

This document contains the outline of my talk at the 2012 ASEEES National Convention (details below) and has been deposited into [KU ScholarWorks](#). PowerPoint slides accompanying the presentation are embedded within this document.

2012 ASEEES National Convention,
Nov 15-18, New Orleans Marriott, New Orleans, LA

Session 6-31, “Inclusivity and Academic Diversity in Slavic, East European, and Eurasian Studies” Fri., Nov. 16, 1:45-3:30PM, (*Roundtable*) - 2nd Preservation Hall Studio 4

- Organizer: Joseph Lenkart (University of Illinois UC, Russian, East European, and Eurasian Center / Slavic Reference Service)
- Chair: Kit Condill (U of Illinois at Urbana-Champaign)
- Panel Member: Wookjin Cheun (Indiana University)
- Panel Member: Raquel Ginnette Greene (Grinnell College)
- Panel Member: Joseph Lenkart (University of Illinois UC, Russian, East European, and Eurasian Center / Slavic Reference Service)
- Panel Member: Jon C. Giullian (U of Kansas)

Abstract: The proposed roundtable seeks to foster a dialogue on inclusivity and academic diversity in Slavic, East European, and Eurasian Studies. The roundtable will highlight the need for organizational support in addressing geographic, ethnic, and diverse academic representation in academic institutions and library collections. Since ASEEES is a national leader in supporting affiliate organizations, for example, Association for Students and Teachers of Color in Slavic Studies (STC), this roundtable will incorporate “boundary, barrier and border” to strengthen the presentations of the roundtable participants. Moreover, the participants will discuss support programs and initiatives for promoting diversity in Slavic, East European, and Eurasian Studies.

Inclusivity and Diversity: Cross-section of ASEES by Gender, Discipline, and Institution

Jon Giullian (U of Kansas): Outline

- Introduction
- Gender inclusivity in SES – cross-section of ASEES convention participants
- Academic diversity in SES – cross-section of ASEES convention participants
- Institutional representation in SES – cross-section the ASEES convention participants
- Religious inclusivity – my experience as a Mormon in SES (addendum)
- Diversity of collections in SES (if time remains)

Introduction

Express appreciation for other speakers' comments

Express appreciation to live in the US:

- a country that recognizes diversity and inclusivity and generally values them
- a country where people of all kinds can pursue their dreams; not without challenges; and some with more challenges than others; but nevertheless....,
- a country governed by the rule of law where rights are protected.

I spent a lot of time thinking about how to approach diversity and inclusivity in Slavic and Eurasian Studies.

- Every month → Question: "What am I going to talk about?"
- Initially → diversity of collections in SES (targeted toward librarians).
- Diversity & inclusivity → draw broader audience → I wanted to find something that would have broader appeal.
- Without describing all of my mental meandering, I hit upon an idea that I thought might appeal to an audience beyond the network of Slavic librarians.

My idea was to look at a series of snapshots or cross-sections of ASEES National conventions over time, to get an idea of how the activity of the association had changed over time. Why ASEES?

- Impossible to survey the entire profession of SES. That data set has not been compiled.
- What about AATSEEL? That's a legitimate question
 - (1) The data is readily available in the National Convention program.
 - (2) ASEES more than any other Association represents a cross-section of SES in North America. ASEES represents a broad range of disciplines that cover the SE regions; whereas AATSEEL focuses more heavily on Language, Literature, & Linguistics, and probably culture to some degree.
 - (3) This is the ASEES conference, so I thought it made more sense.

Question: What categories of data did I examine? → distribution by gender, discipline, and institution.

1. **Gender:** The first category that I decided to look at was gender. So I looked at the distribution of men to women participants over a period of time. Did the distribution of men to women change over time?
2. **Disciplines:** I also thought about ethnic diversity, but the data just did not support that type of analysis. So then I decided to look at the distribution of disciplines represented at ASEES. Did the distribution of panels by discipline change over time?
3. **Institutions:** I then thought about institutional diversity. What is the distribution of institutions represented at ASEES? So I pulled together some data from various sources and put together a series of charts and graphs that I would like to show.

