Theological Scholarship and Pedagogy: Trends Derived from Recent Research

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Overview

The mission of the American Theological Library Association (ATLA) is to foster the study of theology and religion by enhancing the development of theological and religious studies libraries and librarianship. In support of that mission, we publish several academic databases that support seminarians and other scholars in the study of theology, religion, and related disciplines. ATLA's offerings include the *ATLA Religion Database® (ATLA RDB®), ATLASerials® (ATLAS®)* online full text collection, and the *ATLA Catholic Periodical and Literature Index® (ATLA CPLI®).*

We believe that the approach to scholarship within the humanities is not monolithic. Researchers within the related academic disciplines considered under the umbrella of the humanities definitely share some methods in common. However, the needs of each discipline are unique enough to warrant appropriate study on their own. ATLA does not base decisions about the future direction of our offerings on findings reported in white papers and studies of humanities researchers in general. We believe it is important to stay close to active scholars. We conduct our own research and support relevant research undertaken by respected organizations within the library industry.

Two groups within ATLA collaborate to ensure that our offerings meet the current and future needs of scholars; namely, Digital Production and Business Development. Within Digital Production, we maintain the overall quality and editorial scope of

ATLA's offerings as well as manage the actual production of the products. Business Development leads market research efforts and supports the licensing of full text.

Our team has undertaken several research projects in the last two years focused on understanding the life and habits of students, scholars, and faculty engaged in the study of religion and theology.

- ATLA and the Illinois Institute of Technology (IIT) / Illinois Institute of Design (ID) undertook an ethnographic study that followed 15 researchers at various points in their career over the course of a summer.
- Simon Inger Consulting (SIC): In 2015, ATLA was one of the co-sponsors of SIC's revised longitudinal study *How Readers Discover Content In Scholarly Publications.*
- From the years 2014 to 2016, ATLA has undertaken several "blind" surveys aimed at librarians and faculty to better understand research information needs in the study of religion and theology.

Each study covered a broad range of questions and could provide ample material for several articles. This paper will highlight key findings directly related to how scholars find relevant material and what tools or resources they currently rely upon for research. Therefore, this paper will spotlight specific questions and activities that directly relate to the theme of discovery or selection of sources.

One final note: Given that the ethnographic research tends to be less familiar to audiences, the methodology and approach is outlined in somewhat greater detail. The quantitative research involving surveys tends to be more generally understood; therefore, less time is spent explaining that within the context of this paper.

Ethnographic Study

In 2014, our team decided to take a fresh approach to our research. Surveys are useful, and site visits have their place. With surveys, we tended to focus on gaining a deeper understanding of a targeted topic. In other words, we have identified a concept or area that is worth spending the time to gather quantitative data. Site visits provide a richness of detail and insight, often suggesting an area that needs greater research.

We sought a methodology that would effectively challenge our assumptions and provide directional signposts for further exploration. We wanted to step outside a scripted set of questions. ATLA would not be the focal point. We decided upon the

approach used by anthropologists and adopted by many organizations, namely ethnography, which would enable us to study current scholars in their own environments. This process brings the participant's experience to life in their own words and through their eyes. The method enables the participants to tell their story.

Founded in 1937 as the New Bauhaus Chicago, IIT Institute of Design (IIT ID) is a graduate design school with a long history of introducing innovative design methods and research tools. Ethnography is one of the core design processes taught by IIT ID. Confident in working with a highly skilled, yet independent, team, ATLA partnered with IIT ID to conduct the first ever ethnographic study of scholars in the association's history. Assistant Professor Tom MacTavish led a team of two graduate students, Thomas Brandenburg and Sipra Bihani.

Our project was entitled *Understanding Digital Scholars and Epistemic Tools*. The team's charter was to better understand the current workflow, perspective, motivations, abilities, and goals of individuals conducting research in the area of religion or theology. Epistemic tools is a concept found in Thor Magnusson's PhD Dissertation, *Epistemic Tools, The Phenomenology of Digital Musical Instruments,* University of Sussex, 2009. Essentially, our goal was to understand how, why, and to what end our scholars are doing things the way they do and what tools are they using to support the cognitive process.

The project was divided into three phases with specific goals for each one.

- Phase 1: Framing the Digital Scholar Landscape (background, June 2014)

- Phase 2: The Digital Scholar Experience (field work, June – October 2014)

- Phase 3: Analysis, Synthesis, and Knowledge Transfer (December 2014)

Phase 1: Framing the Digital Scholar Landscape

The initial phase of the project focused on background research. The team needed to develop a shared understanding of many concepts and issues; including:
- Common vocabulary: religion and theological concepts for the IIT ID team and ethnography methods for the ATLA team
- Thematic issues related to the approach to research on religion and theology
- Cultural nuances within the community of religion and theological scholars

The teams completed a secondary literature review. This included a combination of articles related to scholarly "discovery" in general and specific articles about the methods of scholars in religion, theology, or humanities. ATLA also shared the results of recently completed quantitative research projects.

To augment the literature review, Brandenburg and Bihani identified two active researchers viewed as experts in the current state of digital scholarship in the humanities to interview for a first-person perspective. For example, one of the scholars was authoring a book on digital humanities. The experts validated some of the findings from the literature; e.g., even within the humanities there are a lot of emerging technical tools available to support the research process. As a result, we are experiencing a shift from the dependence on huge infrastructure to more independent or de-coupled apps. Despite their own advanced skills, they remarked that available data-mining tools have steep learning curves.

IIT ID also conducted interviews with ATLA stakeholders and a cross-section of staff, including some of the editorial team who actively conduct research or teach. The trends that emerged from those conversations tended to focus on format or access, such as video, open access publications, and mobile usage. The ATLA team also voiced an interest in supporting the current and future needs of scholars in developing countries as well as the potential to access the research from these regions.

