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Focus Group Discussion: Sample Group of Student Leaders in Recognized Student Organizations at Eastern Illinois University (part 2)

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NICKI: I think that the majority of it is the personality, but I think a lot of it is a lack of awareness about things. I mean, I would not, I don't know about all the clubs and organizations here. This is my second year here, and I know there's more than that. It's a lack of awareness as far as I'm concerned.

TAMMY: I think it's that and I have a personality thing. I'm just more of . . . I like to just go out and socialize. I don't like to be in things all day.

SHELLY: I have some things like when Carrot Top came, they had two full shows with 800 students, so that's like 1600 students came, and I remember sitting there, and I was like, "Who are all these people." I was floored. I think it always seems like a thousand people who vote, a thousand people, and I always feel like where's the other 9,000. Where are they, but I think that when it comes down to things, like Carrot Top or Bill Cosby, they do come out. They come out of the woodwork somewhere and sometimes they, I think, it gets people, they have to get riled up or something. The issue of Gloria Steinem coming or the issue of To Be With You or those kinds of things, if the issues come out, the people come out. But I think it takes, you've got to put a fire underneath their skillet because a lot of them are jus going to get here and graduate and move on, and if that's what they do, then all rights to them, but I think they're missing out on a lot of what college life is all about.

LEADER: Can I ask this question of those of you that are involved in clubs and activities or Greek, how do you get involved?

CHRIS: Mine was all word of mouth. I pledged my fraternity just for friends. University subway came through. Econ president of the Econ Society just kind of came through. So, it is more word of mouth of people who I knew, for me. The only thing I kind of see it as a lot of having involvement and sometimes there isn't the incentive. Sometimes like you do it too, be in a volunteer organization and everything else, it's all volunteer, it's a lot of work. Me, I'm okay with no pay. I understand the benefits of having it on a resume and going on some after college. People,

they would like to get involved in something, but when it takes a lot of time and effort, they're always wanting compensation. Just, I like the satisfaction of bringing Carrot Top here and watching it sell out. For me that was payment, but for some people it's just not like that. They're like, I want a paycheck. You know, some sort of incentive. Some very strong programming with what these organizations do to keep these people, involved, like the econ, we have a picnic usually every year. This year we don't so we have a banquet. So, we're just trying to get more people involved in that way.

LEADER: Anybody else?

CHRISTINA: I think one of the first steps, let's say, we become Greek. Greeks assume, they always have people that want to sign up for Student Against Muscular Sclerosis and this and that, they want you to be involved in other things besides your sorority of fraternity and they're completely publicized through that and you're encouraged to do that. So, once I pledged the sorority, you're kind of pushed, it's a positive if you're involved in other activities. Then, I joined a society for my major and now I'm kind of getting pushed into running for an office for that. So, once you get your foot in the door, you're kind of in. There's just more and more and more that keeps opening up. You've just go to start somewhere.

LEADER: Anybody else like to comment? Okay, we'll move on. We talked a little bit earlier before we turned the camera on about the transportation that's available to students. First of all, can you tell me what you're aware of that is available?

CHRIS: My car. They just opened a taxi service, that takes you to Mattoon about two years ago. There's a bus that runs out of the union that will take you to the northern suburbs. I'm not sure if it takes you south, and there's a train station over at Mattoon. As far as I know, that's about it.

SHELLY: What floors me is everything is in Mattoon. I mean that just floors me. Why are we not in Mattoon then. I was here over the summer, and I had to get from Charleston to Mattoon to get a bus in Mattoon. And it was going to cost me \$30 to take a taxi from Charleston to Mattoon, and it doesn't cost you 30 bucks

anywhere other than here. And so, I think that there should be a little bus system. I realize we're not the U of I, but like one of those little caddy buses to take people out in Carmen to Wal-Mart, especially in the middle of January, or you know, we have a gus bus which I think is fine, but if we have a gus bus to get us to Mom's we should have a Wal-Mart bus to get us to Wal-Mart. We need to go to both places at least some people do, so, I think that we should appease students in that regard.

TAMMY: Definitely bus freshmen and sophomores who can't have their cars on campus.