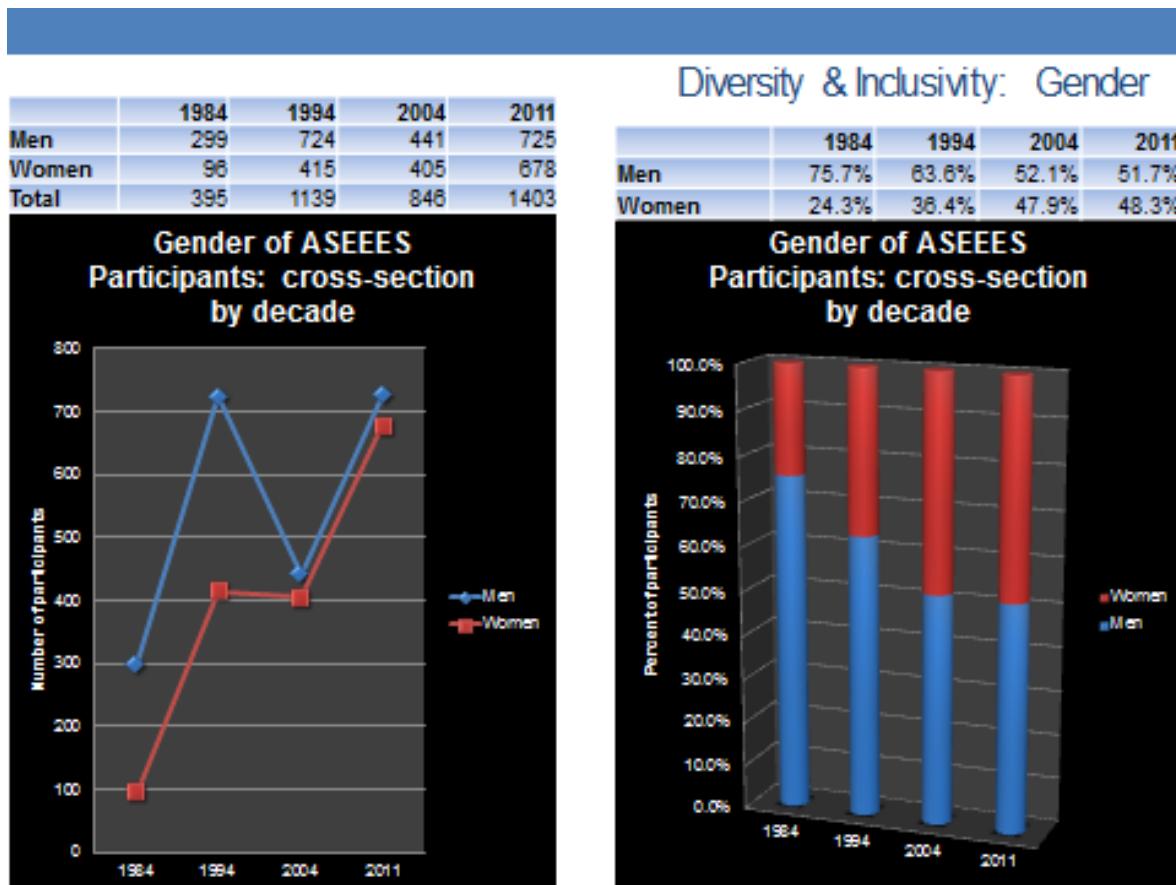
Question: How did I compile the data → My methodology was partly old school and partly database driven.

- For **gender** I counted the participants in the back of the ASEES program for each year (→ for certain names there was no clear indication of gender → had to research the gender of names)
- For **discipline** I used the ASEES online searchable program, which includes a “unit” designation. I selected each unit individually and tallied the number of panels per unit. It’s not perfectly reliable data because each panel organizer selects the category for his panel; and people classify things differently. But, it’s the data that exists.
- For **institution** I also used the ASEES online searchable program. Searched the Affiliation field by institution under the People tab. If you’ve used the new ASEES program database you’ll know what I’m referring to.

As with any research project one almost always runs into problems with the data. And this was certainly the case with this project. First of all it was difficult to get my hands on previous programs. The archive of programs on the ASEES website only goes back to 2004. Why this is case, I have no idea b/c the association owns the copyright. So, I had 2004 and 2011 programs, but nonetheless I had to find a workaround for other programs. As luck would have it, when I send out a call to colleagues at KU, I learned that one faculty member had just discarded about 20-30 years of her convention programs. It’s a tragedy. So finally I turned to ILL, and was able to get a hold of two more programs, one from 1994 and the other from 1994; thanks to a last minute call to Wookjin Cheun, who pulled some strings to get Indiana to loan me the 1984 program (IU doesn’t loan entire volumes of serials). So, culling the data from issues from four decades (1984, 1994, 2004 and 2011) I’ve put together two graphs (raw data and percentage) that offer a snapshot of gender distribution of ASEES participants over time. Let’s take a look at the summary of findings.

