Lehrnfreiheit
Lehrfreiheit
CONSUMER TO CREATOR:

Investigating and building library support for undergraduate research

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Student Reflections

• Video removed per Institutional Review Board guidelines at the University of Illinois.
What is Undergraduate Research?

An inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline.
• Enhances student learning through mentoring relationships with faculty
• Increases retention
• Increases enrollment in graduate education and provides effective career preparation
• Develops critical thinking, creativity, problem solving and intellectual independence
• Develops an understanding of research methodology
• Promotes an innovation-oriented culture
• Enhances student learning through mentoring relationships with faculty
• Increases retention
• Increases enrollment in graduate education and provides effective career preparation
• Develops critical thinking, creativity, problem solving and intellectual independence
• Develops an understanding of research methodology
• Promotes an innovation-oriented culture
• Aids in the development of lifelong information literacy skills
Illinois Survey
Illinois Survey

• Services provided
Illinois Survey

- Services provided
- Publishing support
Illinois Survey

- Services provided
- Publishing support
- Creative activities
Illinois Survey

• Services provided
• Publishing support
• Creative activities
• Librarians participation
Illinois Survey

- Services provided
- Publishing support
- Creative activities
- Librarians participation
- Institutional support
Ethnography :: a qualitative research method centered upon direct and sustained interaction with people in the context of their daily lives.
Deeper Than the Red Cup: How the Party Scene Reflects Segregation Among Fraternities

Overview

The infamous red cup full of beer is the common association with fraternity life at the University of Illinois. Even though alcohol, parties, and girls are the focal points for some fraternities on campus, this does not apply to all of them. After attending several parties on campus, I noticed that the atmosphere varied depending on the people at the party. In this research endeavor, I examined how the racial demographic of a fraternity affects the dynamic of their parties.

Greek Life is a huge social network at the University of Illinois and other institutions. Understanding racial dynamics within the system may influence race relations on the larger campus.

Methods

- Interviews with 8 male fraternity members (7 from the Interfraternity Council; 1 from the United Greek Council). The group of fraternity participants included: 5 white males, 2 Latino males, 1 Asian male, 1 black male, and 1 multiracial Asian male.

- The interviews were conducted in person and audio recorded, lasting between 15-45 minutes.

“Traditionally our house has been like a wasp, white Anglo-Saxon protestants, like we used to not all non white people in the house and then that changed in the 50s. Only in the past 10 years or so has it become more multiracial.” - White, IFC

“I feel like all fraternities don’t discriminate.” - White, IFC

“For like the type of party it is, it’s like really just like drinking and stuff like that. It’s kind of more towards the white community.” - Black, IFC

How integrated is the Fraternity Greek System?

“Told him it necessarily around our racial beliefs but just the fact that white people are going to have white friends, um, that’s just how it works.” - White, IFC

“I feel like there is a lot of fraternities that are almost all white if not just like at fraternities.” - Multiracial, IFC

“There is specifically black frats, so that is clearly segregation.” - White, IFC

“Minority Greeks tend to have their own kind of Greek culture.” - Latino, IFC

“As far as integrating, you don’t see that at all. I mean you do but not where it should be.” - Latino, IGC

“It’s their job to have the willingness to participate in the system.” - White, IFC

Samantha Kane, University of Illinois-Urbana Champaign
EPSY 199-Whiteness and the University

What do you typically participate in at parties?

- Beer pong, Toga drinking card games.
- Beer pong, beer bong, dancing, casual drinking, game of cards or Toga cup.
- Drinking of alcohol.
- Beer pong was on one floor.
- Black, IFC

“We definitely want to embrace our culture; we definitely want to remember those sounds that we used to hear back home or the music we like dancing to.” - Latino, UGC

“Everybody wants to dance we are not a dancing kind of group of people and people who do dance do it around the beer pong table.” - White, IFC

Conclusion and Recommendations

It was evident that there are differences between social scenes based on the racial makeup of a fraternity. Generally alcohol seemed to be the focus at predominately white fraternities, whereas a more cultural basis runs the cultural fraternity parties. However, the party scene at a fraternity is only one indication of how the Greek System at the University of Illinois is racial segregated. Many of the interviewees demonstrated they were not fully aware of its racial exclusivity among fraternities at the U of I. Through my research I have found it is not just social interests that separates people, but it is the fear of not being accepted by others. It is difficult to integrate fraternities because they are set up for every person to have their own social space. However, all fraternities have common goals such as helping the community with philanthropy. One way to integrate is to have fraternities raise funds for charities together. There does not necessarily have to be social events with fraternities from councils, but they could see that all fraternities have the commonality of wanting to help the community and be leaders of our society. This would promote more intra-fraternity interaction, breaking through the intimidation. This way there is more unity in the Greek System and the organizations can start to learn about each other.
Library Seat Availability Checking System

Sanghyuk Lee, Pei-Han Hsu, Tzu-Yu Shen
PSYC 429 Human Computer Interaction LAB April 2011

Introduction
At the University of Illinois at Urbana-Champaign, most students have experienced difficulties in finding a seat for studying or group discussing in the library. In addition, students are distracted from studying by people who are walking around for finding a seat in the library. We proposed a library seat availability checking system for users to check available seats in the library. We believe this problem is important because a good study environment will also improve the performance of the university.

System Design
There are two major functionalities in the Library Seat Availability Checking System, checking preferred seats and searching available seats. Users can either log in and set up their own preferred seats to shorten search time or start a general search which is categorized by floor, area, seats type, and number of contiguous seats.

