

Latin American Collections in a Consortial Environment

A Workshop on Data and Collaboration

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International and Area Studies in the 21st Century (IASC21) 2018



Workshop Outline

2:15-3:15 PM

BTAA Latin American Collective Collection Study

3:15-4:15 PM

Area Studies Data Activity + Break

4:15-5:00 PM

Discussion of Evidence-Based Action

Part I:
BTAA Latin American
Collective Collection Study



BTAA Library Conference 2017

The Big Ten Academic Alliance Collective Collection: Leveraging a Legacy to Shape Our Shared Future

“The conference will explore how member research libraries can move from legacy cooperative collection development activities to a more holistic environment that leverages robust discovery, digitization, delivery, and shared service environments to advance and shape the collective collection.”

Initial Study: Penn State & Iowa

1. Are Spanish-language print materials used beyond the home campus?
2. How do library consortia support resource sharing of Spanish-language books?

Key Findings: Penn State & Iowa

1. Spanish-language materials shared through ILL exhibit similar patterns to the overall ILL trends.
2. A significant number of the Spanish-language materials were loaned within consortia and to doctoral institutions.

Implications: Penn State & Iowa

Demonstration of the distributed collection at work, for Spanish-language material.

More analysis needed in LC Classification for specific contributions of our collections.

Evidence provides justification for potential collaborative efforts.

Show need for an expanded research project on area studies with other academic institutions.

Second Study Parameters

Geography = Central America OR
South America OR Caribbean Islands

AND

Language = Spanish OR Portuguese

19 Countries + Puerto Rico



Methodology: ILL Data Analysis

1. ILLiad custom searches or Access queries
2. Python script (Google Language Detection + WorldCat Search API)
3. Access queries

Analysis of ILL borrowing requests by date and country of publication, call number, format, requestor status, lender, and fill rate

Methodology: Collections Analysis

Python script using WorldCat Search API
(tailored according to ILL data)

dt="bks" and yr:2006-2016 and li:UMC and cp:ag and (lc=B1 or lc=B2* or lc=B3* or lc=B4* or ...)*

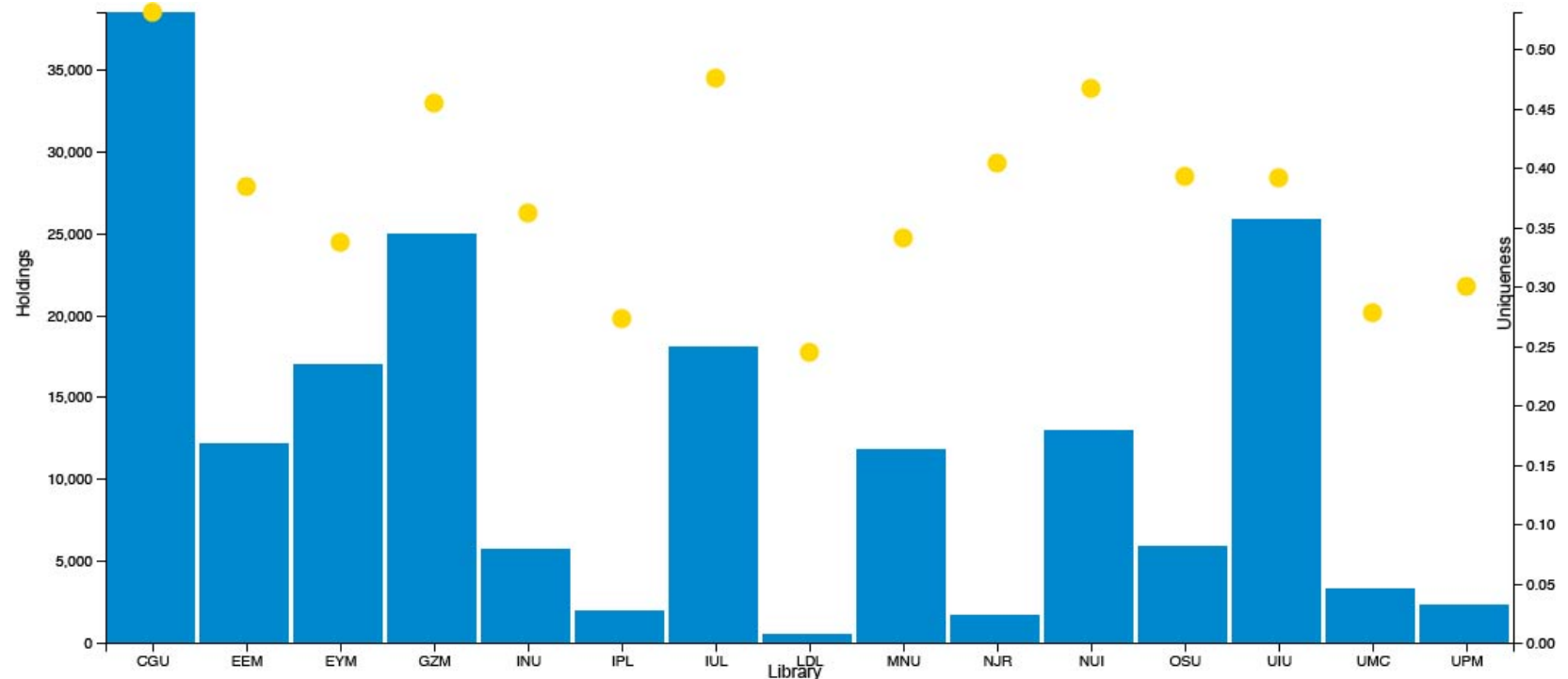
Collection size and duplication percentage by country of publication
and call number

