Completing the research cycle:
The role of libraries in the publication and dissemination of undergraduate student research

Stephanie Davis-Kahl, Illinois Wesleyan University
Merinda Kaye Hensley, University of Illinois
Sarah Shreeves, University of Illinois

Setting the Stage: Undergraduate Research

An inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline.
Council for Undergraduate Research

"Research" is best defined simply as work that enters the current conversation of a particular field in a significant way.
Gerald Graff, Professor of English and Educational Studies, University of Illinois at Chicago

Dimensions of Undergraduate Research

Student, process centered	⟷	Outcome, product centered
Student initiated	⟷	Faculty initiated
All students	⟷	Honors students
Curriculum based	⟷	Co-curricular fellowships
Collaborative	⟷	Individual
Original to the student	⟷	Original to the discipline
Multi-or interdisciplinary	⟷	Discipline based
Campus/community audience	⟷	Professional audience

M. Beckman & N. Hensel, CUR Quarterly, Summer 2009 [slide used with permission]

Advocacy for Undergraduate Research

SUPPORTING UNDERGRADUATE RESEARCH WEEK
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National Science Foundation
WHERE DISCOVERIES BEGIN

CUR Posters on the Hill

The Liberal Arts Perspective: Enhancing the Culture of Undergraduate Research

Stephanie Davis-Kahl
Illinois Wesleyan University



Methods to Engage Students in their Mathematical Learning Experience

Mari Mermelstein, Elizabeth Sinclair, and Leah Nillas*
Educational Studies Department, Illinois Wesleyan University

Research Question

What teaching methods can we, as math teachers, use to *engage* students and *facilitate* their learning of mathematical concepts?

Methodology

- Conducted a self study in Geometry, Pre-Calculus, and Calculus.
- Implemented engaging lessons and wrote reflections to evaluate effectiveness.
- Extended our knowledge base to make decisions about future practice.

Literature Review

Behavioral Engagement (Teacher Practices)
Teachers can largely influence a student's behavioral engagement through:
- modeling appropriate behavior
- making class interesting
- using different teaching strategies
- implementing activities that require higher-order thinking
- encouraging student participation

Emotional Engagement (Learning Environment)
The following can improve the learning environment:
- creating a classroom community
- fostering student connections
- utilizing cooperative learning

Cognitive Engagement (Motivation)
Ways to motivate students in and out of the classroom include:
- creating mastery goals in addition to performance goals
- making the material relevant to students
- alleviating negative peer pressure

Research shows that teachers need more training in these practices.

Results and Data Analysis

White Boards
Advantages:
- Full class participation
- Excitement and child like glee

Disadvantages:
- Easier for student to copy
- Teacher can not see work/mistakes

Animated Examples
Advantages:
- Auditory and visual explanations
- Can see comprehension and ability

Disadvantages:
- Students could copy motions and not create a real understanding
- Students work at different paces

Class Discussion
Advantages:
- Promoted student debate
- Student self-evaluation

Disadvantages:
- Not all students participate
- May not cover all material (slow pace)

Table 1: Engagement Strategies

Strategy	Topic	Assessment
Use of White Board	Geometry – parallel and perpendicular lines Pre-Calculus – polynomial functions, properties of logarithms	Informal checks, chapter test, post-test, exit slips
Animated examples, individual work	Geometry – rotations (transformation)	Answering and analyzing students' questions, giving students feedback
Class Discussion	Pre-Calculus – transformations of functions	Assessing students' ability to correctly summarize information
Individual work, group work	Geometry – tessellations Pre-Calculus – basic and polynomial functions	Observations of work, feedback questions at end of chapter
Internet, detailed instructions	Calculus – Newton's method	Observation, analyzing questions students ask, informal checks
Koosh Ball review, singing	Calculus – derivative review	Observing student answers, results on chapter exam

Individual and Group Work
Advantages:
- Increased student discussion
- Developed mathematical creativity

Disadvantages:
- Decreased teacher control of classroom
- Unequal student participation

Internet/Step by Step Instructions
Advantages:
- Real world connections
- Teaching tool can be used at home

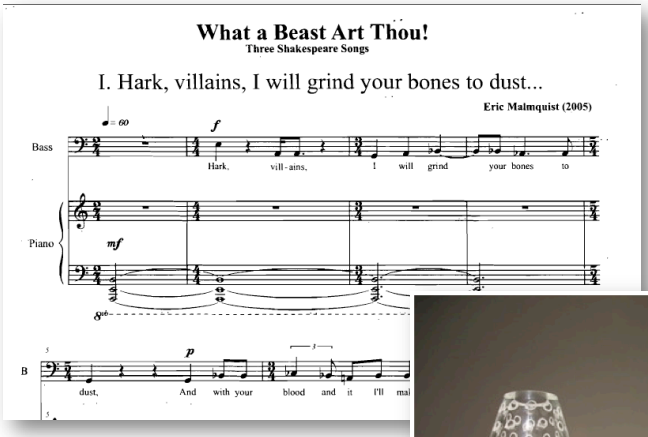
Disadvantages:
- Some students just went through the motions without real comprehension
- Internet became a toy instead of a tool