Method
Non-experimental
Questionnaire & Observation
- Asked 30 students who were studying in Grainger Library to answer the questionnaire
- Observed behaviors of students while they were looking for a seat in the library
- Collected and analyzed all data and designed our first prototype based on user behaviors and preferences

Experimental
Prototype Evaluation
- Built a prototype based on the results of non-experimental method
- Asked two subjects to finish four assigned tasks with our first prototype and observed user interaction with the interface with measuring time and number of clicks
- Discussed with subjects about the overall experience with the prototype and the difficulties they found

Results and Discussion
How beneficial would the Library Seat Availability Checking System be to students?

In the experiment, the subject spent about 30 seconds to get used to the system interface. Later, two tasks were assigned to the subject: Find available seats in the library with the prototype. The subject completed both tasks in less than 15 seconds. During the interview after the experiment, the subject mentioned that on average he took 15 minutes to find a seat in the library during rush hour. With the system, he would save much time in finding seats in the library.

Recommendation
- Students need to save their time in finding seats in the library
- University has a responsibility to investigate and provide a better study environment
Overview
Through oral history accounts, archival documents, and current student narratives, this paper will attempt to investigate the impact, and implications of the University of Illinois’ campus climate during the inception of the Special Education Opportunities Program (1968) formerly referred to as Project 500 as compared to the climate in 2010.

Research Question
The purpose of this study seeks to examine, evaluate, and interrogate the historical implications of the Project 500 program and the current University of Illinois racial landscape.

Research Methods
(1) Archival history and oral narratives (qualitative) will serve as the main source for information and (2) oral histories from current undergraduate students, faculty, and administrators.

Preliminary Questions
1) What were the implications of the student protest of SEOP during 1968-70? 2) How do current African American undergraduate students perceive the UIUC campus climate?

Preliminary Findings
Institutional Resiliency
Social Capital
Familial Capital
Navigational Capital
Institutional Hostility
Resiliency Capital
Linguistic Capital
Aspirational Capital

Preliminary Quote
“With this institution, you know, I really don’t have like a great love for this institution personally... I really don’t have a great connection with U of I. I’m not going to say that I love this school...[b]ecause it doesn’t give me a great love and support...and I wouldn’t recommend that everybody come here”

A Historical Comparison of the University of Illinois’ Campus Climate in 1968 and 2010

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Education Policy, Organization and Leadership
University of Illinois
Introduction
The second half of the 20th century has had no shortage of civil and political rights movements. The African-American Civil Rights Movement (1955-1968), Second Wave Feminism Movement (1960s), and the Vietnam War Protests (1960s), are just a few of the movements that have helped shape the American culture and bring much-needed change. These movements are associated with certain ethnic/racial groups or based on gender; the African-American and female communities have been at the forefront of this era, and it is typically easy to see the progression of these communities through the latter half of the 20th century and how they have fought for the equality. While these dominant groups have taken the spotlight and the movements are vivid parts of the American history, there are some communities that may not be as widely acknowledged and studied for their valiant and powerful messages of equality for all. Since the efforts may only make up a small portion of the larger movements, or are overshadowed by other movements altogether, some may see groups, such as Latinos/as, as passive onlookers. By the definitions of Civil Rights and Movements, these efforts, while not as widely known, are key parts of the overall civil rights movements. These efforts were powerful and not only helped shape the lives of those within the community, but also those around them, defining the culture in which we live today. Other movements may dominate the era, but it is a cumulative effort of all communities and movements to achieve the larger goal of equality.

Purpose/Rationale/Method
University campuses around the country mirrored the movements happening around the world. The University of Illinois at Urbana-Champaign, in particular, has been the setting for historical landmarks in time, ones which have spoken to our current campus climate. Latino/a students at this University were not bystanders to these movements sweeping through the nation. The campus was equally overthrown by these larger historical events, and students on campus were fighting for rights both within and outside the University. The purpose of this historical research is to look at how Latino/a students on the University of Illinois Urbana-Champaign campus were involved in the well-known movements/protests (including civil rights) during the late 20th Century, as well as movements and protests that this community organized. Historical research was collected from the campus archives. The study is aimed to understand how Latino/a students on campus were proactively involved during this tumultuous era.

Conclusion/Recommendations
Latino/a students at the University of Illinois Urbana-Champaign have been actively seeking civil and social rights, especially during the late 20th Century. Despite other groups that may have been more visible or more studied during this era, Latino/a students were proactive in their efforts and made great strides for all students. The movements Latino/a students set into motion on this campus helped define the campus climate and environment everyone experienced today. Looking into the past will help provide guidance to current movements that are taking place and provide a backdrop to current struggles. The fight for civil and social justice is important, and all communities should work together to achieve this common goal. Efforts made by all communities in the past should be equally studied as they provide key to the present and the future. Researching outside one’s discipline or one’s community is important since it provides unique perspectives.

Timeline
1940-
The Mexican American Civil Rights Movement
1950-
Civil Rights Movement
1964-
Vietnam War Protests
1968-
Como Movement
1968-
Los Hijos del Mal Combinado

References

In the university environment, the civil rights movement encountered a more comfortable environment in which to conduct its work.

In 1992, Latino/a students and supporters occupied the Office of Minority Student Affairs and the Administration Building. The students called for, among other things, a new director of the La Casa Cultural Latina and greater funding and autonomy for the cultural center, circa 1991.
Ethnography of the University Initiative

The Ethnography of the University Initiative (EUI) engages students in research on what they know and care about: their own universities. Student work is public and preserved, housed in a dynamic on-line archive designed to encourage future generations of students to build on past student research. EUI guides students to think about colleges and universities in relation to their communities as well as in national and global contexts. EUI researchers reflect on their findings to identify concrete ways that the University can better fulfill its many missions. EUI leads students to become engaged citizens, actively and critically contributing to public life.

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