Methodology: Measuring Volume v. Uniqueness

$H(n)$ = the number of items held by n libraries

$T(n)$ = total collection size.

$$\sum_{i=1}^C \frac{H(n)}{n \cdot T(n)}$$



Limitations

1. Quality of MARC cataloging
2. Language detection algorithm
3. Lack of circulation and other consortial borrowing data
4. Duplication analysis by OCLC number (not title)

Questions about methodology?



Results

2,732,082 ILL requests

29,804 ILL requests for Latin American materials

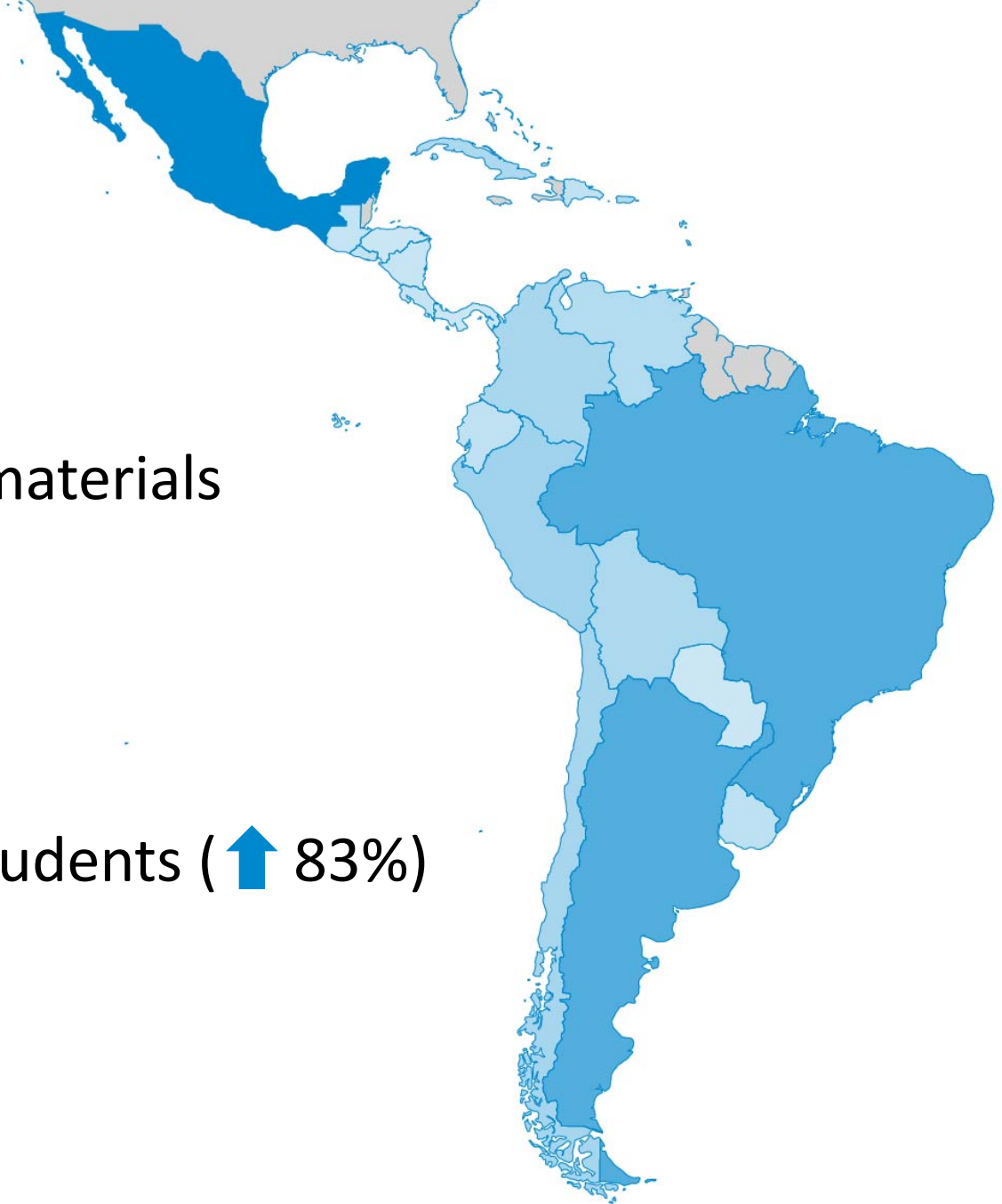
88% books or chapters

82% loans/returnables (↑ 53% overall)

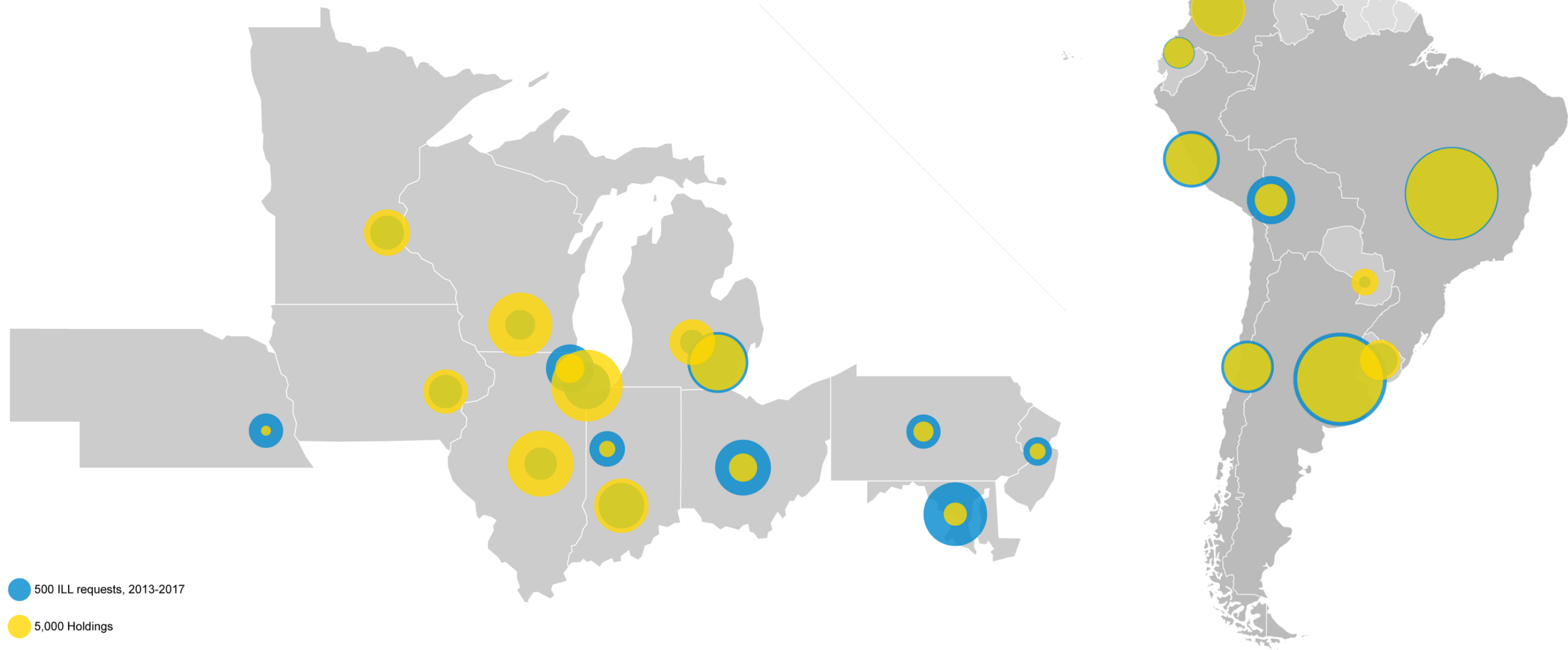
91% requested by faculty or graduate students (↑ 83%)

90% filled (↑ 84% overall)