Gender Inclusivity in SES

- 1984 – nearly three times the number of men as women
- 1994 – women have gained some ground (36.4% of participants were women to 63.6% for men)
- 2004 is where we notice the real change. By 2004 the percentage of men to women participants in ASEES is nearly the same.
- 2011 – Notice the nearly parallel growth from 2004-2011. Even as the number of total participants increases, the ratio of men to women is virtually the same; growing at the same rate.

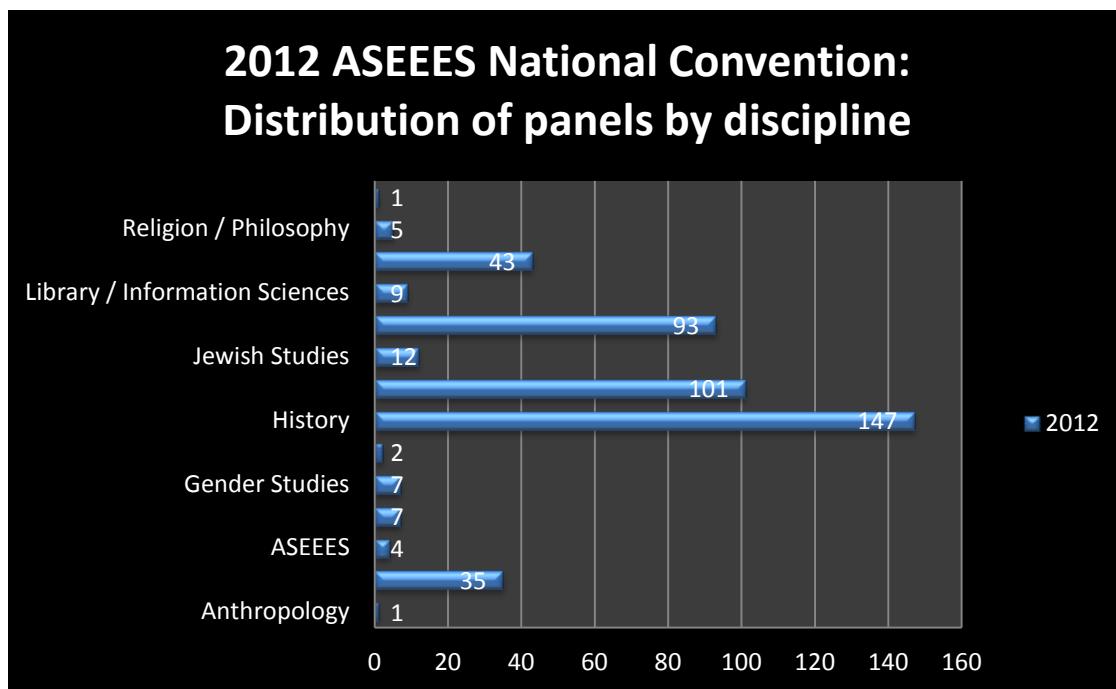


- Variables – these graphs look nice and tidy, but we have to realize that there are other variables that are probably influencing both the total numbers as well as the demographics.
 - Sharp drop among men in 2004 is odd and cause to review the data. The raw data is correct; so what other factors that might be affecting the data.
- Location of ASEES conference? Certainly. Let's look at overall attendance with respect to the locations. From 2004-2011 participation drops as the conference moves west. I'm a little surprised by the discrepancy in participation
 - But what about Boston? 2004 → 846 and 2009 → 1541.

- **Economics** would be another variable would certainly be economics. From an economic perspective, from 2006 onward DC, NOLA, Philly, and Boston were good for the association as far as revenues go (economies of scale).
- **Association guidelines** might be another variable. ASEES recently began accepting individual paper proposals and grouping them into panels.
- **Gender gap closed:** So although there are problems with the data, it does suggest that the gender gap, as far as ASEES participation goes has more or less closed. And if we can consider the data a more or less representative sample of the profession (in the absence of other data), it does give us an indication that profession as moved toward greater gender equality in the past 7 years or so. Is that a more or less safe qualification?

