curriculum. **We only count the portion we think might possibly support the curriculum.** The real total is much, much bigger. Second, we subscribe to a database of over one million dissertations and theses. It covers the entire range of humanities and social sciences, including religion. It skews the count. Third, there is significant duplication or overlap between the permanent collection and the temporary collection. Fourth, TexShare transitioned from EBSCO to ProQuest + Gale as the primary provider. During the transition we had access to products from both vendors; that artificially inflated the numbers for FY22-23.

<b>Table 3: Temporary collection</b>					
<b>Resource Type</b>	<b>6/30/2019</b>	<b>6/30/2020</b>	<b>6/30/2021</b>	<b>6/30/2022</b>	<b>6/30/2023</b>
E-books (TexShare) <sup>2</sup>	171,304	217,251	219,631	161,143	252,328
E-journals (TexShare) <sup>3</sup>	27,571	27,751	28,931	32,306	54,837
<b>SUBTOTAL TexShare<sup>4</sup></b>	<b>198,875</b>	<b>245,002</b>	<b>248,562</b>	<b>193,449</b>	<b>307,165</b>
E-books DTS licensed <sup>5</sup>	199,007	212,602	227,966	262,270	274,311
E-dissertations DTS licensed <sup>6</sup>	1,121,874	1,178,382	1,198,382	1,382,095	1,510,569
E-journals DTS licensed <sup>7</sup>	4,210	4,335	4,509	7,676	9,537
<b>SUBTOTAL non-TexShare</b>	<b>1,325,091</b>	<b>1,395,319</b>	<b>1,430,857</b>	<b>1,652,041</b>	<b>1,794,417</b>
<b>TOTAL temporary collection</b>	<b>1,523,966</b>	<b>1,640,321</b>	<b>1,679,419</b>	<b>1,845,490</b>	<b>2,101,582</b>

<sup>2</sup> Proquest (Academic Complete; Health & Medicine)

<sup>3</sup> ProQuest (SciTech Premium; Health Research Premium); Gale (Academic OneFile); EBSCO (Academic Search Complete).

<sup>4</sup> For TexShare see <https://www.tsl.texas.gov/texshare/databasecountfy2023.html>. WMS KB count is lower than TexShare website count.

<sup>5</sup> EBSCO (Academic North America; Religion); ProQuest (Religion and Philosophy); .

<sup>6</sup> Based on search for "the" in theses and dissertations, limited to full-text in ProQuest Dissertation database.

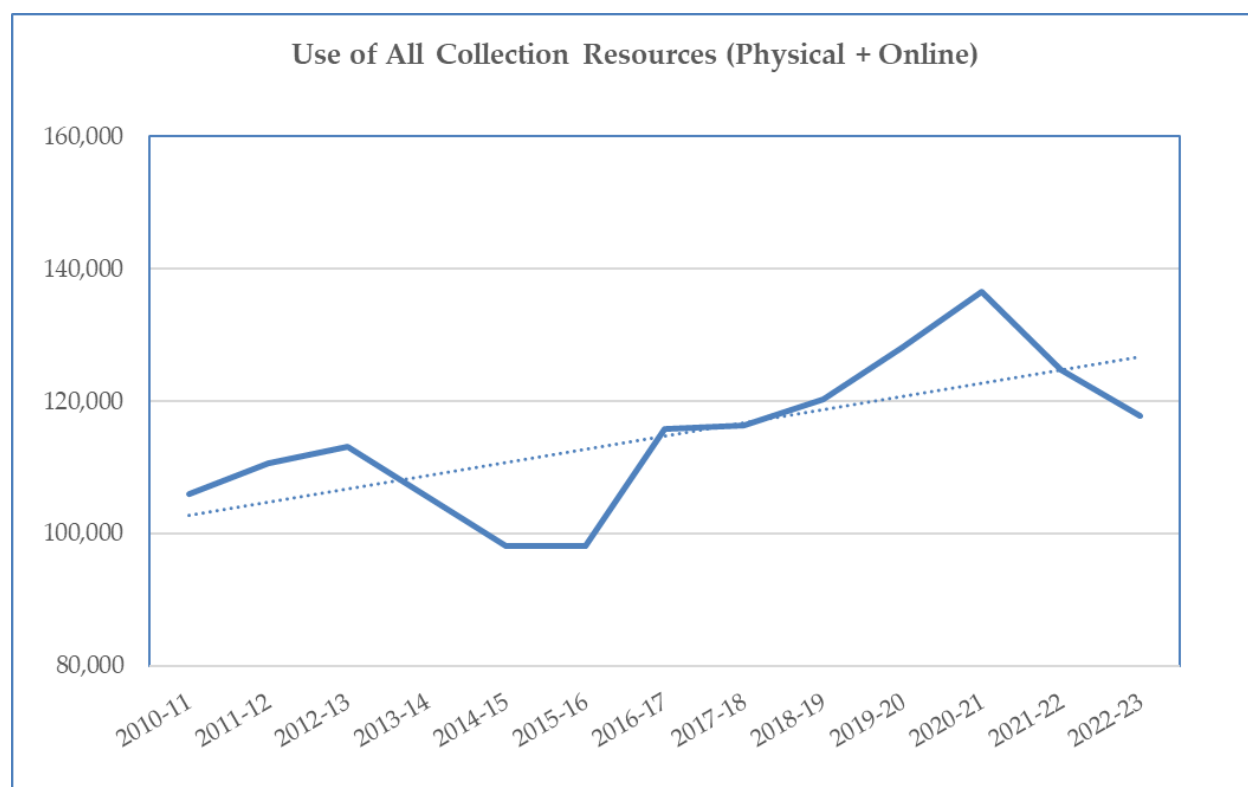
<sup>7</sup> EBSCO (Atla PLUS; Education Source; Philosopher's Index; Psychology and Behavioral Sciences; Religion and Philosophy ); ProQuest (Religion).