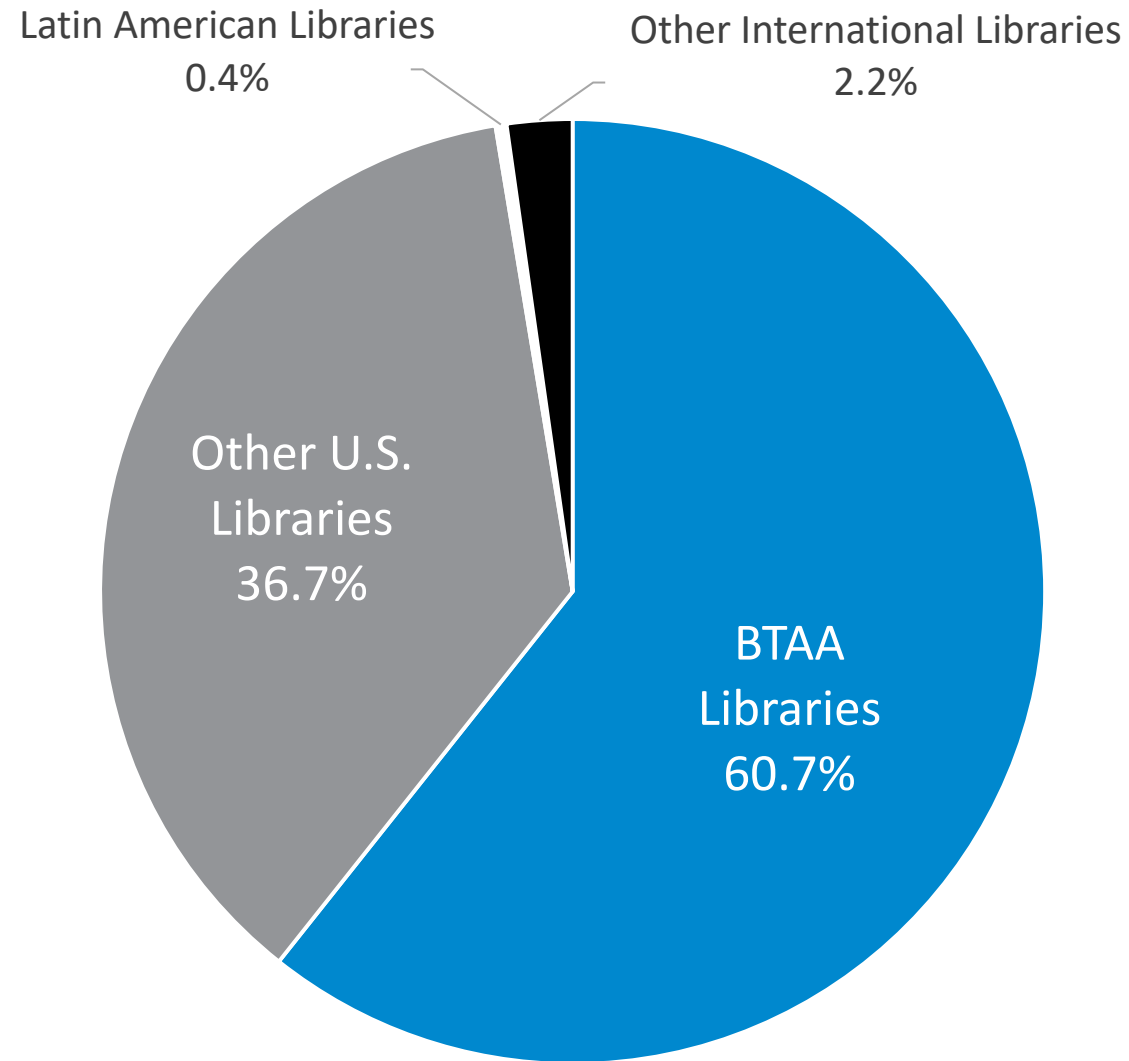
9% locally owned (↓ 30% UBorrow)