Koosh Ball Review/Singing
Advantages:
- Fun and interactive
- Multiple concepts were reviewed

Disadvantages:
- Technology is not always reliable
- Selective student engagement at times

Conclusions

- Characteristics of engaging lessons include being goal oriented and student centered.
- During this self study, we learned that we need to make a more concerted effort to engage students in the classroom.
- A possibility for future study is to look at the effect of engaging lessons on long-term retention of mathematical concepts.



http://digitalcommons.iwu.edu/jwprc



Series I Vases: Deconstruction (Katherine Bergethon)

Student Publishing



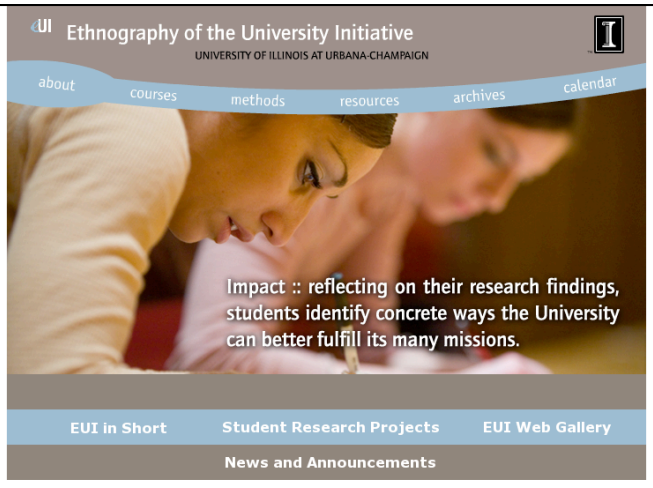
Undergraduate Economic Review



http://digitalcommons.iwu.edu/uer/

Supporting undergraduate research at the University of Illinois

Merinda Kaye Hensley



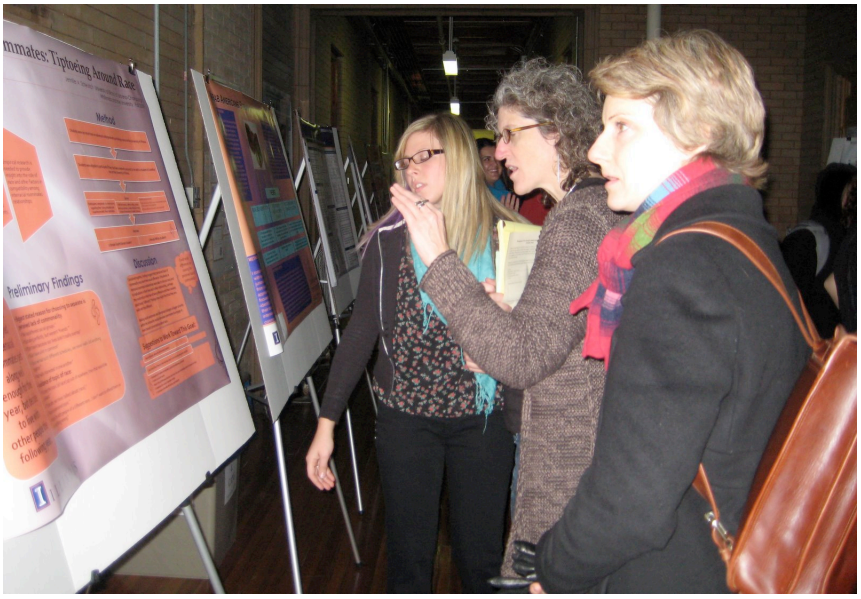
The Ethnography of the University Initiative (EUI) engages students in research on what they know and care about: their own universities. Student work is public and preserved, housed in a dynamic on-line archive designed to encourage future generations of students to build on past student research. EUI 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. To learn more, view "EUI in Short" and explore the student research projects and web-gallery linked above.