There is yet another category we have not attempted to count: open access resources. WorldCat Discovery links to millions of open access resources. These are mostly non-theological. They include perhaps two million old books hosted by HathiTrust. They also include a many modern e-books and e-journals.

### Use of Collection

We count the following kinds of collection use: downloading or viewing an online resource, or borrowing or renewing a physical item. We don't count in-house use.<sup>8</sup> Collection use declined in FY2021-22 and years following partly because we were unable to count some online transactions. However, there has been a recent real decline. See Table 4 and following chart for historical context.

Table 4: Total Use of Collection										
2010-11	106,114		2014-15	98,112		2018-19	120,340		2022-23	117,805
2011-12	110,652		2015-16	98,177		2019-20	128,129		2023-24	
2012-13	113,222		2016-17	115,887		2020-21	136,653			
2013-14	105,705		2017-18	116,850		2021-22	124,859			



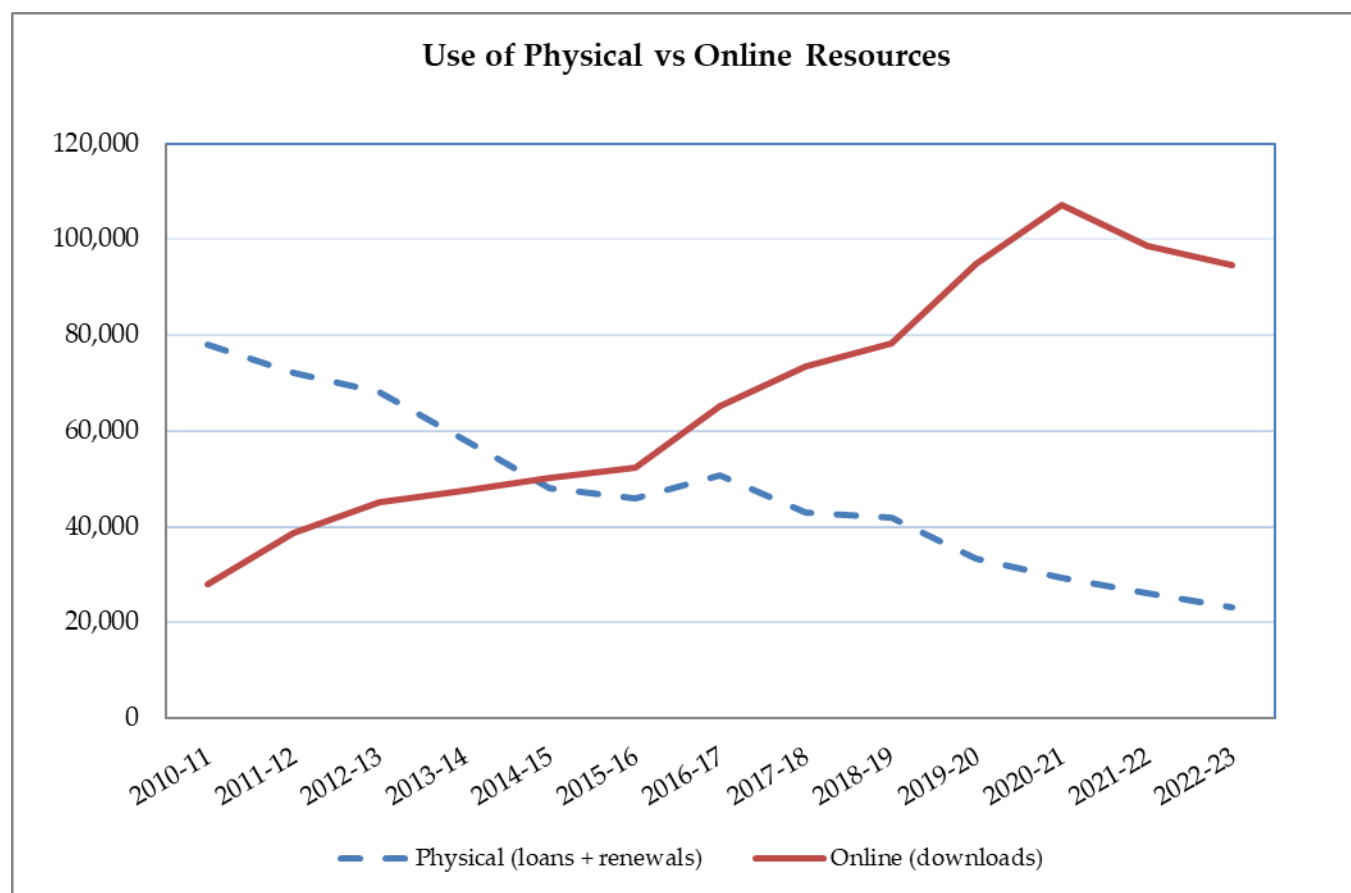
As the chart indicates, use remains high. Students are using resources extensively. High collection use indicates the collection is relevant and useful to students. It also indicates students are able to use the