ALICE: If they do, it costs 100 some dollars.

TAMMY: Two hundred fifteen dollars to have your car here.

TRACY: It is ridiculous and what kills me, too, is until last year, if you did have your car on campus you had to park at the stadium. So then, I went to the police officers, so that means if I park my car there after 7 o'clock, and I have to walk all the way back to Carmen, because this was when I was a freshman, at night? That right there is dangerous, and that's why I'm having my car on campus to begin with. Well, if you want you have to move back at 7 o'clock in the morning. That is terrible access. That is so bad. That's just causing more problems on the individual if they have to walk late at night. So, they built this parking lot over towards Greek Court, which is this huge parking lot. That parking lot was never full to begin with, but I guess it's for the freshmen and sophomores to park their cars. It's just the facilities down here are just ludicrous. They're terrible.

LESLIE: And that same parking lot is basically for girls. They make the guys park at the stadium.

TRACY: Do they?

LESLIE: Yeah, because I was in Andrews last year. I got to keep my car in the parking lot. I knew a guy in Thomas that had to take it over to the stadium. He ended up paying \$400 in tickets because he rebelled against it.

TRACY: That's another thing, I'd like to see where all this money goes to, all those tickets are being issued. They make so

much money a day on tickets. I'd love to see where the money goes. I'd love to.

CHRIS: Towards something worth while like parking garages. I know some schools that have rises where you park cars, and it's the same thing for me too. It's so trying to get to the classrooms where the student spots are. There are so many open faculty staff parking spots. It's pathetic, and there's no student spots ever open.

LESLIE: Jerry and I were talking today about this, that the university is getting larger student-wise. If it's going to get larger, then they need to start providing the service. Or, if they're not going to provide the services, then they need to cut the enrollment.

JERRY: They, the campus, is set up small. It's just in a one block area. If you've been to other campuses, everything's huge and spread out, and I don't know if they really anticipated what might happen, you know, because there really isn't that much more land it seems like, unless you start bumping people out, knocking down houses or something, but a parking garage would be a good idea because you're going upward. But like Leslie said, there just seems, the enrollment seems to keep coming up, and you're bringing in more money. A lot of classes start closing because there's too many students in here, and there's not enough room. There's not enough professors, and then my concern is for people that are off campus that have to walk from like class at night or something, and there was, who was it, I think Stacy Hart. She just got a seat on the student senate, and she wants to bring up a bus service just to come by here in the union to drop people off at locations, not right at your front doorstep but in the area. I think that's a good idea.

LEADER: Like in a central location?

JERRY: Yeah, maybe that is something that is going to be developed. But nothing's going to be an immediate change. Whenever something is, something usually goes wrong.

CHRISTINA: I don't think that the city is very conforming at all. The city is more against us than for us, and we are their bread and butter. I can't even park in my front yard. I have

like a gravel thing in our front yard, and I cannot park there. So, I have nowhere to park. People park up and down my street on the side of my street, but I can't park in front of my house. And there's absolutely no reason for it. But they think it look ugly. I mean, this town is just horrible in cooperating with students. They don't realize about what's important and what's not. Every chance they get, it seems like they're trying to hurt us more than help us.

SHELLY: We ran into that problem with homecoming and they went crazy. All these things where they wanted the parade, they wanted it up at the square. They wanted the junior high executive board of their student government. I mean, that really has influential of Eastern Illinois University, let me tell you, and we can go on and on with all the red tape that we had to go through. The fact that they wouldn't let people who wanted to build floats go out to the fairgrounds this year, and they didn't tell us until three days before homecoming week began. Just terrible, horrible, stupid things, but the fact of the matter is, they want their business sold but they don't want to help us in the long run.

TRACY: That is so true because I was talking to an alum that went here like ten years ago or maybe a little bit longer. They didn't have half the businesses that they have now and I'm sorry, but if it wasn't for the students here, none of these places would be existing at all. This would be the Charleston area, the unknown area that it is. I mean, it's because of us, the students, that these places exist. Everything the good areas, the bars, the Wal-Mart's or whatever it may be, the gas stations, all of us is why this place exists.

STAN: I'm going to have to excuse myself, I have a prior engagement.