The team created a high-level summary of the findings for agreement with stakeholders before embarking on the next phase, which would focus on field research with active scholars. The following table (table #1) represents an excerpt of that analysis, which included the past and current trends.

Emerging Trends for Consideration (Table #1)	
Users	• Continued increases in connectivity between scholars around the world • Continued improvements of access to digital information for scholars in developing countries
Tools	• Increased use of mobile devices • More digitization • Greater data mining and discovery tools
Environment	• Increased work in mobile to semi-permanent
Work Process	• More consolidated work process (scholars don't have to go to multiple physical sites to access information)

	• More virtual teamwork

Phase 2: The Digital Scholar Experience

The goal of Phase 2 was to gain a better understanding of the actual way in which scholars work through direct observation and interaction with practitioners engaged in active research. In this phase, we asked scholars to share their time with us and tell their story. How do they conduct their research? Where? What tools are critical? What challenges to they encounter?

The underlying "why" from their perspective.

Recruitment Process

The team gave significant consideration to the required geographic scope of the project. Several conversations revolved around the potential for different or additional insights that could be gained by including scholars from other regions. The team reviewed the demographic scope and range of institutions and scholarship available in Chicago. We concluded that relevant, valid results could be achieved in the area; the obvious caveat being that we still needed to achieve the targeted demographic balance.

The team created a recruitment flyer, which was distributed to 17 institutions across the Chicago area. For the study, 15 participants were selected from nine institutions: Catholic Theological Union, Chicago Theological Seminary, Elmhurst College, Loyola University, The Lutheran School of Theology, Moody Bible Institute, North Park University, Seabury-Western Theological Seminary, and the University of Chicago Divinity School.

The specific demographic distribution (Table #2).

Attribute	Distribution (Table #2)
Gender	10 men, 5 women
Age Ranges	6 Millennials, 5 Generation Xers, 4 Baby Boomers
Education Level	4 PhD professors, 9 PhD students, 1 Master's student, 1 undergraduate

Current Occupation	11 students, 4 professors
Devices Used	6 smartphones, 8 tablets, 1 notebook computer, 14 laptops, 4 desktop computers
ATLA Association	6 experienced users, 4 invited participants, 5 more novice
Work Environment	4 library, 2 school office, 3 home, 3 split school & home, 3 seasonally change locations
Non-Christian Research Areas of Interest	Islamic, Buddhist, Candomblé

Field Work

With the participants in place, the team began the field work consisting of interviews and participant self-documentation.

Interviews:

To ensure consistency across the process, an interview protocol was developed. As a joint effort between ATLA and IIT ID, the team established the approach, the questions, the activities, the method and the type of information to record prior to starting the interviews.

The initial interviews were targeted for 60 to 90 minutes in length. The topics covered included professional and academic backgrounds, the environment(s) in which the participant typically works, preferred formats for academic reading, tools used to find sources, relative value of various sources, tools and services used in general, and brand awareness. The interviews, which were recorded with the participant's permission, included a mix of questions and activities.

We asked participants to complete worksheets ranking resources and tools based on various factors. From the individual rankings, we derived a composite score. For each of the activities we used a scale from 0 to 5. The score of 0 being "not important at all" and 5 being "extremely important". The composite score was calculated by summing the frequency of each score by the value of each score and dividing the sum by 15 (# of participants). For the listing, items that are identically ranked share the same rank number and the next item reflects the number of items on the list before it.

Note – These tables present quantitative information from our participants. Given the relatively small sample size, we consider these results to be directionally relevant. For ATLA, this highlights areas that are worthy of further study.

Worksheet Activity (Table #3): Rank Sources for Research (All participants)

- In alignment with other studies conducted by ATLA in the past five years, the library catalog remains one of the most important sources for research for these participants.
- The importance of an articles database is not surprising. The relative position of the specifically mentioned *ATLA RDB* suggests an area for further exploration.
- Bibliographies of books and articles ranked higher with this group than in previous, larger, ATLA studies.

Sources	rank	Composite score
Articles database	1	4.87
Library's catalog	2	4.73
Bibliographies of books and articles	3	4.47
Internet search engines	4	4.40
Library Reference Books	5	4.20
Peers	6	4.07
Online booksellers	7	4.00
Professors	7	4.00
My personal library	9	3.87
ATLA Religion Database	10	3.73
Browsing the shelves	11	3.40
Google Books	11	3.40
WorldCat (OCLC)	11	3.40
Professionals outside of school	14	3.27
Wikipedia	15	3.20
Librarians	16	3.13
Bibliographies in course textbooks or syllabus	17	2.93
Google Scholar	18	2.60
Listservs, forums, blogs	19	2.13
Internet directory	20	1.13

Rank Sources for Research (Table #4): Comparison Table for Professors and Students

- The variance in the ranking of the *ATLA RDB* is notable; professors ranked it #1 while students rank it #15.
- Results that are possibly a reflection of career stage:
  - Professors rank peers higher than students do

- o Students rank their professors higher than they rank their peers. This suggests that the age-old habit of students gravitating to resources suggested by professors is not yet changing.
- Students rank library reference books #4 and professors rank it #13. This variance may be a reflection of convenience. The student participants in our study actually work in the library more than professors.
- The specific ranking for librarians also aligned with recent research. Scholars still depend upon the environment created by librarians, but seemingly are seeking them out less often for research support.
- "My personal library" ranked #7 with professors and #9 with students. Clearly both groups put a value on developing a relevant collection of material for ready access.