Results: Borrowing Library, Country of Publication



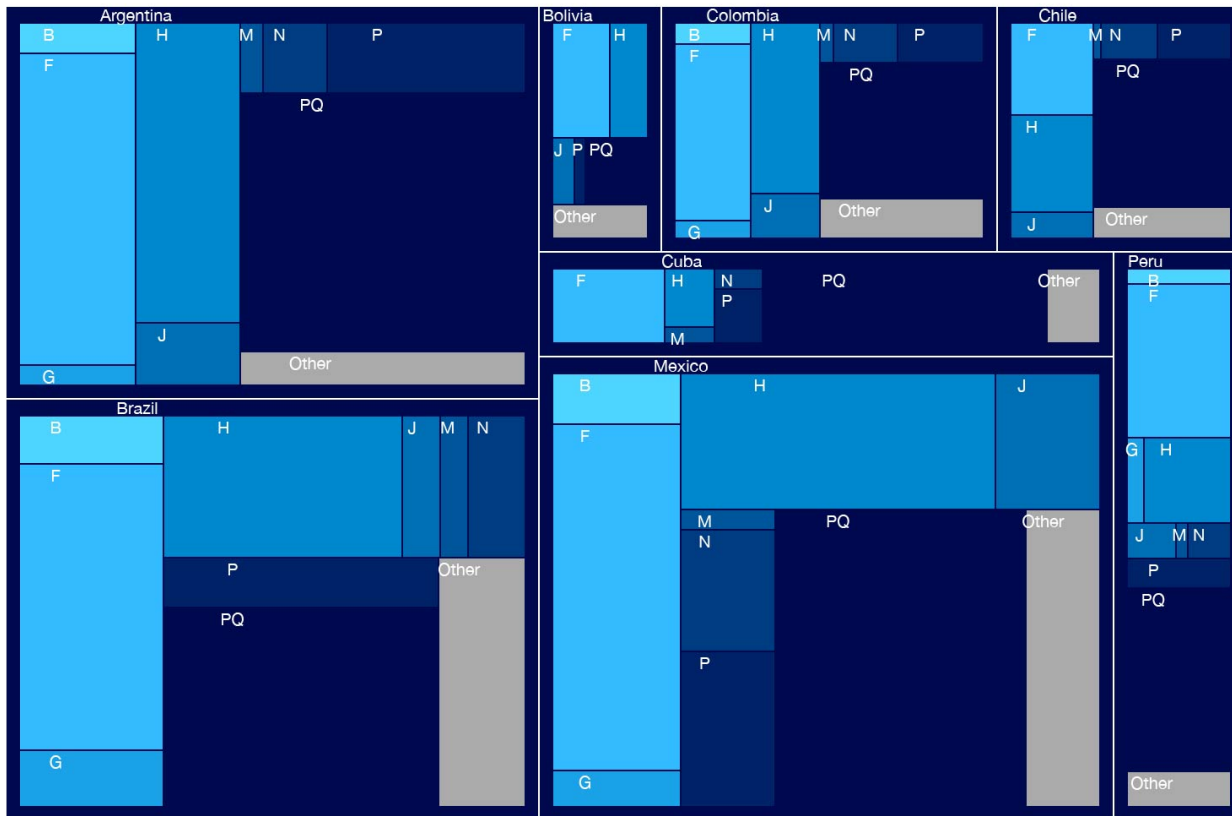
Results: Lending Library



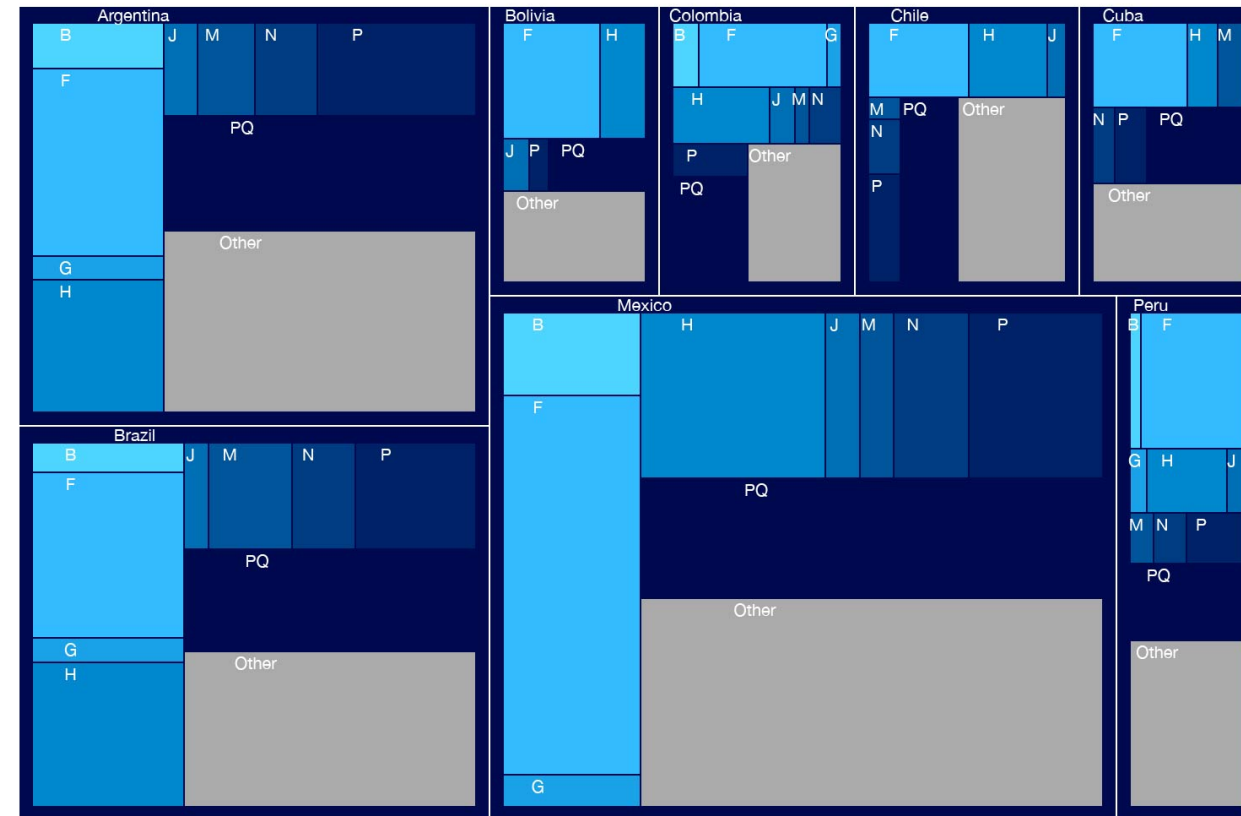
Latin American libraries filled only 99 requests for BTAA libraries