CHRIS: I co-chaired for homecoming parade. The community was getting mad because the parade route was the only place they can have it. It's been explained to them in years past. People who are local delegates and stuff as far as politicians, republicans, democrats, all wanted in the parade, all 400 of them. Every single person who was running for office wanted in and

wanted us to do all the work as far as like getting cars and stuff. It's more like when they have an opportunity to use the university in some way, they will, but when it comes to extending the hand for help they seem not to be there. I never even heard the politicians from the local community until a couple of days before election time. They're here. Once they're elected you never seems to hear of them until it's a whole . . . but you don't hear of any support of anything they're doing for the school. Seems like a lot of things that the community is the community and we're Eastern, and they're two separate entities. It seems like we try to go out, say, I know my fraternity in itself we do a game ball run and all the money goes to Make A Wish Foundation. We help another lady who does work with quadriplegic training monkeys. It's called The Helping Hand Organization. It's local in Charleston, Every dime to money we've ever made, which is about \$1500, have gone to them. We've helped the community and the Greeks as well as the school do the same, but you don't see much of the community.

LEADER: Chris has already eluded to the question I have for you, and that was what local graduates, community leaders, and other friends of the institution use as resources by the students? He was eluded to the community leaders. Can you think of maybe alumni or . . . ?

TRACY: Are they contributing? Is that what you're saying?

LEADER: Do you feel like the institution used them as resources like, let's say, Jim Edgar for instance?

SHELLY: I would say the biggest person is Jim Edgar. He, by far. People who work have internships up in Springfield, if you're from Eastern, you've got one leg up. And that's cool. He comes back to his roots and I think, he's probably the biggest alumni, obviously. It's Edgar everything around here, which is great. But I think other than that, fraternities they have a very strong alumni support, but not really other than that, I, really don't think--people like graduate, get out and . . .

CHRISTINA: With a lot of this stuff that the mayor's doing with alcohol and stuff, I think that the local leaders are afraid to get involved with anything with Eastern because he's making us

look bad. He's publicizing this problem and making it look much bigger, and if I was a politician I wouldn't want to get involved in something like that where it's going to look bad because Eastern is such an alcoholic campus and this and that. I think that's hurting us once again by publicizing this big alcohol issue, and I think that's a big reason why a lot of the local politicians aren't willing to get involved in activities or sponsor things or anything out here.

SHELLY: I think the whole Michael Royko thing really hurt us. We're all going to have to take alcoholic tests to get jobs.

ALICE: When I went down to Southern, the alcohol problem was two times worse than down here. Everyone, everybody that walked the bars was 18 and when I came down here, it was nothing compared to down there, I don't think.

TAMMY: He gives this up he's going to cause . . . people aren't going to want to go to Eastern. To tell you the truth, I know that sounds awful to say, but students when they look at difference schools are also going to think, "Wow, away from mom and dad for the first time. Yeah, party." And they can do it here so they're going to go here. I know it sounds terrible, but there are people that think that way.

CHRIS: I worked, I used to work over at Rocs Tavern, and we used to have a lot of lengthy discussions about what the mayor was doing. It seems he's just trying to clean up the town. He's somewhat more successful scaring the people, and they haven't done anything as far as raising the drinking age. Because there's always been, like with the previous mayor, there's a political circle where they've got to stop, and to me, staying at 21 it seems like it's staying, 19 entry is how it's going to be. It's going to be tough on the police. As far as the mayor, it seems like when you go to other schools, I don't know if it's like this in Carbondale, but like you have in Champaign is a big town, you always compare to the school here. It's almost dead equal. The school is almost bigger than the town itself. It's more people here in this area than in the town, and when you have a lot more power it seems like Champaign obviously is the label

U of I. You have, everyone knows where it is, but here, Eastern, where is it? Charleston, where's that? There's not as much town around it so I think that dominating factor of Eastern being so much more than this town, they kind of cause a little more resentment. Some people as far as the mayor, he talked about the Ivy League school, this school was in the 40s and 50s, but that's when the building was here and they only had like 235 students. This isn't the 50s. It's the 90s. Nothing on older people, but it's just like the way I've always seen it. You can put it on a sense of car designs. You can't have someone 80 years old designing the cars for tomorrow because it's out of his time. Sometimes with the mayor, it's out of this time.