Professors (4)	Rank	C.S.	Students (11)	Rank	C.S.
ATLA Religion Database	1	5	Articles database	1	5
Library's catalog	2	4.75	Library's catalog	2	4.73
Articles database	3	4.5	Professors	3	4.64
Internet search engines	3	4.5	Bibliographies of books and articles	4	4.55
Online booksellers	3	4.5	Library Reference Books	4	4.55
Peers	3	4.5	Internet search engines	6	4.36
My personal library	7	4.25	Online booksellers	7	4.09
Bibliographies of books and articles	8	4	Peers	8	3.91
Google Books	8	4	My personal library	9	3.82
Wikipedia	10	3.75	Browsing the shelves	10	3.64
Professionals outside of school	11	3.5	WorldCat (OCLC)	11	3.45
WorldCat (OCLC)	11	3.5	Bibliographies in course textbooks or syllabus	12	3.36
Library Reference Books	13	3.25	Librarians	13	3.18
Browsing the shelves	14	3	Wikipedia	13	3.18
Librarians	14	3	ATLA Religion Database	15	3.09
Listservs, forums, blogs	16	2.5	Google Books	16	3
Professors	17	2.25	Professionals outside of school	17	2.91
Google Scholar	18	2	Google Scholar	18	2.64
Bibliographies in course textbooks or syllabus	19	1.75	Listservs, forums, blogs	19	1.82
Internet directory	20	0.5	Internet directory	20	1.09

Worksheet Activity (Table #5): Rank Text Selection for Paper (All participants)

- Primary source ranked at #1. Perhaps not surprising, but heartening, to see that is still at the top of the list along with other surveys and the generally understood practice of focusing on primary sources for research among religion and theology scholars.
- The concept of "trustworthiness" seemed to be driving Text (#2) and Author (#3).
- Bottom two (availability in school's library and online format) seem to speak to access. We consider this result interesting in light of generally held belief that online availability is critical as is ease of access in general, our participants in this activity rated items tied to "ease of access" at the bottom.

	Rank	C.S.
Considered a primary source	1	4.67
Text is cited in a trusted source	2	4.07
Affiliation / reputation of author	3	3.93
Recommended by a professor	4	3.53
How current the text is	5	3.47
Affiliation / reputation of publisher	5	3.47
Own personal library	7	3.40
Recommended by course materials	8	3.00
Availability in school's library	9	2.47
Online format	10	2.00

Rank Text Selection for Paper (Table #6): Comparison table for professors and students

- Perhaps it is not surprising, but students rated a recommendation by professor very highly.
- Professors were more interested in reputation of author or publication.

Professors (4)	Rank	C.S.
Considered a primary source	1	4.75
Text is cited in a trusted source	2	4.25
Affiliation / reputation of author	2	4.25
Affiliation / reputation of publisher	4	4.00
How current the text is	5	3.50
Own personal library	5	3.50
Recommended by a professor	7	2.00
Online format	8	1.75
Recommended by course materials	9	1.50
Availability in school's library	9	1.50

Students (11)	Rank	C.S.
Considered a primary source	1	4.64
Text is cited in a trusted source	2	4.09
Recommended by a professor	2	4.09
How current the text is	4	3.82
Affiliation / reputation of author	5	3.73
Recommended by course materials	6	3.45
Own personal library	7	3.27
Affiliation / reputation of publisher	8	3.18
Availability in school's library	9	2.55
Online format	10	1.82

Activity: Card Sort Exercise

Participants were asked which, if any, of the following databases they used. If one wasn't used, it was set aside. They ranked the remaining cards in order of importance. The list below reflects a combined final order from the participants. Although *ATLA RDB* with *ATLAS* ranked first, it was clear that participants were generally not familiar with brand names. We view the project in a holistic manner.

Several participants suggested that they use the "select all option" when searching; as such, providing an absolute order of importance was somewhat of a challenge.
- *ATLA Religion Database® with ATLASerials®*
- Christian Periodical Index®
- EBSCO Religion & Philosophy Collection

- Gale Religion & Philosophy Collection
- Index Islamicus
- Index to Jewish periodicals
- Index theologicus (IxTheo)
- ProQuest Religion Database
- Religion and Theology Abstracts

Self-Documentation:

Once the initial interviews were completed, the team regrouped to develop the format for the self-documentation part of Phase 2. The format was designed with a goal of better understanding the roles, activities and tools of participants. Our scholars completed the self-documentation four times a day for seven days using a provided Google form, which captured the following:

- Indicated the time block (morning, afternoon, evening, night with time ranges)
- If they worked during the time block being reported. If so, they completed the rest of the form.
- In which role? Student, Professor/Instructor, Researcher, Other (with a free text box to characterize "other")
- The following questions were responded to using free text boxes (no suggestions were provided)
  - What academic or professional activities are you doing?
  - What tools are you using and what are you doing with them? (include devices or non-technical tools such as books, post-its, markers)
  - What services are you using and what are you doing with them? (software, apps, databases)
  - Describe location where you are working in 5-10 words.
  - Who are you interacting with and how?

Thematic highlights from this activity:

- Given the various demands on their time, participants find the research experience is non-linear. Many cases in which someone will work on what they can, when they can.
- Participants were typically working with multiple formats and sources simultaneously (computers, books, and journals).

- For this group, little collaboration is taking place. This may be a reflection of our demographic. Many of our participants are still trying to complete the individual work needed for advancement. Collaboration was tied to side projects or anticipated for later in their career.
- Many of our participants were drawing on insights from other disciplines to support a fresh approach to religion and theology.
- Research site varies: from somewhat singular for certain scholars to multiple environments. However, participants expressed a strong preference to work in one place for an allotted amount of time given the effort involved in gathering a range of relevant resources together.

Phase 3: Analysis, Synthesis, and Knowledge Transfer

As noted earlier, this paper does not attempt to provide an exhaustive summary of each research project. The description of phases one and two provided highlights of the methodology and a sampling of some responses from participants related to various activities. This section will cover selected results and findings the team concluded from their time with the participants.

