

**Library Collection in Support of
the Curriculum and Specialized Research:
AY 2012-2013 Summary**

This summary is a revision and expansion of the previously named “Citation Analysis Study of Faculty Publications and Ph.D. Dissertations.” The expansion allows for the Library to illustrate clearly in one annual report evidence of how the Library collection supports two spheres of activity at PTS: support of the curriculum (course work) and support of specialized research (faculty publications and Ph.D. dissertations). It is expected that future years’ reports will creatively expand on methods for demonstrating library collection support of these activities.

Curriculum Support: PTS Course Readings

The Library collection provides excellent support for PTS courses, providing 100% full text access to required readings for every course, each semester (approximately 100 courses each semester), either through hard copy access or via electronic access to readings via the “E-reserves” button in each course’s Blackboard site.

Fall 2013 semester courses – required readings	100% full text access
Spring 2014 semester courses – required readings	100% full text access

Specialized Research: 2013 Faculty Publications and Ph.D. Dissertations

Libraries undertake citation analysis projects for a variety of purposes: to assess student and faculty research patterns or skills, to assess library collection and resource usage, to explore any relationships between publication and use patterns for use analysis and collection evaluation, etc. For the initial year of the Citation Analysis Project, citation analysis was used to provide a snapshot of two things: 1) what types of resources PTS faculty and doctoral students use in their published work; and 2) how many of their resources were available to them via the Library’s collections.

***It is important to understand that it should not be the goal of any academic or research library to try to provide 100% of resources for each academic project undertaken at the institution. Indeed, the very nature of academic inquiry means that it is perfectly healthy for faculty and doctoral students to range far and wide in gathering sources or in undertaking the creation of new original data in their work—a wide variety of sources and source providers is what we want to see in our patrons’ research patterns; it is a sign of the strength of their research skills and creativity and a skill the Library should cultivate in patron information fluency development.* The value of this snapshot for the Library is that it provides a way to keep a pulse on how the collection is being used in practice/publication and how our patrons are using or creating other kinds of resources. Over several years, these patterns can grow in value.

Faculty Publications – 2013

For the initial year, we looked at five randomly selected faculty publications—journal articles or chapters from books published in 2013.

What we discovered:

- The Library supplied on average 68.6% of book and 88.3% of journal article (paper or full-text electronic) resources in faculty publications in 2013.
- Overall, faculty used the Library collection for an average of 65.6% of total sources in published works.
- Faculty publications show a surprisingly low amount of diversity in source type beyond books and journals: only one interview source (.004%) and three archives sources (.015%) outside of PTS’s collection were cited in the publications sample.

	Books	Articles	Total Sources	
Faculty publication 1	66.7%	100.0%	60.0%	
Faculty publication 2	67.5%	91.7%	73.1%	
Faculty publication 3	88.9%	100.0%	92.3%	
Faculty publication 4	53.3%	50.0%	53.2%	
Faculty publication 5	66.7%	100.0%	48.9%	
	68.6%	88.3%	65.5%	Average

It is expected that future years’ faculty analysis will include a larger sample size and will further expand the use of citation analysis in two ways: 1) working with the new Director of Collections, Copyright, and Scholarly Communications to explore more direct inferences for collection shaping; 2) working with improved database usage information to analyze patterns of publication against use; and 3) explore if ILL services should be accounted for in the next collection.

Ph.D. Student Dissertations – 2013 Graduates

Fifteen Ph.D. dissertations from 2013 graduates were analyzed in the first year of the Citation Analysis project (some dissertations were unavailable full-text in ProQuest for various reasons: some are citation only in ProQuest, one was a D.Min. dissertation, one had data problems in the PDF that made analysis difficult).

What we discovered:

- The Library supplied on average 66.8% of book and 68.5% of journal article (paper or full-text electronic) resources in Ph.D. dissertations in 2013.
- Overall, doctoral students used the Library collection for an average of 66.2% of total sources in published works.
- Ph.D. dissertations reflected a modest range of diversity in source type beyond books and journals.

	Books	Articles	Total Sources
Dissertation 1	70.9%	96.7%	72.6%
Dissertation 2	74.1%	86.9%	72.1%
Dissertation 3	83.9%	95.0%	86.2%
Dissertation 4	89.7%	70.6%	90.3%
Dissertation 5	53.8%	75.0%	53.4%
Dissertation 6	84.3%	95.2%	85.3%
Dissertation 7	47.8%	43.8%	42.5%
Dissertation 8	83.9%	96.4%	86.4%
Dissertation 9	60.1%	30.3%	55.5%
Dissertation 10	38.9%	47.1%	40.4%
Dissertation 11	48.3%	62.5%	48.9%
Dissertation 12	75.8%	55.6%	72.5%
Dissertation 13	83.5%	92.9%	85.2%
Dissertation 14	60.0%	0.0%	60.0%
Dissertation 15	46.8%	80.0%	42.3%
	66.8%	68.5%	66.2% Average

Types of source:	Number	Percentage of total citations
Unpublished material	7	0.3%
Microform	11	0.5%
Web page	8	0.4%
Blog	1	0.0%
Online surveys	5	0.2%
Online newspaper	4	0.2%
Magazine	4	0.2%
Conference paper	4	0.2%
Lecture	1	0.0%
Music	2	0.1%
Video	3	0.1%
Personal communication/email	1	0.0%

It is expected that coming years' student dissertation analysis will expand in several ways: 1) explore if ILL services can or should be accounted for in the next collection, for a fuller picture of what resources were ultimately available through the Library's services (if not in our collection); 2) explore if organizing or analyzing dissertations by sub-field/department is helpful or not (history, theology, practical, etc.); and 3) expand the scope beyond the Ph.D. dissertations to include future D.Min. dissertations, as that program is reintroduced.

Overall Summary

While it would not be prudent to make sweeping generalizations from an initial year of data from a relatively small sample, the Library may want to keep some things on its radar and assess these things again as more data becomes available:

- Does the relative lack of diversity in resource type used by faculty and doctoral students signify the need for the Library to cultivate expanded research skills in various kinds of sources? Or is the lack of diversity more inherent to the discipline?
- Except for one faculty publication (interview) and one dissertation (personal communication/email), there is almost no evidence of a regular practice of original data generation through surveys, interviews, discussions, or formal studies. Is this anything the Library should be concerned about?
- The relative parity between faculty publication and doctoral dissertation overall averages suggests that the mid-60% range may be a range to keep our eye on in terms of future totals.