<sup>8</sup> For example, we don't count reference books and periodicals that are pulled from the shelves and left on tables or book trucks or in scanner/copier areas. Surveys in the past indicate such in-house use is roughly equivalent to the number of items checked-out.

discovery systems (search engines) to identify materials. It also supports collection and discovery expenditures.

For decades we have been expecting a decline in use of library resources because students have convenient access to free non-library resources through Google and other search engines. Why are they still using library resources? Library staff have repeatedly analyzed works cited by students in their theses or other capstone assignments; these studies show students are mostly using academic/scholarly items available in/through the library. Some of these resources exist only in print and are not available on the internet. Other resources exist in electronic format and are on the internet, but are sequestered behind paywalls. These are some reasons students continue to use the library collection.

While total use seems to be trending slightly upward, this masks an important transition. Use of physical resources is declining as use of online resources increases.<sup>9</sup> See following chart.



Many factors contribute to this transition from physical to online resources.

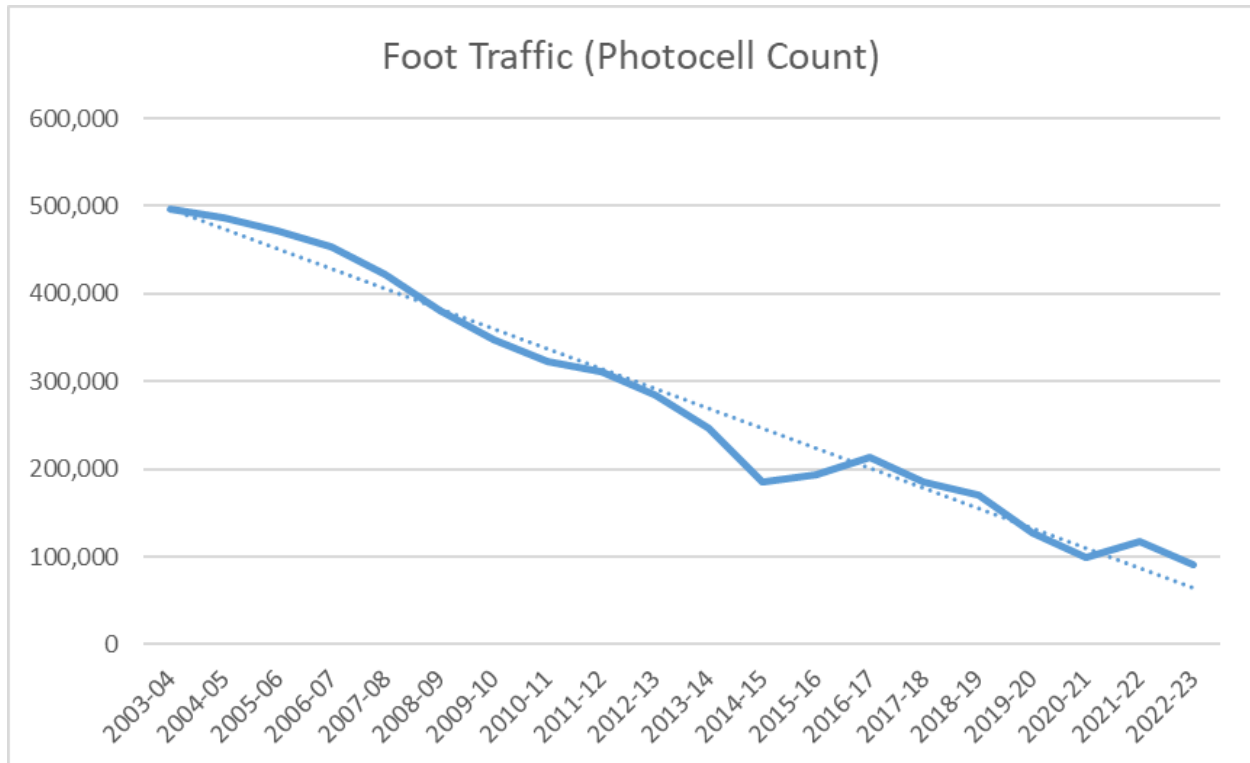
- increase in online enrollment
- increase in the size of online collection