Challenges or issues faced by participants fell into four main categories: time, effort, money, and other. Time constraints were characterized variously; from the challenge of long commutes and short battery life on devices to the general lack of adequate time for research to wait time for articles through inter-library loan. Effort surfaced was reflected in a range of ways; including the steep learning curve related to software, the difficulty of acquiring non-Western, non-Christian resources, and the challenge of not having the same resources when moving between places. Money came up repeatedly as an issue in the acquisition of books and relevant software. Regarding "other," some participants remarked on the role of social media in the research process. For those participants, they remarked on the lack of a clear role model at the intersection of scholarship, theology, and social media.

Some of the following themes may not be surprising. But the research did provide a more nuanced understanding of current behavior. Online is important, with the core issue being one of convenience. Scholars and researchers depend on online tools; such as an articles database or the library catalog. These tools clearly make it possible for religion and theology scholars to be more efficient as they navigate the demands of their daily life. They can effectively undertake research in numerous locations. As a result, seamless access across all devices is important.

Ease of access became a secondary consideration in the actual selection of relevant material. The quality of the resource, authority and reputation, are still first and foremost the top criteria. The participants expressed these choices in pragmatic terms. Given the time and effort involved, they preferred to work with a known quantity. Although they would prefer to have resources available electronically (again to save further time), they would get a non-electronic source if needed to save time or effort later in the process. Curiously, participants with greater incomes would often mention ordering whatever was needed from Amazon as opposed to waiting to get to the library.

Quantitative Research Studies

This section will briefly highlight the results of two quantitative studies.

How Researchers Discover Content in Scholarly Publications

ATLA, along with ten other organizations, sponsored the continuation of a longitudinal study undertaken by Simon Inger Consulting, Ltd. The project built upon surveys the organization completed in 2012, 2008, and 2005. Sponsors provided financial support and sent invitations to researchers, i.e., individuals who read and use professional publications, asking them to complete the survey. ATLA's outreach included peer organizations in various parts of the world, including ANZTLA, BETH, and ForATL, with the goal of ensuring that a more global perspective on the discovery practices of scholars in the area of religion and theology would be represented.

The report, *How Researchers Discover Content in Scholarly Publications*, integrates the data from 2016, 2012, 2008, and 2005. The full report, which is available at http:sic.pub/discover, provides details about the methodology and overall survey findings.

As a survey sponsor, ATLA has access to the 2016 survey data to support further analysis. Over 40k respondents completed the survey in 2016. Of that group, 933, or ~2%, of respondents identified their subject area as religion or theology. The tables in this section are the result of internal analysis.
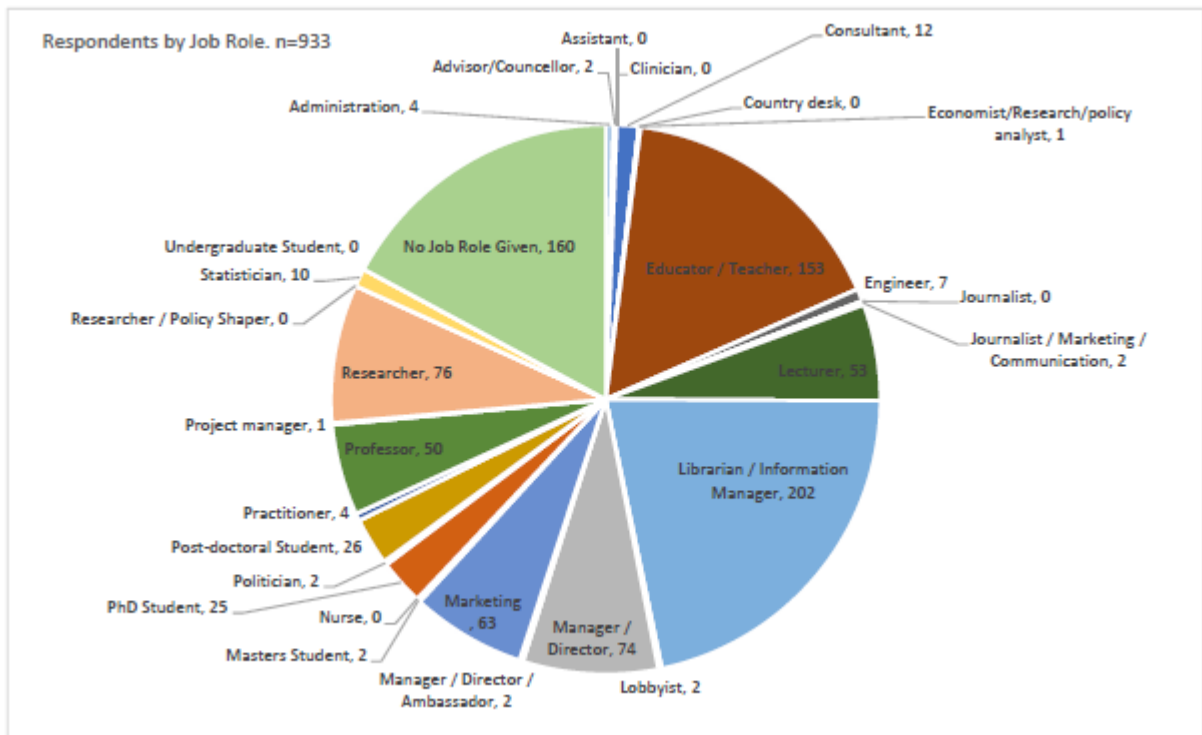
High level demographics (Chart #1):
- The majority of respondents were from the United States (33%)

- Other top regions: united Kingdom, Australia, (other) Europe, Canada, and Indonesia