Academic Diversity in SES: by discipline

- 2012 data only. I started compiling data from 2004, but I soon realized that my designation was not consistent with the 2012 data. My method of going through the program and trying to classify each panel by discipline resulted in a very different pattern than for 2012.
- Although it might be more consistent for one person to go through all the programs and classify the panels according to a set of strict guidelines. This would be too time-consuming for me to do.
- In some cases it was difficult to decide how to classify a panel. So I ended up with a large number of interdisciplinary panels.
- ASEES data includes sub-categories (in history and literature), which I decide to compress in to one category.

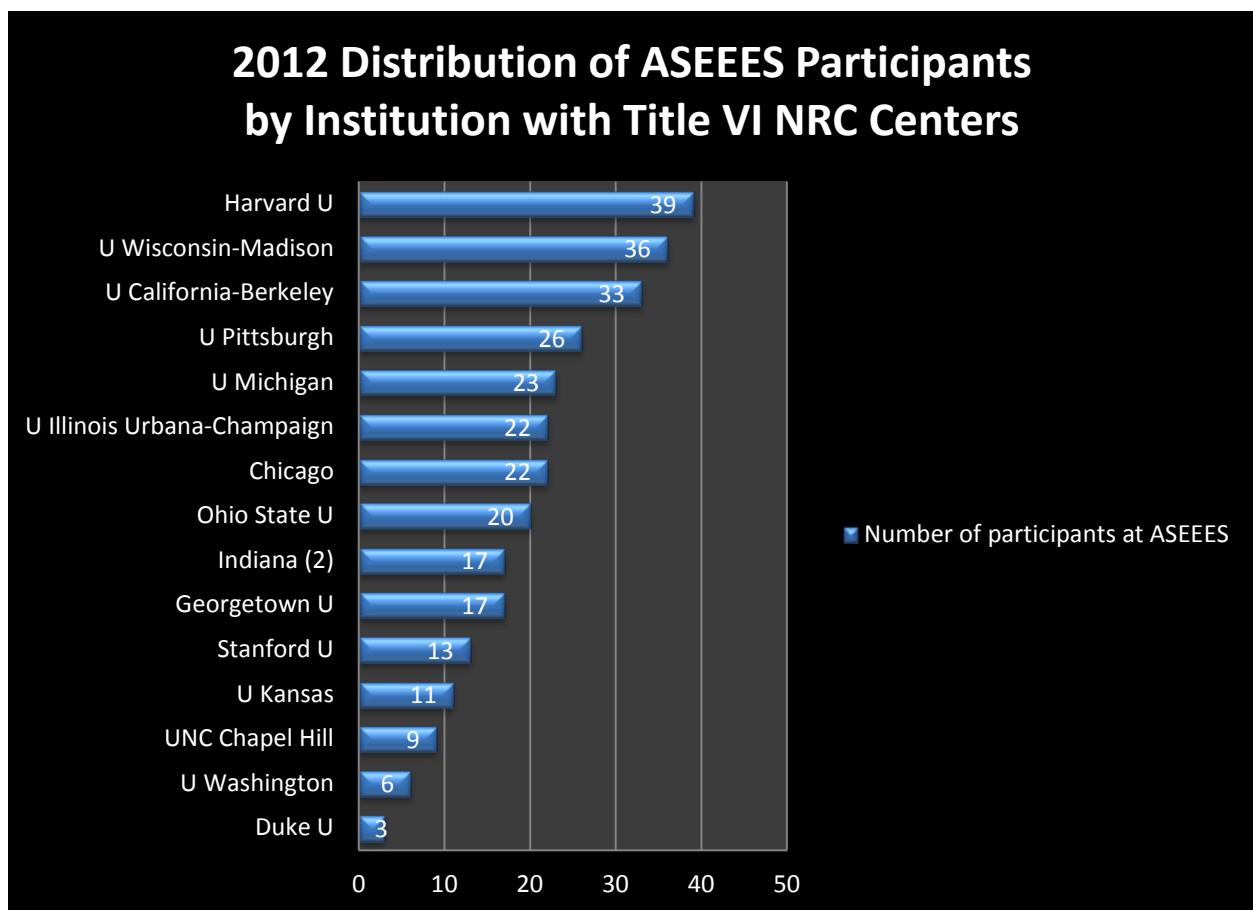


- You can see the distribution of panels by discipline
 - History comes in 1st with 147
 - Interdisciplinary comes in 2nd with 101
 - Language and Literature follows closely behind in 3rd with 93
 - Political science comes in 4th
 - Arts/Film/Electronic Media comes in 5th.
 - All the other disciplines include just a handful of panels.
- From this distribution, the Association doesn't seem to do a very good job of being inclusive; but I don't think we can make that leap. I think the data says more about where the emphases are in the profession. History, Language & Literature, and Political Science.
- **But data is imperfect**, so I won't try to make any judgments.