ALICE: I think if we changed the rights to 21, it would be a mistake because if we did that then people would get fake IDs. There would be so much more parties either that or people are going to go home for the weekend and then all the businesses around here will decrease because no one will be down here.

CHRIS: They can drive to the U of I if they want to party or Southern.

ALICE: If he's worried about drunk driving and stuff like that, there's going to be people driving back and forth while drinking to the U of I just makes it even more dangerous.

TAMMY: People are trying hard to go with his new policies. I work at a bar. He just cracks down and cracks down and you're bound to when you've got 85 people screaming "I want a beer" in your face, you're bound to forget to ask for a stamp, and then he just cracks down so hard. People are really trying to comply with them, but he just cracks down harder and harder.

ALICE: I think the more he does that the more people are just going to get more involved.

TRACY: I just don't think it's that big of a problem. I mean, I seriously don't. I think it's something that, yes, we are a small town, so maybe you can see problems better than U of I or whatever. But I just seriously do not think it's a problem. We do not have a high death rate from drinking and driving. You don't see a lot of people in the newspaper. If anything, you see

people in the newspaper who had something, assumption of marijuana or whatever it may be.

TAMMY: Caught urinating in the alley.

TRACY: Yeah, or something I mean, not even a big issue with drugs that I have seen in the paper. I just don't think it's that big of an issue, and I think he's trying to, like you said, relive how it was when he was younger and things have changed.

CHRISTINA: I think if he keeps publicizing, keeps talking about it, everyone will start looking bad. There's an article in the Chicago papers about Eastern. That's horrible. People in Chicago are going to be like, "Oh, great. Eastern's a big alcoholic school." At least keep it quiet, you know, and that way we won't get a reputation of a bad school. That's what happened to Southern. Southern's a party school, everyone knows that, and if they say, keep publicizing, well, there's an alcohol problem here and da, da, da, da. Oh, great, Eastern's a big party school too, we don't want you to go there or we don't want this kid who graduated from there because all it is, is a party school. If you would just settle down and take care of things from the roots and stop publicizing it, then maybe he can get things done instead of upsetting everyone.

LEADER: What do they need to do as a campus to help promote a little bit better?

CHRIS: Once you start spreading through the grapevine as bad word of mouth, it's going to hurt. I don't think we have a problem at all because I visited every single school in this state, and this school is so tame compared to like U of I. As far as partying goes, most people keep it in the bars. It stays very well contained. I've never really seen a lot of visual problems walking back and forth, but I've gone to ISU and every house on the street having a party, messes. U of I, Southern, every place just getting torn apart, and this is not even close. Obviously, some bars are kind of the pits and stuff, but as far as people staying in control, it's very relaxed atmosphere.

SHELLY: Well, I really do think that, to compare U of I to Eastern or any other place, what I'm saying is the problem probably is not as great, but there's still a problem. Any

problem is a problem no matter how small. I do think that the mayor has blown this out of proportion, and I think he should have been more tactful in how he handled the situation. However, the second year as an RA when you're so used to seeing people carried in, someone who has this alcohol level of close to death and they're 17 years old, and they're vomiting everywhere, and you've got to clean it up in the morning, you think this and it makes you really hate alcohol. And it makes you very bitter, and it makes you very angry at the bars because it's like, you moron, you saw this kid drinking, and you feel like, now I've got to take care of him, and he's puking in my hair. And it's gross. And it's really frustrating for the RAs and the counselors to be up at night carrying down kegs and carrying down all this beer and you're very, very, very frustrated and I realize that the problem is not as great as other places, but it's still a problem.

JERRY: It can become that though.

LESLIE: I agree with her totally because last year I wasn't an RA and I never would have thought of it being any kind of problem at all because I just wouldn't have. Andrews was kind of more subtle and I didn't really have to have any confrontations, but this year, I see someone drunk every single night. I have to wake up every single night to tell somebody to be quiet because they're drunk in their rooms screaming at each other or whatever. You can hear them outside. People screaming constantly. It's just a lot worse when you have to deal with it.