Respondents by Country. n=933
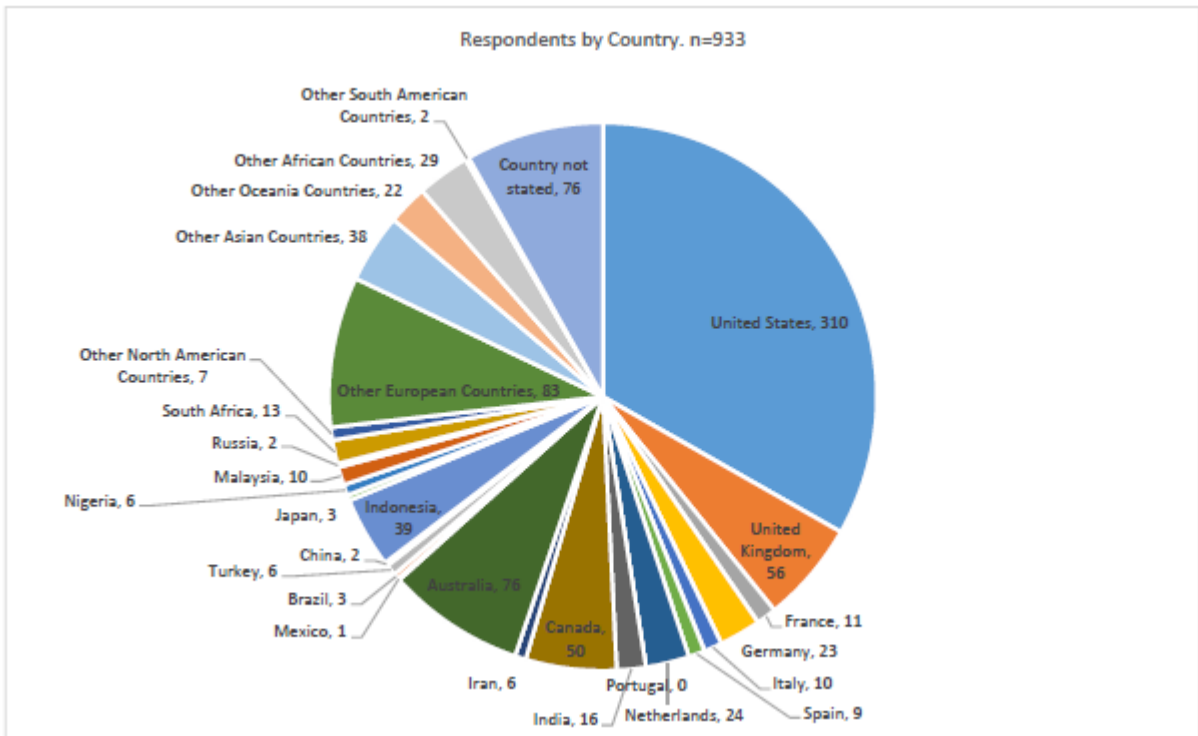
Most of the respondents were from the academic sector (78%) working as librarians/information managers or as educators. (Chart #2)
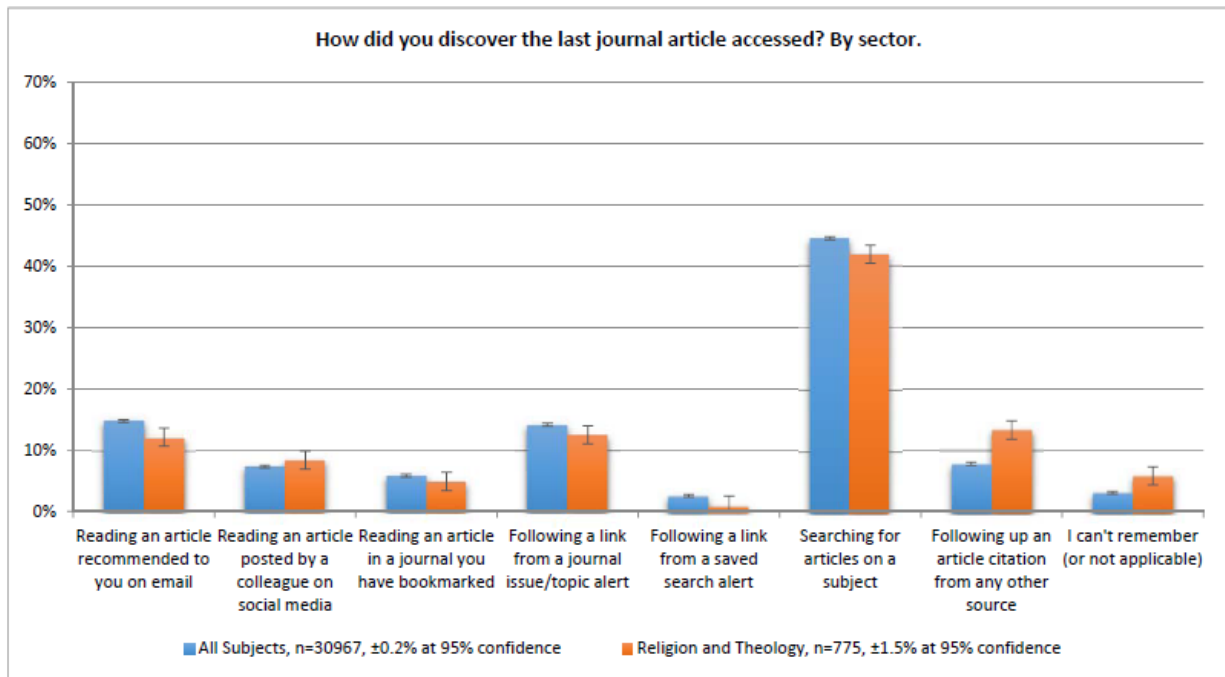