- **So what's the purpose of the data then?** Well, maybe now that we can get and manipulate data for ASEES year by year we can begin to see some patterns that emerge. (**ASEES at Pitt – potential for DATA**)
- Personally I'd like to see **more panels on sociology, and anthropology**, and geography b/c these disciplines are interesting to me. But it's possible that many of these disciplines fall into the interdisciplinary category.

Institutional representation in SES

NRC Title VI Centers

- 2012 data only. Too time consuming to go through the programs and identify the distribution of all participants by institution. As a librarian, I don't have time to undertake such an analysis with professional duties and other research projects.
- I thought it might be interesting to look at the distribution of participants from institutions with NRC centers. Why? Because it's one category of institution that has relevance within the field (backed by the money and credit of the United States government) It's a crude measure, I know, but demonstrates which institutions are the most active this year (whether faculty or graduate students); and maybe shows institutions are giving the government its money's worth.
- [READ through results]



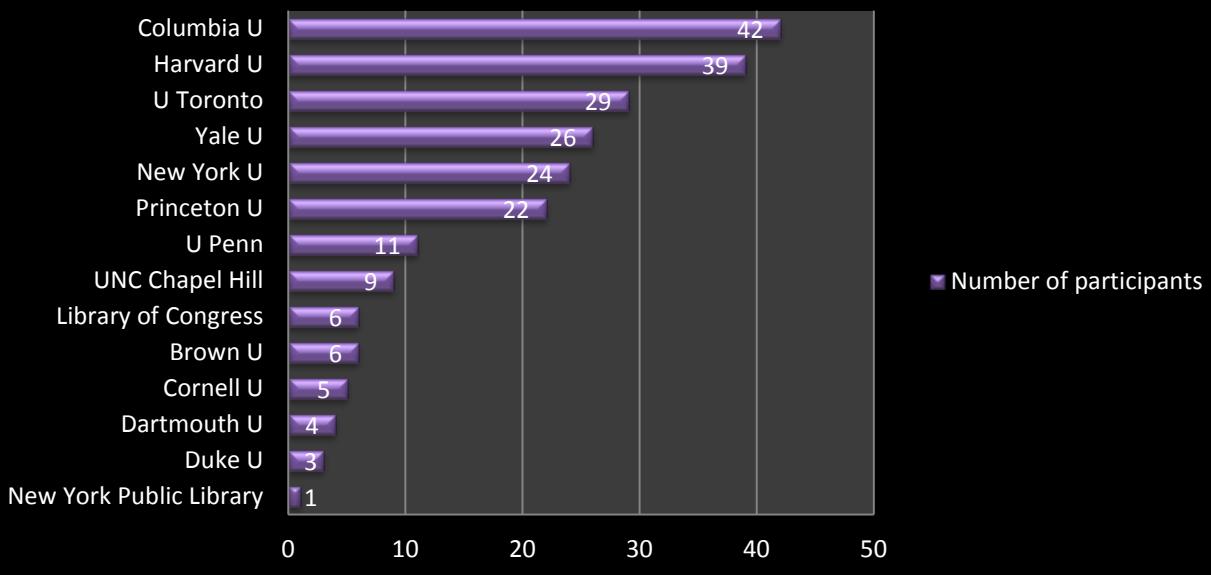
- Are you surprised by where your institution falls?
- It seems more or less what one might expect. Top of the list = major centers of SES followed by smaller, less prominent programs (i.e. Kansas)
- May be an indication of which institutions have strong graduate programs, since a portion participants will certainly be advanced graduate students.