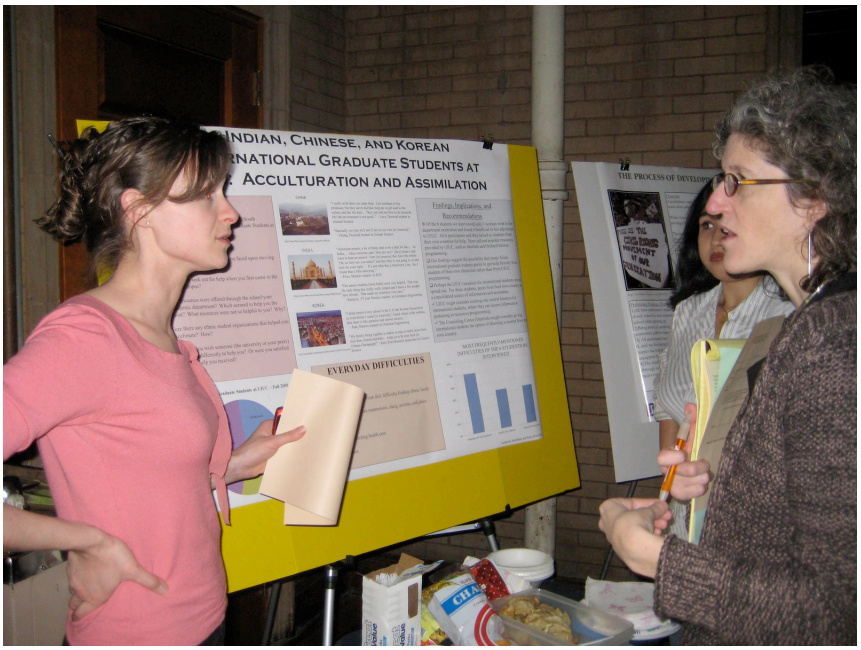
Topics

- Diversity issues on campus
- Globalization issues
- The Greek system
- Technology and student life
- Dorm life
- The Chief

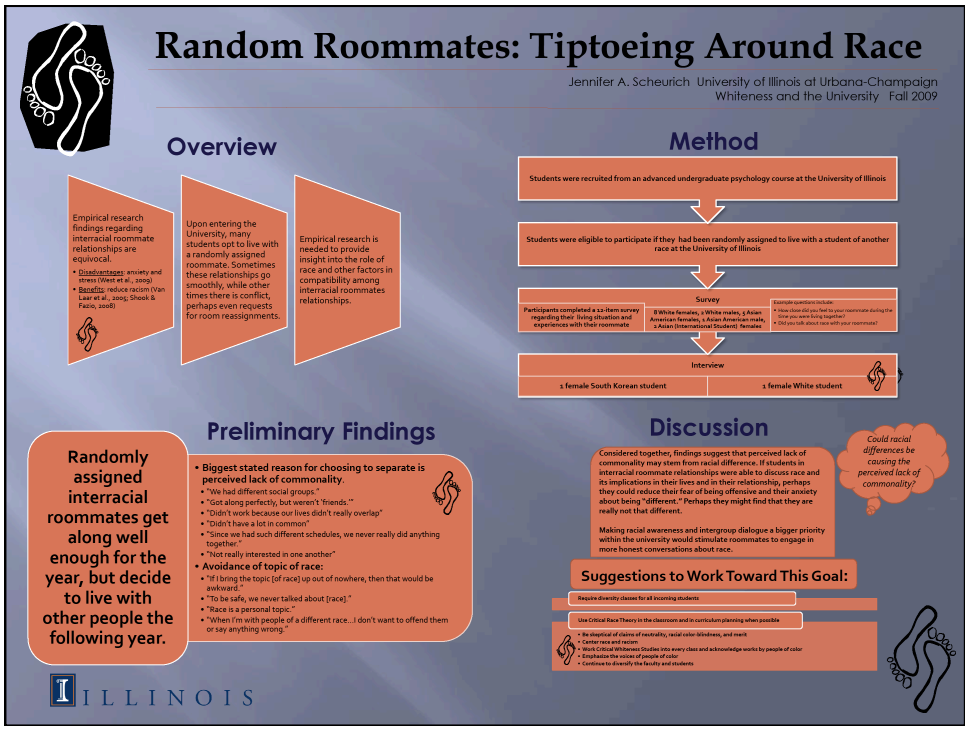





Preliminary Findings


INDIAN, CHINESE, AND KOREAN
NATIONAL GRADUATE STUDENTS AT
ACCULTURATION AND ASSIMILATION
EVERYDAY DIFFICULTIES


The History and Formation of Departmental Libraries at the University of Illinois
Old Main
1867-1873
University Hall
1873-1897
Library Building/Altgeld Hall
1897-1928
Main Library
1928-Present
1873 Architecture Library begins in Nathan Ricker's Office and spreads to 4th floor of Engineering Hall
1917 renamed Ricker Library
1928 Ricker Library moves into current Architecture Building
1878 Harker Hall opens and the Chemistry Library begins
1901 Chemistry moves to the Noyes Laboratory
1885 State Laboratory of Natural History Library moves into the Natural History Building, the library began in Normal, IL in 1861
1917 renamed Illinois Natural History Survey
A few recurring themes...
•Departmental libraries often form in faculty offices, for example the Mathematics and Architecture Libraries
•Other collections separate due to overcrowding and a need for space of their own, such as Classics and Modern Languages
•Still others are moved to make it more convenient to laboratory spaces, like Chemistry
•While some libraries move back into the main library when the new building is complete, a few libraries remain completely independent during their entire history, such as the Law Library
1897 Law School & Library open in University Hall
1901 moves to Harker Hall
1928/29 moves into Altgeld Hall
1901 Pedagogical Library begins in University Hall
1909 moves to Lincoln Hall, renamed Philosophy, Psychology, & Education
1928/29 moves to Main Library
1907 Agriculture Library opens in the Farm Mechanics Building, soon renamed Agricultural Engineering building
Pre-1908 Mathematics library begins in Natural History Building
1928/29 moves into Altgeld Hall
1909 Collections in Modern Language, English, Classics, Economics & Sociology, History & Political Science, housed in departmental offices move to Lincoln Hall
1928/29 All move to Main Library
This list represents a portion of all departmental libraries at the time. Please see the full report for complete list of departmental libraries and references.
Beth Kumar: EOL 570