Respondents by Job Role. n=933

This larger survey provides some reinforcement for the results from the ethnographic study. The rankings reflected in Table #3 align very closely with the results reflected in Chart #3 below. Admittedly, the questions were different. The participants in the ethnographic study were asked to rank sources from "not important at all" to "extremely important." In this study, respondents were asked where they are most likely to begin the search. In both cases, journal aggregation, bibliographic databases (A&I), and the library web pages or catalog scored at the top for respondents in the subject area of religion and theology. (Chart #3)
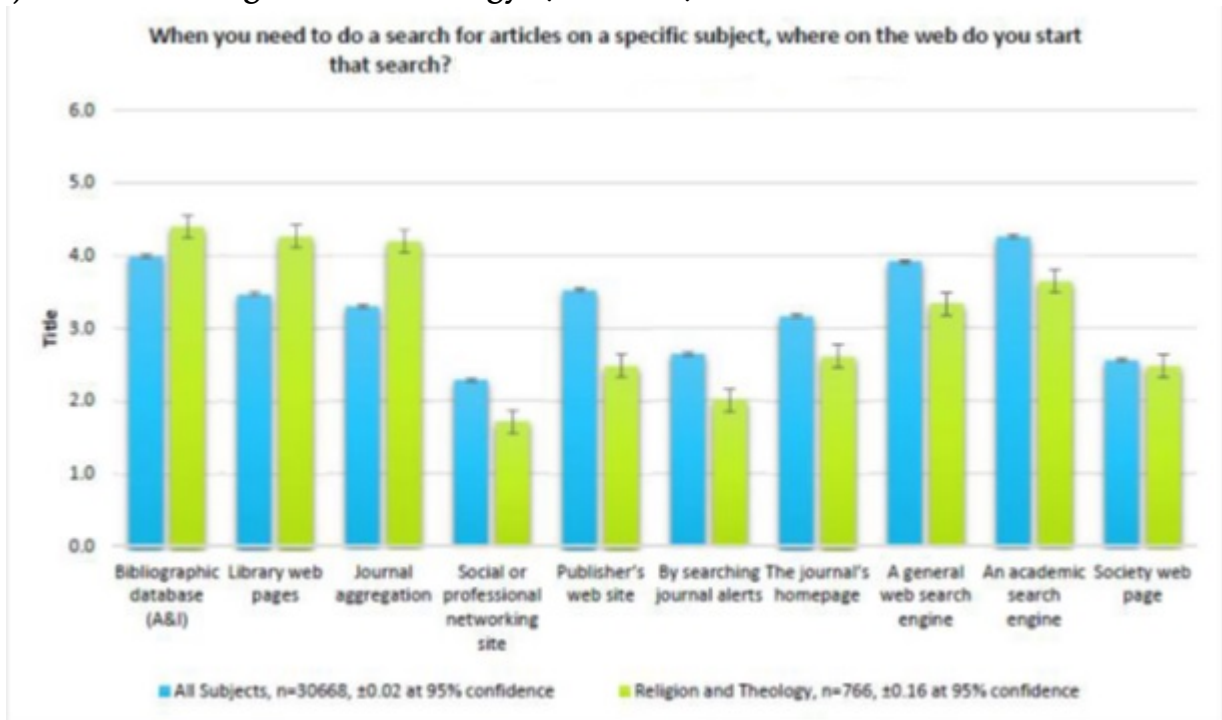
The responses of theology and religion to the question of how they discovered the last journal article accessed also provides perspective for consideration in relation to the ethnographic study. The majority of respondents (over 40%) discovered their last journal article by searching for articles on a subject. Generally, this aligned with the behavior reported by our Chicago participants. In this larger survey, recommendations from an email, following a link from a journal/topic issue alert, and following up an article citation from another source also rated well. (Chart #4)

How did you discover the last journal article accessed? By sector.

Legend: ■ All Subjects, n=30967, ±0.2% at 95% confidence   ■ Religion and Theology, n=775, ±1.5% at 95% confidence
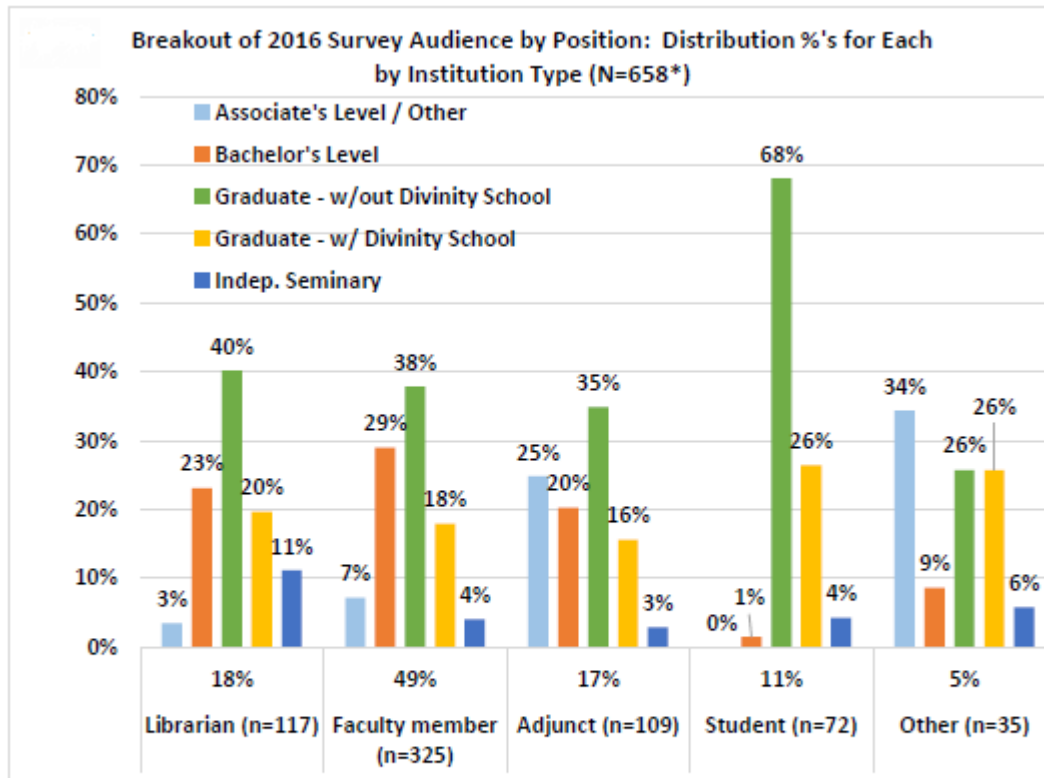
2016 ATLA Survey