Slavic Library Consortia

East Coast Consortium of Slavic Library Collections

[READ through results]

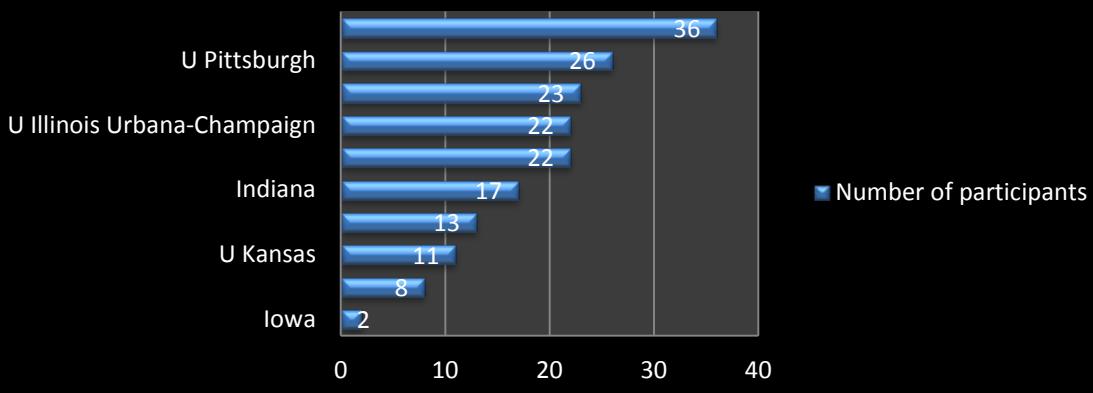
2012 ASEEES National Convention: Distribution of participants by institution: ECC



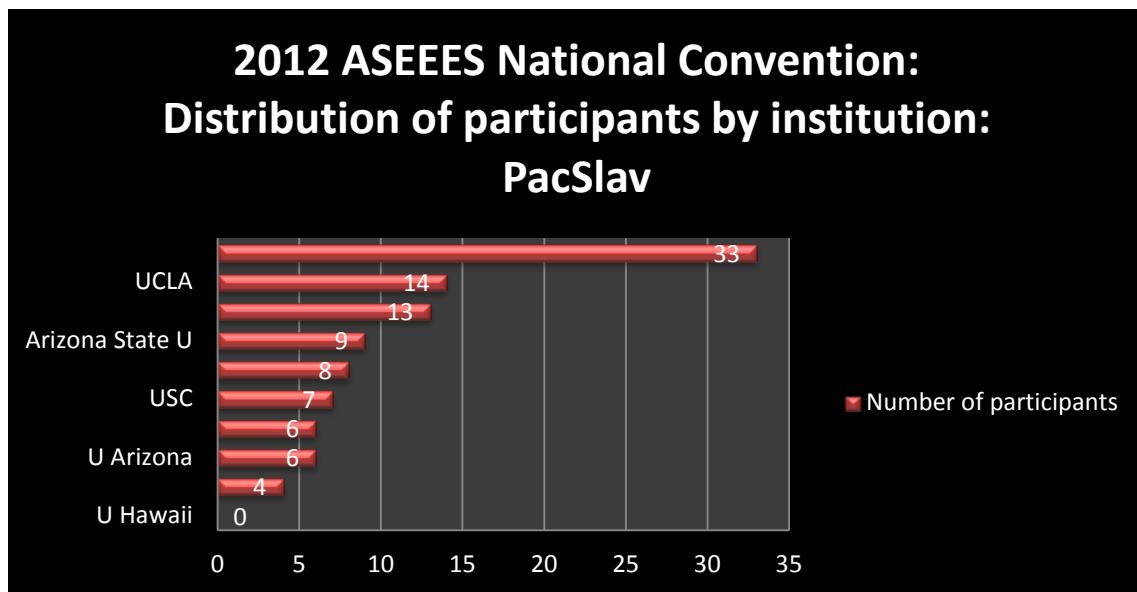
- Who is represented here that was missing from the NRC list?
 - Columbia, Toronto, Yale, NYU, Princeton, UPenn, others

**Midwest Consortium of Slavic and Eurasian Library Collections/
[READ through results]**

2012 ASEEES National Convention: Distribution of participants by institution: Midwest Slav



[READ through results]



- How do the different regions compare? → The pattern is strikingly similar:
 - Each region has its one or two leaders followed by a slightly larger group of second tier of institutions; followed by the largest group in the third tier?
 - Is there a correlation with the size and vitality of the graduate program?
- Why is this data important? Why does this matter?
 - It is one measure of active engagement in scholarly dialogue; it tells us where the research is happening and at what level.
 - It would be interesting to compare this data with budget data. Does the amount of collections budgets at each institution correspond with the level of engagement?
 - How does this data correlate with other measures of engagement, such as scholarly publication data? How much published research in SES is coming out of each institution?
 - There is diversity among the three regions. No one region has a monopoly. The level of engagement is more or less evenly distributed among the three regions.
- Need to be careful not to over-generalize
 - It won't solve our national debt problem;
 - It doesn't jeopardize our national security;
 - And we can't sell it for a profit
 - But it does show that scholarly activity is health in all regions; and in many cases represents people who have jobs in all three regions.