<sup>9</sup> The count of online uses comes with some caveats. Only recently have we been able to count uses for nearly all our online vendors. So older counts undercounted actual use. In 2020 we began to count clicks to open access resources cataloged in WorldCat Discovery. But we were unable to do so in 2021-22.

- greater visibility of online resources (e.g., links in WorldCat Discovery beginning late 2015)
- decrease in Dallas campus enrollment, especially the ThM program.
- student culture and preferences

## Use of Facilities

For two decades foot traffic has declined as measured by the front door photocell.



Decline in the number of people coming to the library is primarily due to decline in enrollment at the Dallas campus, but there are many other factors. Availability of library resources online reduces the need for a special trip to the library. Commuter students enrolled at the Dallas campus take some courses online, so they are on campus less frequently. Many students are taking a lighter course load. They leave campus as soon as class is over rather than going to the library between courses. New housing on campus in 2002 (Swindoll Tower) and 2008 (Washington Hall) encouraged students to return home between classes rather than going to the library etc. In addition, the library is not as attractive and inviting as it once was. Turpin and Mosher buildings are aging.

## Part Two: Challenges and Opportunities

### Artificial Intelligence Software

General purpose AI became readily available and easy to use in 2023. AI will revolutionize database searching, book summarizing, literature reviews, organizing of notes, and actual writing of reports. Library staff will have to wait for commercial database vendors to provide AI features to access content behind paywalls. As we wait, we need to study AI, understand its strengths and weaknesses when used

for various purposes and tasks, and learn how to use it well. Faculty will have to address teaching methods, assignments, critical thinking, and assessment of learning in light of AI; librarians will have to respond to changes in teaching and learning.

### **Library Website**

The library website needs attention. Content needs to be pruned and updated. Interface needs to be redesigned and made responsive to small devices/phones. We may switch to WordPress so staff with no knowledge of html/css will be able to add and edit content.

### **Collection**

We will continue to prioritize purchase of online resources when available and affordable. And we will continue to assess advantages and disadvantages of temporary access versus perpetual access.

### **Chinese and Spanish Programs**

We need to improve support for the Chinese and Spanish (C&S) language students. Some portions of the website should be in C&S (but are not). Database searching tutorials for C&S programs should be adapted, not just translation from English (because database searching examples that work well in one language may be poor examples for another language, and because C&S students may use databases not covered in English documentation).

There is a dearth of scholarly theological material in C&S compared to English. Online resources are especially hard to identify. Of course, some good content does exist. But Spanish language seminaries all over the globe rely on English language resources and on the Atla Religion database (which uses English subject headings). Chinese seminaries both inside and outside mainland China do the same. We are monitoring improvements in automatic translation by computer software.

### **Information Literacy**

The basic research methods course (RS5101) has been replaced with a very brief non-credit Seminary Readiness Course (SRC) that new students must complete before registering for their second semester. SRC covers research and writing, but also personal finance, time management and other practical issues. The new approach provides dramatically less research-related instruction than RS5101 provided, but the new approach reaches 100% of all master's students. We are looking forward to evaluating early results.

### **Washington DC Area Campus in Burke Va**

Construction at the Burke campus is complete. Library shelving and collection are finally in place after a multi-year delay. We are in the process of hiring library staff.

### **Houston Campus**

Houston bookstacks are full.

## **Dallas Campus**

Dallas bookstacks are full. We continue to discard older works.

Significant renovation of Mosher and Turpin has begun. This will support some exciting new services for students. Demolition and construction are proving to be very disruptive.