In 2016, ATLA conducted a longitudinal survey of academic researchers and librarians revisiting seminal themes and open questions covered in surveys from 2011 forward. It was a blind survey, meaning we hired a third party to administer the survey itself.

Although we hired a consultant to administer the survey, ATLA staff members analyzed the raw data for a final report. One section of the survey included questions regarding the tools and sources researchers and librarians rely upon for the study of religion and theology. The complete final report is an internal document; however, a few relevant tables are included as they fit within the overall context of this discussion.
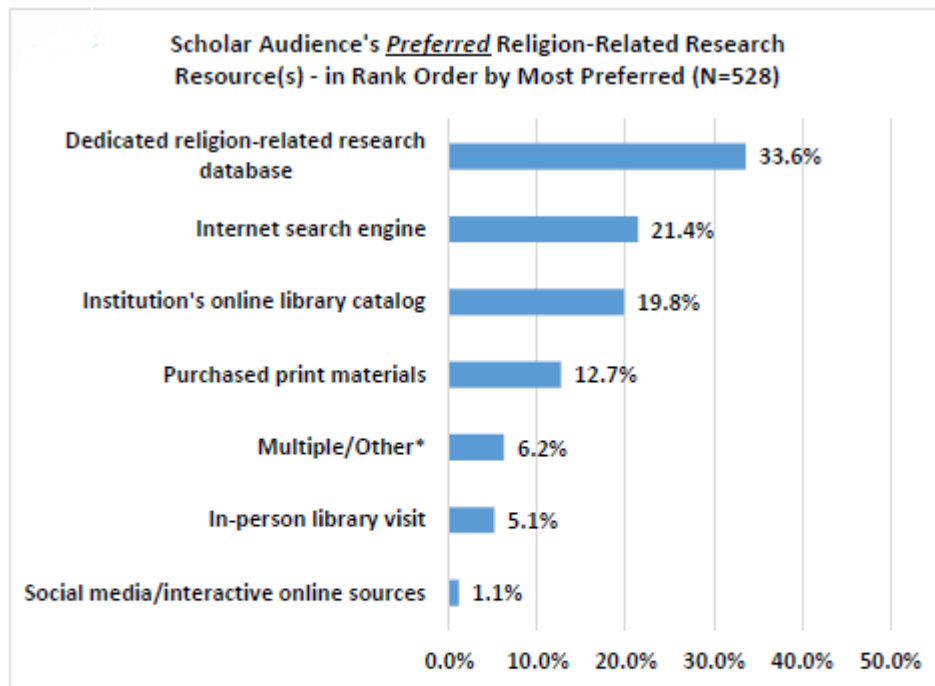
(658 respondents) – Chart #5

Breakout of 2016 Survey Audience by Position: Distribution %'s for Each by Institution Type (N=658*)

*"N" shown here represents cross-tabulation of two sets of responses - one for institution type, the other for position type - and any blank responses for the other variable in the two sets (blank "position type" responses among those for institution type, blank "institution type" responses among those for position type) are excluded from the analysis, reducing the total "N" size.

Preferred Religion-Related Research Resources (Scholars) – Chart #6

The study's findings that the scholar's top choice for religion-related research is dedicated subject-oriented database (33.6%) is similar to the rankings we find in other research (in which a similar set of options were presented for consideration). In this survey, the internet search engine (21.4%) does slightly edge out the library catalog (19.8%).

Scholar Audience's _Preferred_ Religion-Related Research Resource(s) - in Rank Order by Most Preferred (N=528)