(> 3 requests per library per year)

Results: Classification



BTAA Latin American Holdings, 2006-2016



BTAA Latin American ILL Requests, 2013-2017

Results: Duplication

Greatest Duplication:

- Classification: F (History)
- Country/Division: Cuba/West

Lowest Duplication:

- Classification: N (Fine Arts)
- Country Division:
Bolivia/East and Chile/East

Over 60% duplication:

- Cuba-West-H
- Cuba-West-P
- Peru-West-F
- Chile-West-J

Summary of Findings

1. Serious researchers in the BTAA need to borrow Latin American monographs that are not held locally.
2. Their requests are likely to be filled because the BTAA has relatively strong Latin American collections (and items likely to be on shelf).
3. Maintaining this high fill rate in the future will require continued investment and increased collaboration.
4. Areas of concentrated demand and high duplication exist upon which multi-institutional partnerships can focus.

Questions about results?



Part II: Area Studies Data Activity



Data Activity

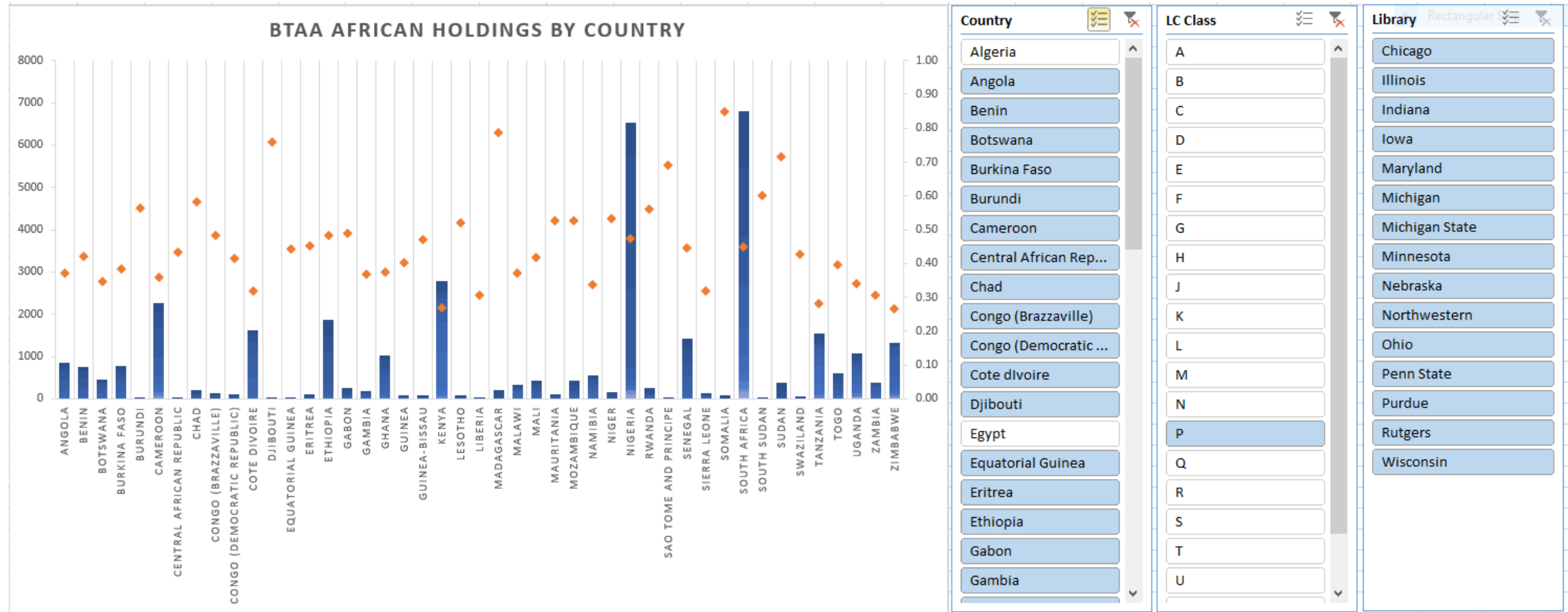
Available Data Sets:

- African Publications in the Big Ten Academic Alliance
- Latin American Publications in the Big Ten Academic Alliance
- Slavic Publications in the Ivy Plus Libraries
- South Asian Publications in the Ivy Plus Libraries

Interactive charts available at go.umd.edu/IASC21

Download Excel spreadsheets at go.umd.edu/IASC21x

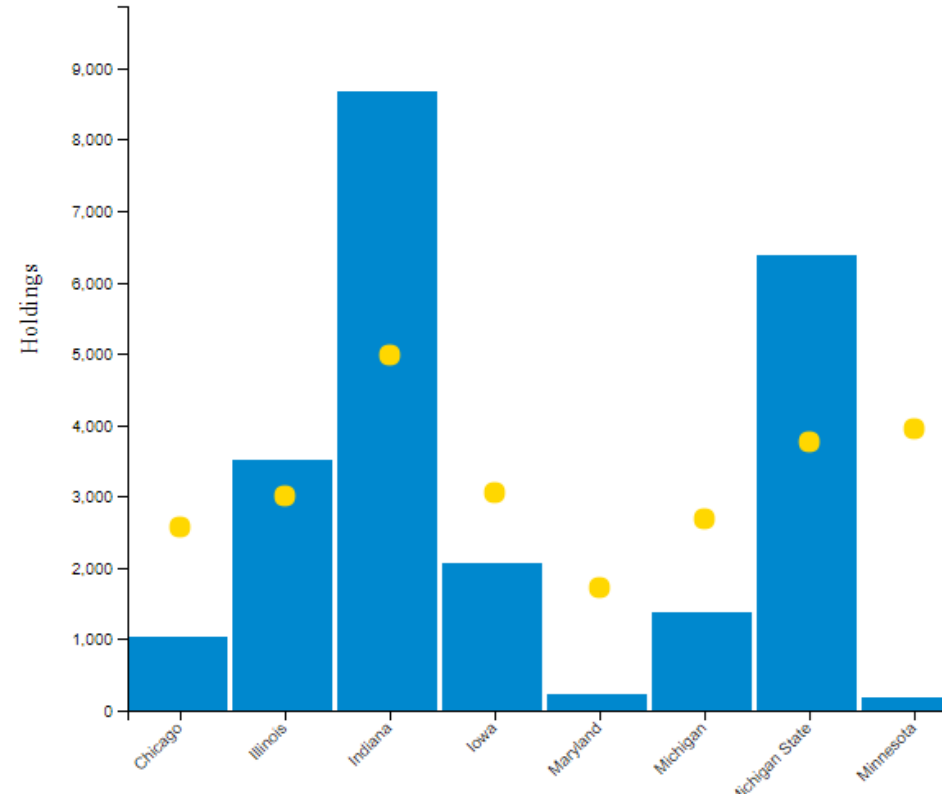
Spreadsheets & Pivot Charts



Interactive Visualizations

BTAA African Holdings

Library		Country		LC Class	
All	None	All	None	All	None
<input checked="" type="checkbox"/> Chicago	<input type="checkbox"/> Algeria	<input type="checkbox"/> A			
<input checked="" type="checkbox"/> Illinois	<input checked="" type="checkbox"/> Angola	<input type="checkbox"/> B			
<input checked="" type="checkbox"/> Indiana	<input checked="" type="checkbox"/> Benin	<input type="checkbox"/> C			
<input checked="" type="checkbox"/> Iowa	<input checked="" type="checkbox"/> Botswana	<input type="checkbox"/> D			
<input checked="" type="checkbox"/> Maryland	<input checked="" type="checkbox"/> Burkina Faso	<input type="checkbox"/> E			
<input checked="" type="checkbox"/> Michigan	<input checked="" type="checkbox"/> Burundi	<input type="checkbox"/> F			
<input checked="" type="checkbox"/> Michigan State	<input checked="" type="checkbox"/> Cameroon	<input type="checkbox"/> G			
<input checked="" type="checkbox"/> Minnesota	<input checked="" type="checkbox"/> Central African Republic	<input type="checkbox"/> H			
<input checked="" type="checkbox"/> Nebraska	<input checked="" type="checkbox"/> Chad	<input type="checkbox"/> J			
<input checked="" type="checkbox"/> Northwestern	<input checked="" type="checkbox"/> Congo (Brazzaville)	<input type="checkbox"/> K			
<input checked="" type="checkbox"/> Ohio	<input checked="" type="checkbox"/> Congo (Democratic Republic)	<input type="checkbox"/> L			