Random Roommates: Tiptoeing Around Race
Jennifer A. Scheurich University of Illinois at Urbana-Champaign
Whiteness and the University Fall 2009
Overview
Empirical research findings regarding interracial roommate relationships are equivocal.
• Disadvantages: anxiety and stress (West et al., 2009)
• Benefits: reduce racism (Van Laar et al., 2005; Shook & Fazio, 2008)
Upon entering the University, many students opt to live with a randomly assigned roommate. Sometimes these relationships go smoothly, while other times there is conflict, perhaps even requests for room reassignments.
Empirical research is needed to provide insight into the role of race and other factors in compatibility among interracial roommates relationships.
Method
Students were recruited from an advanced undergraduate psychology course at the University of Illinois
Students were eligible to participate if they had been randomly assigned to live with a student of another race at the University of Illinois
Survey
Participants completed a 12-item survey regarding their living situation and experiences with their roommate
8 White females, 2 White males, 3 Asian American females, 1 Asian American male, 2 Asian (International Student) females
Example questions include:
• How close did you feel to your roommate during the time you were living together?
• Did you talk about race with your roommate?
Interview
1 female South Korean student
1 female White student
Randomly assigned interracial roommates get along well enough for the year, but decide to live with other people the following year.
Preliminary Findings
• Biggest stated reason for choosing to separate is perceived lack of commonality.
• "We had different social groups."
• "Got along perfectly, but weren't 'friends.'"
• "Didn't work because our lives didn't really overlap"
• "Didn't have a lot in common"
• "Since we had such different schedules, we never really did anything together."
• "Not really interested in one another"
• Avoidance of topic of race:
• "If I bring the topic [of race] up out of nowhere, then that would be awkward."
• "To be safe, we never talked about [race]."
• "Race is a personal topic."
• "When I'm with people of a different race...I don't want to offend them or say anything wrong."
Discussion
Considered together, findings suggest that perceived lack of commonality may stem from racial difference. If students in interracial roommate relationships were able to discuss race and its implications in their lives and in their relationship, perhaps they could reduce their fear of being offensive and their anxiety about being "different." Perhaps they might find that they are really not that different.
Making racial awareness and intergroup dialogue a bigger priority within the university would stimulate roommates to engage in more honest conversations about race.
Could racial differences be causing the perceived lack of commonality?
Suggestions to Work Toward This Goal:
Require diversity classes for all incoming students
Use Critical Race Theory in the classroom and in curriculum planning when possible
• Be skeptical of claims of neutrality, racial color-blindness, and merit
• Center race and racism
• Work Critical Whiteness Studies into every class and acknowledge works by people of color
• Emphasize the voices of people of color
• Continue to diversify the faculty and students
ILLINOIS

Arab Americans: Striving for Identity at Illinois

INTRODUCTION

On the US Census form, persons of Arab or Middle Eastern descent do not have a separate category and are asked to check the "Not Hispanic, White" box. While some Arab Americans do indeed identify racially as White, particularly those from Lebanon and Syria (Jamal, 2007), many do not. As part of my *Whiteness and the University* course and my own Lebanese ancestry, I became interested in learning about Arab American students on the Illinois campus. In particular, I investigated how Arab-American students at Illinois self-identify racially, what they think about their racial identity, and how they feel about checking the "White box."



RECOMMENDATIONS OR IMPLICATIONS FOR UNIVERSITY

Based on the experiences of these participants, the University of Illinois is doing a great job having Arab Americans find their niche. The very established organizations, such as the Arab Students Association, make it easy for the students to get involved in that community. One potential direction for future research is to see how the community is viewed by White students of European descent, to see if they group this culture into their same "White" schema. Also, some scholarship has analyzed the experience pre and post September 11 of those who identify as Arab American, and how the group is both differentiated and accepted. Future research could sample a greater diversity of Arab Americans who identify as White and see how their experiences were before and after this tragedy.