Religious inclusivity in SES – my experience as a Mormon in SES

My background in SES

- 1984-1987 Russian in High school
- 1987-1988 Russian at BYU 1987-88 – small Russian program

- 1990-1993 BA in Russian from BYU 1990-1993 – a period of transition
 - 1991 marks the breakup of the Soviet Union → marks the beginning of a growing flow of LDS missionaries into Russia
 - 1993 marks the beginning of steady growth in the BYU Russian program as missionaries who had served in Russia 1990-1991 started to return and study Russian at BYU.
- 1995-2002 MA from Kansas
 - Fellow Mormon (whom I knew) at KU
 - After initial growth, the 90s mark the beginning of Gradual contraction of programs in SES; some even disappear
- 2002-2004 MLS from Indiana
 - A few Mormons in the REEI program at IU
 - Continued “crisis” in SES as program continue to shrink
- 2005-2012
 - Two Mormon faculty members at KU (Libraries, History, Geography)
 - Several Mormons in SLL, CREES, History at KU
- As programs nationwide were shrinking, the Russian program at BYU was thriving.
 - Reasonable to argue that a portion of BYU Russian grads. (and Mormons studying Russian elsewhere) will enter the field of SES in various disciplines.
 - Many returning missionaries choose to enter the field b/c they fall in love with the country, the language, the people, and the culture that they got the chance to experience; to live among the people for 18 months to 2 years.
 - I see this as a good thing → improves mutual appreciation and understanding; appreciation for diversity of culture, language, civilization, etc.

Wrap-up

Diversity → can be a charged term for some people; related to other words such as diverge, divergence, maybe even divide, need to ask the linguists (would be nice if it were related to dividend). Tends to emphasize our differences; which in my opinion can be really interesting.

Inclusivity → is a term I like better; other form are inclusive, include, etc. Tends to emphasize togetherness, belonging, etc. We all come together at ASEES because we share an interest in SES. And it's nice to feel included, welcomed, and appreciated. That's how I felt when I entered the field of Slavic librarianship. My colleagues were kind, warm, helpful; diverse in background and knowledge yet welcoming and of course funny. As a new colleague this made a big difference for me; so I express my appreciation to my colleagues for their support.

Diversity of Collections in SES (if time remains)

In talking about diversity of collection I will try to highlight the need for organizational support in addressing geographic, ethnic, and diverse academic representation in academic library collections.” We all have to deal with this dilemma: how to collect core materials and still maintain a diverse collection when the primary instrument for measuring the value of our collection is “how often it is used.”

- Where do the non-traditional, the niche, and even non-academic materials fit into the academic library collection development plan or profile? I think that we all have little pockets of niche collections. For some it may be political pamphlets; for others it may be memoirs, and for still others, science fiction. And who is collecting all of those mafia thriller and romance novels that are everywhere.
- Lately I have been collecting as much as I can on Stalin, even some of marginal and semi-academic stuff, anticipating that at some point into the future, some curious cultural anthropologist or folklorist is going to come along and explore the resurgent myth of Stalin that emerged after 1991 and continues to evolve more than twenty years later.
- Or what about all of the regional surveys and ethnic studies, cultural histories and biographical sketches, etc. that keep coming across our desks in vendors’ catalogs? For every book I order, how many books are there that I don’t order. Maybe 25? Or 50? Or 100, 200, 1000? How do we maintain a diversity of collections when we are constantly forced to shave-off low priority materials due to budget cuts or inflation? How many times have we tried to establish some sort of collaborative collection development initiatives only to realize how difficult it is to make any real progress?
- Speaking as a pragmatist, as my budget dwindle, as purchasing power erodes, and as the amount of published material swells it becomes impractical to think about collecting “broadly” for each country or region? To the traditional librarian in all of us, this may sound like blasphemy; and for a book hugger like me it’s hard to imagine that these words are coming out of my mouth; but this is a round table and the point is to stimulate discussion, and maybe even a little controversy. So consider the following ideas.
- The vast majority of cultural materials will be (and should be) collected and preserved by the country of origin. Scholars will always have the necessity to spend time “in-country” using the collections of foreign libraries and archives. Each country bears the primary responsibility to preserve its own cultural heritage.
- Our budgets will never keep up with inflation; nor will they keep up with the explosion of published material. We will never be able to collect comprehensively. No institution ever collected comprehensively from one of the ASEES regions, no matter what

delusions they may have had.