NICKI: But I just think that is part of growing up. People have to do what they're going to do. I don't think it's any worse now than when my parents went to school. I've talked to them about it. And their roommates came home wasted too. It's just, I really don't think it's a bigger problem than it has been in the past, but he's making it out to be bigger.

LEADER: You think the mayor is?

NICKI: Yeah.

JERRY: I think you also have to understand his point of view. I mean, he made a statement, how would you look at him if he made a statement like he was going to do something and he didn't do anything at all? So, he's just, even if he realized,

well, maybe I shouldn't have said it this way, but he still has to stand behind that even though he thinks what he's doing wrong, he still has to stand behind that. Because that's part of being a leader of his community, being a mayor. If he goes back on his word, then that's another thing you can throw at him.

TAMMY: Well, the thing is though, he's contradicted himself in a lot of statements he has made. He said that before he ever cut down or cracked down on the bars or thought of raising entry age or anything like that, he was going to have alternatives. He has tried to have meetings for the students, in the student forum, sat there and listened to him. He does not listen. He just argues.

ALICE: He's just one sided.

TAMMY: Yeah, he doesn't take really so many other points of view. I think he has his own set way and that's what he wants, and you're not going to give it to him then.

ALICE: A couple of girls on my floor once went to that meeting, and they just said, "He would not listen to anybody." It was like his way and no other way.

LESLIE: Nicki made the statement that things really haven't changed that much, and I know my dad went here. Before I came here, he tried to discourage me to go here because he said, "Leslie, all this is, is bars and I'm just telling you, I just want you to go to school." And things like that, so like she said, nothing's really changed, and it is a part of growing up, but that's where I think the community needs to come in and start opening more. The university can only do so much. The community has to work with us, and if they do that then it may not eliminate all of it, but students are going to say, "Well, the community, hey, let's go hang out here." This is pretty cool or whatever. It will work much better.

ALICE: I think it would be cool like if they had an ice rink. I think a lot of people would go to it.

CHRISTINA: I mean, the mayor has a big part in it. He can put incentives, you know, give them a tax break on this kind of land or this and that. He can totally help that, but no, he's just sitting there contradicting everything we do.

ALICE: We can have the students to vote on something they'd like to have here.

SHELLY: I don't know how many of you guys run for the paper, but I think the paper, has the duty to be unbiased. But I also believe, did you guys hear about the guy who was going to come down and have a coffee house down here. I think that would be so cool, go read a book, drink coffee, talk, whatever, and I think that would be great, but in the first paper, two points. The first day when I first came here, the first paper I ever got the freshman year, mom and dad, I got a paper from Eastern, it was a whole page ad of all the bars to attend at Eastern. I was like what am I getting myself into? Then, the second thing, the guy who came down here with the little coffee house, he's like, I'm not going to build this place here, all these people want to do is drink, and the reason why is because he read the paper. And the paper was about the drinking problem or the potential drinking problem. I think that the paper could try to be a little more well-rounded.

LESLIE: Just advertisements of them maybe . . .

LEADER: Shelly, are you talking about the Charleston paper or the Eastern paper?

SHELLY: No, the Eastern. I think that they could be talking about what organizations are doing on campus, talk about, publicize the organizations that are trying so hard to do community service, social service. It's not the most enlightening thing, and yes, someone doing obscene things at Mom's is a little more fun to read, but is it really helping who we are and is it digging in deep?

TAMMY: A lot of the funny things like that, but doesn't the U of I have a little thing they put out that's called . . . I don't remember what it's called, but it has all those kinds of things in it, funny things, advertisements, and something like that. So, it has something like that and have the Easter News actually be news?

LESLIE: Yeah, they have things in the paper where things are going on but it's itty bitty fine print. That's what I don't

understand. Then, they have sides of all pages just full of advertisements for bars and they pay for that too.

CHRISTINA: Bars keep the paper going basically, and they pay for all those ads.

CHRIS: I remember when they had Pike Heads. They had two days worth of the Pike article that basically said the same thing, but when Carrot Top was coming, they had things about this big. And I'm sitting here spending all this time setting this thing up, and this is all you give me. But you'll put an article in, basically that is the same article twice.