THEMES

RACIAL SELF-IDENTIFICATION	PERCEPTIONS OF ARABS WHO IDENTIFY AS "WHITE"	TIES TO ARAB AMERICAN COMMUNITY/CULTURE
1: "On those standardized tests, they make you pick your ethnicity and there isn't one for Arabs. I check White but I just don't feel like I fit into that category."	1: "I think it's important to know your culture and where you come from...but I think it's okay to see themselves as White, especially if they spent most of their time here."	1: "In high school I didn't really have any Arab friends, but here I spend most of my time with people who are Arab. I think there's more exposure for me here than at home."
2: "I check 'Other' because even though I identify more as American, I know the Arab part of me is still there."	2. "If they identify as White... more power to them!"	2: "When I first got here, I was sick of it all and didn't want to be around any Arabs. But I ended up gravitating toward the Muslim Student Association."

METHODS:

I conducted a face-to-face interview with two Arab American female juniors at Illinois (1 from Syria and 1 from Iraq). Each interview lasted approximately 30 minutes. Questions focused broadly on how they self-identify racially and their views on their racial identity. I transcribed interviews verbatim and extracted common themes.

RESULTS AND DISCUSSION

I found that both of my participants self-identified to some degree as Arab American. Both struggled with demographic questionnaires– the woman from Syria checks the "White" box, whereas the woman of Iraqi descent checks the "Other" box and specifies "Arab American" in the blank. She explained that she only checks "White" on the basis of the technical definition, and does not personally identify as White. When I asked whether they had concerns about Arab Americans who identified as White, neither expressed any concerns and one woman from Iraq seemed pleased that those Arab Americans appear to be embracing American culture and acknowledging that they are just as American as anybody else. Both participants reported that they socialize mainly with other Arab Americans at Illinois. Moreover, they explained that they do so more in their college social circles than their home circles. Both are strong advocates of the importance of knowing their culture.

ILLINOIS

Daria Jammal
EPSY490-EUI
FALL 2009
WHITENESS & THE UNIVERSITY

Indian, Chinese, and Korean International Graduate Students at UIUC: Acculturation and Assimilation

METHODOLOGY: Interview

PARTICIPANTS: 2 Chinese, 2 Indian, and 2 South Korean International Graduate Students at UIUC

CENTRAL QUESTIONS ASKED:

- What were the top 3 difficulties you faced upon moving to UIUC? Continue to face?
- Who did you seek out for help when you first came to the UIUC campus?
- What resources were offered through the school/your academic department? Which seemed to help you the most? What resources were not so helpful to you? Why?
- Were there any ethnic student organizations that helped you acclimate? How?
- What do you wish someone (the university or your peers) had done differently to help you? Or were you satisfied with the help you received?

CHINA



"I really wish there are some help. Lab members or my professor, but they never did that, help me to get used to the culture and the life here… They just told me how to do research. My lab environment is not good.." - Lucy, Doctoral student in Animal Science

"Basically, we [my wife and I] are on our own [in America]." - Chung, Doctoral student in Animal Science

INDIA



"American people, a lot of them, tend to be a little bit fake… In India,… when someone asks 'How are you?' [they] mean it and want to hear an answer. Here [in America] they have this whole 'Oh, so, how are you today?' and then they're not going to sit and wait for your reply… It's just what they [Americans] say. So, I found that a little annoying .."
- Priya, Masters student in ECE

"The senior students [from India] were very helpful. That was the only thing that really, really helped and I knew a few people here already. That made my transition very easy."
- Kanniya, 2nd year Masters student in Aerospace Engineering

KOREA



"I think almost every school in the U.S. has Korean Association so even before I come [to America], I found where is the website, then there is like question and answer section…"
- Park, Masters student in Chemical Engineering

"My family, being together is makes us easy to settle down here. And then, church members… helps us to be easy here (in Urbana-Champaign)" - Kim, Post-Doctoral researcher in Genetic Science

Findings, Implications, and Recommendations

❖ Of the 6 students we interviewed, only 1 woman went to her department orientation and found it beneficial in her adjustment to UIUC. All 6 participants said they turned to students from their own countries for help. None utilized popular resources provided by UIUC, such as Interlink and Orchard Downs programming.

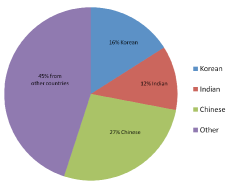
❑ Our findings suggest the possibility that many Asian international graduate students prefer to get help directly from students of their own ethnicities rather than from UIUC programming.

❑ Perhaps the UIUC resources for international students are too spread out. For these students, peers from their own country are a consolidated source of information and assistance.

✓ UIUC might consider creating one central location for international students, where they can access information pertaining to resources/programming.

✓ The Counseling Center (Interlink) might consider giving international students the option of choosing a mentor from their own country.