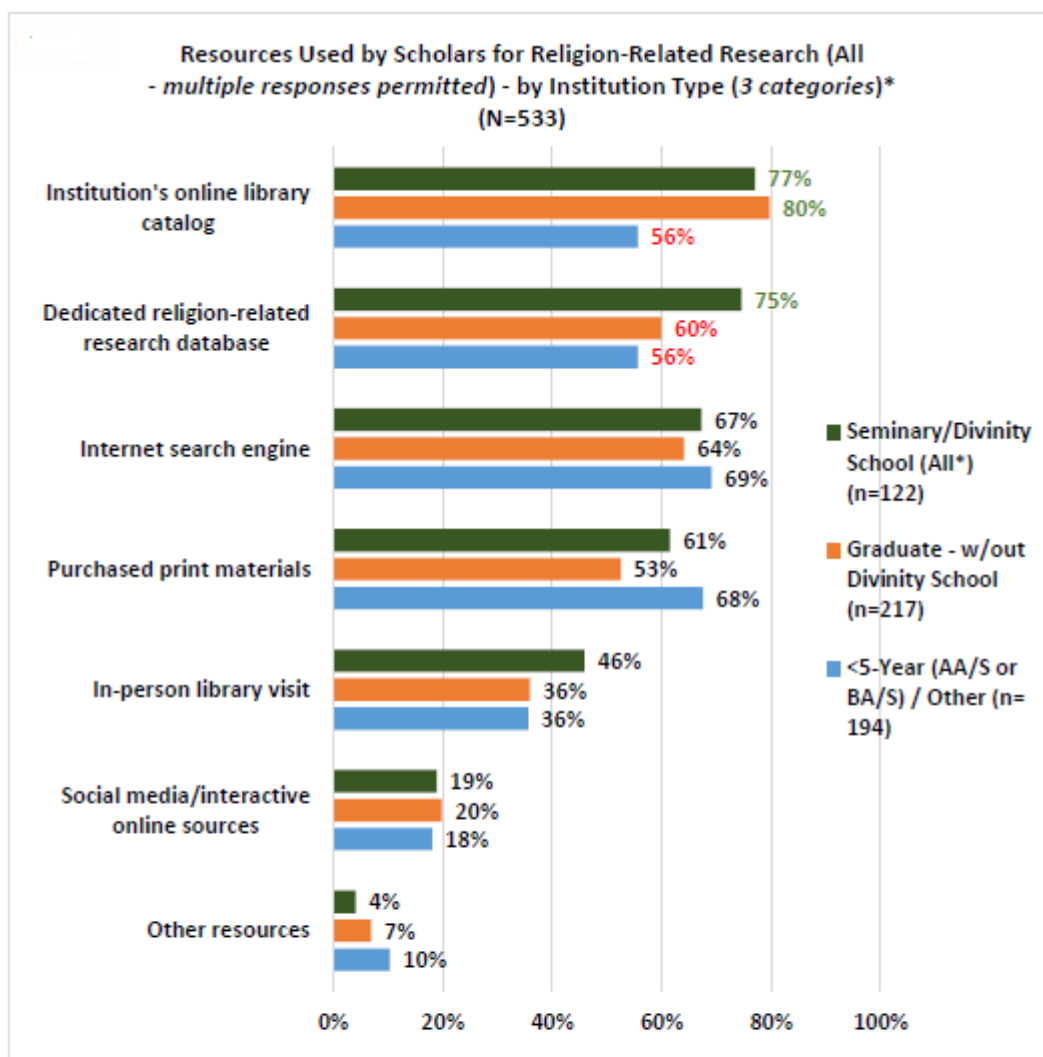| Resource	Percentage
Dedicated religion-related research database	33.6%
Internet search engine	21.4%
Institution's online library catalog	19.8%
Purchased print materials	12.7%
Multiple/Other*	6.2%
In-person library visit	5.1%
Social media/interactive online sources	1.1%

*Specific other resources mentioned include bible software, the WorldCat discovery service, "digitized primary sources," "directories" / bibliographic indexes such as RAMBI and Philpapers.org, "general academic databases" with specific mention of JSTOR and EBSCO (its non-religion/philosophy-focused collections), and combined use of Internet search engines, library resources, and social media or face-to-face "dialogue with colleagues"

Preferred Religion Related Research Resources (Scholars) – by Institution Type (Chart #7)

We did note variances by institutional affiliation.

- Scholars at divinity schools or seminaries, which aligns with the demographic of the Chicago ethnographic study participants, ranked library catalog and a dedicated research database (i.e. ATLA databases or EBSCO Religion & Philosophy) as the top two. The internet search engine came in third with this group. This is relatively similar to the Chicago participants' ranking of resources. The ethnographic study participants had a more granular list from which to choose; internet search engine came in fourth after bibliographies of books and articles.
- Scholars at graduate schools without a divinity school ranked the library catalog and the internet search engine as the top two. The dedicated religion database ranked third.
- Scholars at associate/bachelor's level institutions are relying on internet search engines and printed materials. The library catalog and the dedicated religion database tied for third.

Resources Used by Scholars for Religion-Related Research (All - *multiple responses permitted*) - by Institution Type (*3 categories*)*
(N=533)

Resource	Seminary/Divinity School (All*) (n=122)	Graduate - w/out Divinity School (n=217)	<5-Year (AA/S or BA/S) / Other (n=194)
Institution's online library catalog	77%	80%	56%
Dedicated religion-related research database	75%	60%	56%
Internet search engine	67%	64%	69%
Purchased print materials	61%	53%	68%
In-person library visit	46%	36%	36%
Social media/interactive online sources	19%	20%	18%
Other resources	4%	7%	10%

*Institution types (6 total) are collapsed into 3 categories for statistically significant measurement purposes; they comprise independent + university-affiliated seminaries / divinity schools (combined into a single category), graduate institutions without a divinity / theology school, and all remaining institutions combined as the final category. Significance testing was performed using z-test proportion comparisons at the .05 significance level, with a margin of error of +/-8%-9% for individual comparison group % differences; where significant differences between audiences were found, the %'s are highlighted with different color fonts - green for %'s higher than other audiences', red font for %'s significantly lower than other audience %'s.

Summary

The technology environment in which our scholars study and work is changing. They use a full range of devices to support the research process; and they use a range of tools. For example, Wikipedia, social media, and other less "traditional" options may not rank in the top three for any of the surveys; but they do rate. Scholars, as always, rely on trusted, authoritative sources for research. Currently, for scholars of religion and theology, those recognized resources continue to be the library's catalog and article or A&I databases. Without question, internet search engines have become important and trusted tools. We assume they will continue to be rated highly in terms of resources our scholars use to conduct research.

As noted at the outset, ATLA's mission is to foster the study of theology and religion. Our plan is to meet scholars where they conduct their research. We are looking more closely at several of the signposts from these surveys as we consider the future direction for our offerings that support the scholars of religion and theology.