<input checked="" type="checkbox"/> Penn State	<input checked="" type="checkbox"/> Cote d'Ivoire	<input type="checkbox"/> M			
<input checked="" type="checkbox"/> Purdue	<input checked="" type="checkbox"/> Djibouti	<input type="checkbox"/> N			
<input checked="" type="checkbox"/> Rutgers	<input type="checkbox"/> Egypt	<input checked="" type="checkbox"/> P			
<input checked="" type="checkbox"/> Wisconsin	<input checked="" type="checkbox"/> Equatorial Guinea	<input type="checkbox"/> Q			
	<input checked="" type="checkbox"/> Eritrea	<input type="checkbox"/> R			
	<input checked="" type="checkbox"/> Ethiopia	<input type="checkbox"/> S			
	<input checked="" type="checkbox"/> Gabon	<input type="checkbox"/> T			
	<input checked="" type="checkbox"/> Gambia	<input type="checkbox"/> U			
	<input checked="" type="checkbox"/> Ghana	<input type="checkbox"/> V			



Guiding Questions & Group Discussion

- How would you apply this methodology to other area studies collections and consortia?
- What other questions would you try to answer with this data?
- What other data might be needed?

Part III: Discussion of Evidence-Based Action



Group Discussion

- What other data should we consider to demonstrate the value of international print collections?
- How can we engage in multi-institutional collaborations to develop more distinctive local collections?
- Who are the stakeholders? Who needs to be at the table when developing cooperative collecting projects?

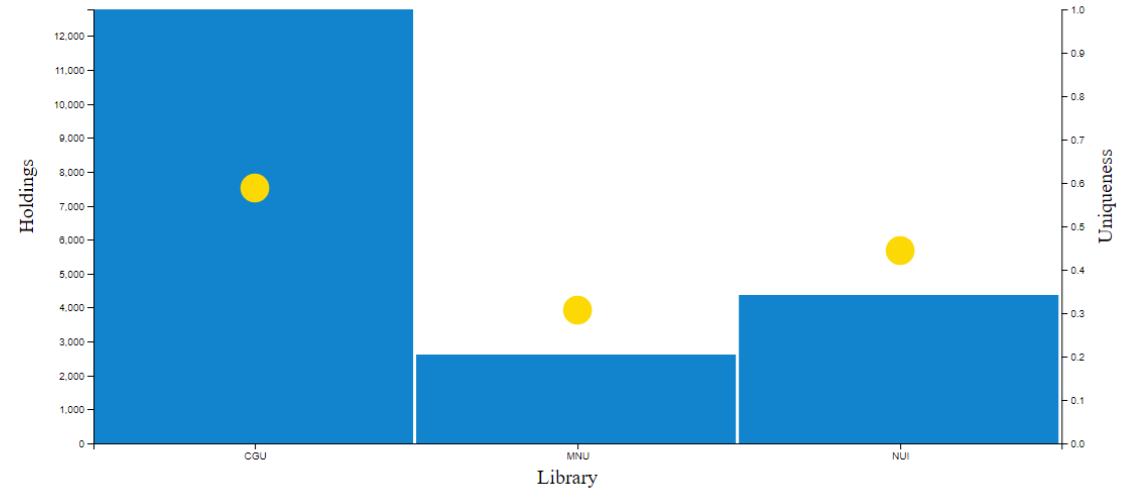
BTAA Pilots

Mexico Pilot Participants:

- University of Chicago
- University of Iowa
- University of Minnesota

Brazil Pilot Participants:

- The Ohio State University
- University of Iowa
- University of Michigan



Volume and Uniqueness of Participants' Mexican Holdings, 2006-2016 (pre-pilot)

Thanks for participating!

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Data visualizations available at go.umd.edu/LACC