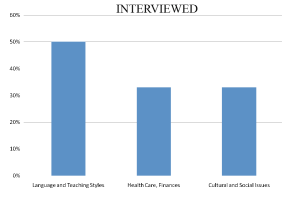
International Graduate Students at UIUC - Fall 2009



EVERYDAY DIFFICULTIES

- Language
- Food (Intolerance to American diet; difficulty finding ethnic food)
- Understanding American mannerisms, slang, accents, and jokes
- Homesickness
- Finding and affording health care
- Transportation

MOST FREQUENTLY-MENTIONED DIFFICULTIES OF THE 6 STUDENTS WE INTERVIEWED



Catherine Bradshaw and Sonia Khanvilkar

"Being White in a Multicultural Society": Understanding Whiteness in an Intergroup Dialogue

Jeffrey G. Yeung, University of Illinois at Urbana-Champaign

Introduction

In hope to foster an inclusive and diverse campus, intergroup dialogue has been a method of social justice and multicultural education on many university and college campuses. According to Gurin and Nagda (2006), intergroup dialogues allow a space for students and peers to explore similarities and differences in group identities while working on intergroup conflict and group identity.



Purpose and Rationale

The purpose of the current study was to synthesize the scholarship on intergroup dialogue and Whiteness and empirically examine students' experiences in a 7-week intergroup dialogue course entitled *Being White in a Multicultural Society*. Specifically, I used a qualitative approach to investigate how students in the intergroup dialogue learned and understood Whiteness and race(ism) during the course. This research has the potential to explain the processes by which students examine their own and their peers' Whiteness. My research questions were: (a) What were participants' thoughts of race and racism during the course? and (b) What were participants' thoughts of Whiteness, in particular, during the dialogue?

Method

Participants:

Interviewees. Two self-identified White female first year students enrolled in 7-week intergroup dialogue class entitled *Being White in a Multicultural Society.*

Researcher. An Asian American male fourth year undergraduate student majoring in psychology and enrolled in an ethnographic research course on *Whiteness and the University.*

Procedure:

I conducted two semi-structured 60-minute-long interviews during week 4 of the dialogue course. Audio recordings from both interviews were transcribed verbatim. Upon examining both transcripts, I identified common themes.

Results

Dialogue Process Themes

Theme	Illustrative Interview Data
Curious about being White	"Being White, I wonder what that is really about."
No initial expectations for class	"Honestly, I don't think I had any expectations. It was more let's see what happens."
Like dialogue process of hearing different perspective and opinions	"I like how we can all share our points..."
Still trying to understand Whiteness	"I think I'm still learning what Whiteness would me to me."

Whiteness & Racial Themes

Theme	Illustrative Interview Data
Invisibility and normalcy of Whiteness	"I didn't think a whole lot of about it...being White does not define me."
Racism limited at the individual level	"Bias against a person just because...of the color of their skin..."
Color-blind racial ideology	"...I'm trying to get over the whole race issue and I feel like displaying it, separates people and segregates them...that's why it becomes an issue."
Myth of Meritocracy	"I don't that anyone should be labeling themselves...I think it is more about what you accomplished in life...not race."
Fear of being labeled "racist"	"I'm not racist, so I don't really know [about racism issues]."

Discussion

Findings from this study provide new knowledge on intergroup dialogue and Whiteness. Overall, participants had positive responses regarding the intergroup dialogue process on Whiteness. Findings from this study were consistent with critical Whiteness literature. Participants' thoughts of race(ism) included racial color-blind themes and perceived racism as an individual phenomenon. Color-blind racial ideology is the belief that race(ism) is a thing of the past and is no longer relevant in the present moment. This explains participants' unawareness of institutionalized racism as well as believing the myth of meritocracy. Participants' thoughts of Whiteness included themes that described the invisibility and normalcy of Whiteness and themes which inferred fears of being labeled "racist." Due to the dominant nature of Whiteness, often times it is difficult for Whites to recognize Whiteness because they are part of the dominant group. Fears of being labeled "racist" can be explained by Whites denial of individual racism and biases and denial of White privilege (i.e. benefitting from a system that advantages Whites).

In summary, the themes identified by the participants portray a lack of understanding of race(ism) and Whiteness, which consequently paralyzes the goal to achieve an inclusive and safe community at a large predominately White university.

Recommendations

•Increase opportunities for Whites to explore and understand Whiteness and racism, which may include additional intergroup dialogues, workshops, diversity forums, classes, campus events, etc.

•Develop and fund a systematic research program at Illinois on diversity education among White students.

EPSY 490 Ethnography of the University Initiative – Whiteness & the University; Fall 2009

ILLINOIS

Deeper Than the Red Cup: How the Party Scene Reflects Segregation Among Fraternities

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

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 foci 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.

"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

What do you typically participate in at parties?