- Generally speaking, Slavic and Eurasian collections parallel the research interests of Slavic and Eurasian faculty; so our collections, nationwide, will be as diverse as the research interests of ASEES members (and of other organizations such as ATSEEL, etc.). When it comes to foreign language materials, we will have to tie our collection priorities more and more closely with faculty research interests.
- Every day the amount of content available on the web is growing; and the amount of free content is growing. Many organizations want to get their information on the web because they want to promote it. They want people to know about it. There will always be the commercial side of information, but “free” (or freely accessible) content is also growing; and maybe growing even faster than the subscription based content. Considering how much content is on the web today; and how much has been added in the past 10 years; can you imagine how much content will become available in 20 years? In 50 years? In 100 years? And who can foresee how large the Open Access movement will grow.
- The electronic revolution in publishing (and copyright) has begun to shake up the industry, both the commercial and the academic side of the industry; and so the road to access to content may follow a very different path 10, 20, or 30 years from now than it does today.

Usage statistics: friend or foe.

- Here’s a familiar situation: I’m sitting at my desk, reviewing a vendor’s catalog, and see a title that I think we should have; yet I wonder... “Will anyone use this book?”
- What is a research library? Does a research library have the responsibility to acquire obscure titles that only a few people will use?
- Collection development strategies: what’s atop the list of priorities for selection? Does it support programs? Will it get used? Does it make the collection more diverse?
- When money gets tight, the question of “usage” jumps up the list of priorities; especially as libraries attempt to justify to the administration why they need so much money for materials. If we can demonstrate that the collection is being heavily used, then the investment tends to be justified. But what about the material that is not meant for mass consumption?
- Worldcat Collection Analysis (WCA) tool. To what degree are research libraries duplicating collections on campuses nationwide. If your institution is like mine, we subscribed to this tool and were asked to produce any number of reports; reports which have long been forgotten by now. For those of you who had the opportunity to use the

WCA, you may have found, as we did, that there was a surprising amount of uniqueness to our collections; in particular for South Slavic materials (need Geoff's data) I also remember a few years ago when Wookjin Cheun gave a paper on the results of his analysis comparing selected Slavic collections by language. I believe the results showed that Indiana's collections were the most diverse, by language, of all the collections reviewed; which of course was the result of Murlin's decades of collecting broadly across many REE languages.

- Using a formula of “usage statistics” to determine allocations. This is nonsense, although it continues to be something that collection development managers continue to discuss. Why is it nonsense? Because different disciplines have different patterns of use. In some of the sciences some materials can become more or less obsolete in a few years, superseded by new editions and new discoveries; so their peak usage is usually within the first several (maybe three) years since publication. In mathematics, however, scholars go back to old journal issues frequently to either re-examine or review old formulas and theorems. Materials in the humanities (especially art, history, and literature), however, reach their peak usage 10-20 years after their initial publication. And if they become part of the canon, then continue to be used and cited. They have to wait and see whether their work will stand the test of time.
- So, we talk a lot about the need for diversity in our collections, but to what degree do we really strive for diversity in our collections? Diversity in collections, I think, is a luxury that only a few of us can afford to think about; although I must say that I do like to acquire basic texts on the various ethnic groups of the region. For example I try collect the recent series of ethnic studies (*Narody i kul'tury*) published by Nauka – our most recent order was for the monograph *Uzbeki*. However, diversity, per se is not high on my priority list of collection strategies. Rather, like most of you, I try to build the collection based on program needs, faculty needs, and student needs. And I think most of us are in the same boat (*v odnoi bochke, kak govoritsia*); we try to cover Russia as best we can and then get a sample, large or small, of the other major languages and regions that we support. In other words, for vernacular languages, the diversity of collections happens somewhat spontaneously or organically, or even chaotically, by virtue of the diversity in programs, researchers' specialties, and students' interest. In our attempt to customize our acquisitions in support of programs, research areas, and individual research interests, we end up with a nationwide collection that is surprisingly diverse.