"Beer pong, taps, [drinking] card games."-Multiracial,IFC
"Beer pong, beer bong, shot gunning, casually drinking, taps or flippy cup."-White, IFC
"Drinking of alcohol."-White, IFC
"Beer pong was on three floors."-Black, IFC
"We definitely want to embrace our culture we definitely like want to remember those sounds that we used to hear back home or the music we like dancing to." -Latino, UGC
"Nobody really 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

Methods

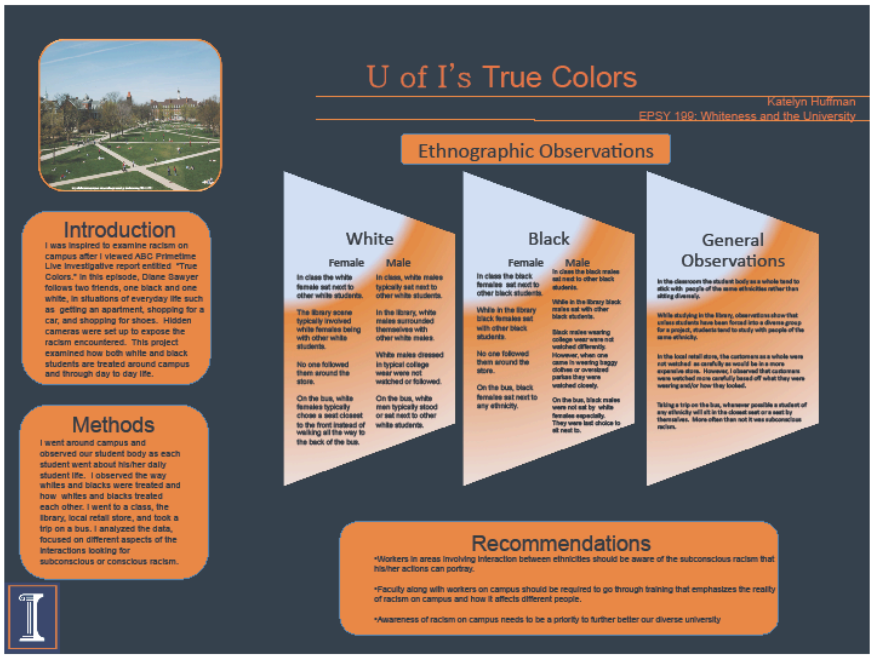
- Interviews with 8 male fraternity members (7 from the Interfraternity Council; 1 from the United Greek Council). The group of fraternity participants included: 5 white males, 2 Latino males, 1 Asian male, 1 black male, and 1 multiracial Asian male
- The interviews were conducted in person and audio recorded, lasting between 15-45 minutes

How integrated is the Fraternity Greek System?

"I don't think 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 and minorities." -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, UGC
"It's their job to have the willingness to participate in the system." -White, IFC

Conclusion and Recommendations

It was evident that there are differences between social scenes based on the racial make up 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 fundraise for charities together. There does not necessarily have to be a 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.



For more information on EUI, please visit:
http://www.eui.illinois.edu/

Merinda Kaye Hensley
Instructional Services Librarian

ILLINOIS
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Opportunities and Challenges in Dissemination and Publication of Undergraduate Research

Sarah L. Shreeves

Courses are (re)designed with the university as the research focus and using ethnographic or archival research methodologies

- Rhetoric 101 (English)
- Sport, Play and Ethnography (Kinesiology)
- Critical Issues in Higher Education (Education)
- Developments in Educational Psychology: Whiteness and the University (Ed)
- Museums in Action: Engaging the Community (Studio Art)
- Asian American Youth (Asian American Studies)
- Research Methods for Consumer Economics & Finance (Ag & Cons Econ)
- Researching Queer Cultures (Gender & Women's Studies)


UIUC ARCHIVES - LOW-RES PROOF
UIUC ARCHIVES - LOW-RES PROOF
UIUC ARCHIVES - LOW-RES PROOF


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BANK
http://www.flickr.com/photos/oldtasty/5776033/
http://www.flickr.com/photos/oldtasty/10734930/
ILLINOIS
http://www.flickr.com/photos/gotashot/1263519488/

During the classes, faculty introduce…

- Research methods
- Research ethics – recruitment, consent, etc.
- IRB process
  - Research summaries are submitted at end of semester
- Intellectual property issues
- Open access issues
- Use of IDEALS as a resource for past research



Student work in IDEALS



- Students have choice to deposit in IDEALS or not
- Students provide abstract and keywords
- Students have been able to anonymize work
- Includes research question, instrument, methodologies, analysis of data and, in some cases, the research data itself

Some quick stats and facts

- Over 65 classes taught since 2002 at the University of Illinois, Illinois State University, Parkland College and over 75 faculty have been affiliated with EUI
- Capped at 25 students
- Research papers and data have been archived since 2006
- Nearly 490 projects archived – approximately 50% of the items are archived

Sample of Student Projects Available in IDEALS

Is There an Invisible Boundary Between the Races at UIUC? (Ashanti Barber)

"Just an 'Exotic-Sounding Name'? Debating the Ku Klux Klan in UIUC History" (Stephen Lane)

Educating our Youth on Queer Topics: Is UIUC Truly a Community Leader? (Kari Britton)

The "U" Word: Undocumented Students in Higher Education (Mayra S. Lagunas)

University of Illinois Myths (Nichol Chontofalsky)

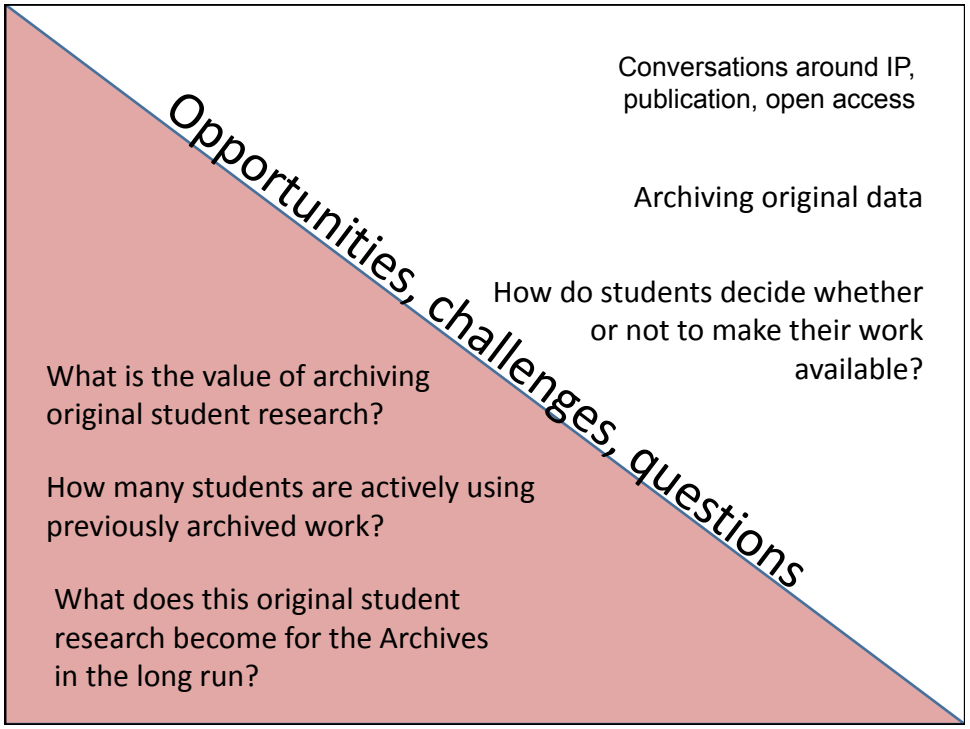
University Admissions of Students with Disabilities: Is Equality Really Best? (Joshua Glaser)

Cultural mapping of dorms (Joshua Myers and Juan-Pablo Herrera-Urizar)

Working in Dining Services: Just a Paycheck? (Sha'Donna Woods)

Top Downloads for: Ethnography of the University Initiative

This Month	This Year	Overall
1. UIUC Women's Crew: Origins, History, and Progress [total: 682]	1. UIUC Women's Crew: Origins, History, and Progress [total: 1880]	1. Does Fitness Bring People Together? [total: 12578]
2. The dream chasers [total: 147]	2. The dream chasers [total: 468]	2. UIUC Women's Crew: Origins, History, and Progress [total: 9081]
3. Language Barriers and the International Community [total: 121]	3. What Does La Casa Cultural Latina Mean to Its Active Student Population? [total: 394]	3. The dream chasers [total: 6755]
4. What Does La Casa Cultural Latina Mean to Its Active Student Population? [total: 118]	4. Language Barriers and the International Community [total: 210]	4. The Facebook Project: Social Capital and the Chief [total: 3269]
5. Graduate Students [total: 81]	5. The Facebook Effect: Social Network Sites and Changing Experiences of LGBT Students at the University of Illinois at Urbana-Champaign [total: 206]	5. Language Barriers and the International Community [total: 3050]
6. The Facebook Project: Social Capital and the Chief [total: 78]	6. The Facebook Project: Social Capital and the Chief [total: 167]	6. "She's Got the Look": Cultural Beauty Ideals from the Asian American Woman's Perspective [total: 2175]
7. The Facebook Effect: Social Network Sites and Changing Experiences of LGBT Students at the University of Illinois at Urbana-Champaign [total: 76]	7. Graduate Students [total: 162]	7. What Does La Casa Cultural Latina Mean to Its Active Student Population? [total: 2154]
8. What is a Non-Traditional		8. Swine Research Farms [total: 1947]



That project, to this day, remains the most interesting research project that I have ever engaged in.
–Andrew Roback (Student)

Quotes from both IWU and Illinois students and faculty.

As a student who came to college from a city public school, it was my own undergraduate research experience with Ethnography of the University Initiative that led me to graduate school. - Teresa Ramos (Student)

The chance of publishing…provides a powerful incentive for student authors to do high quality research.- Professor Michael Seeborg

The most important thing I learned from [editing a student journal] is responsibility & cooperation. I listen to different opinions & facilitate the communication between my peers. - Tian Mao (Student)

To allow students' work and research to be archived for future use is a powerful tool for the University. –Jennifer Duffy, Caroline Schreiber, Matt Dixon (Student)