TRACY: What kills me, too, is last year when black fraternities, wasn't it, that got kicked off campus? They threw Sigma Phi Gamma back in, and now they threw the black fraternity and Sigma Phi Gamma. It's like they're putting people through the mud so much, they just keep it going and going. Exactly, I was so mad about that when they were in the paper twice. Like kill them once, but don't do it twice.

CHRIS: And when something worth while comes on, like a lot of the shows of something like that, like movies, as far as my comic schedule and what you do for the performing arts, and then when you have little small article that you can barely see or whatever, it's just crazy. They've got to get out here. There's a lot of things we do here.

TRACY: There's a lot of people in community service that's never in there. There's so much community service on this campus I cannot even tell you, and none of that stuff is ever in there. None of the positive aspects of the newspaper basically.

LEADER: Name me some of the community services that are done on campus.

TRACY: Make A Wish, Pan. They have National Ties where you take in a student that is mentally handicapped or so forth and you take them to dinner and just get them to know your organization. I have rock-a-thon. There's cancer, Sams. There's just, every organization has their own. Then, like Special Olympics.

SHRELLY: Habitat for the Community, Helping Hands with Quadriplegic, Unicef.

CHRISTINA: Run for a day, Craft walk, and all the individual.

JERRY: I've never heard of any of these, any time. I'm an RA and I'm supposed to assist my residents.

SHELLY: There's also walks. There was that really outstanding sexual or assault walk they had.

ALICE: The girls in my math class and it was like 8 o'clock at night and people were out too.

SHELLY: That was really neat, and I just got done doing this critical issues week where we had an AIDS speaker and all that jazz.

GIRLS: That's really good.

SHELLY: And what else, I don't know, human center and all those places.

CHRISTINA: And they have like little sister, like our sorority has little sister parties, little disadvantaged kids from the community once a month, and we do arts and crafts with them. They went trick or treating at our house, and all kinds of stuff with them. Once a month we bring these kids into our house and the National Ties, we bring a girl over probably once every two weeks, and we do something with her. She came out for homecoming, just all kinds of stuff. We help this community and don't get anything back.

LEADER: If you want to stay you can, I know we're running way over time. If anybody has to go or would like to go, that's fine. We want to kind of wrap it up. We went through all the questions we have. If anybody would like to make any other comment. You have been an excellent group.

TRACY: One other thing I would suggest, too, and I know this sounds real sticky, is the fact that on this campus there may be like maybe two electricians and one person who changes the light bulbs or something. I'm serious, we do it all. I'm being serious because we are living in a dormitory--it's Greek Court but it's still considered Eastern--they are telling us that they only have two electricians on this campus and one person who actually goes around and changes light bulbs.

CHRIS: One lady does it, and they get paid a great amount of money in that.

TRACY: She used to work in this union because I know her, but I'm just saying for instance, the facilities like that are terrible because my air conditioner is still on in my dorm in Greek Court.

LEADER: That's a good point. How do you feel the facilities are in the classroom?

TAMMY: Well, last year, was it, during finals of second semester, it was an oven. I did not stay in my dorm for the last week of school. I went and stayed in one of my friends' apartment because her air clicked on whenever you want, and I went and stayed there for the last week of school because I couldn't even study or concentrate it was just a roast, and our rooms were just hot.

LEADER: Did you want to say something?

KRISTA: I don't know if this is off base of what you're looking for, but one things that really bothers me about this campus is how the white and blacks and everybody else is segregated. I feel like this campus and they have a paper for minorities and . . .

ALICE: It feels like they're all against us. I like smile at them and . . .

KRISTA: Yeah, but to me, I think that's something that our school can do to try and get, I mean, I think it's ridiculous that we have minorities and majorities.

JERRY: What they're trying to do right now is developing unity games. It's kind of like Greek games were you've done games.

GIRL: Like during Greek Week?

JERRY: And what they tried to do is build a bridge between the gap of LOS or BSU or build a bridge between the two. One of the things that we're getting involved in the student center right now is doing something like that. So, I think it's gradually being worked on.

LEADER: Does anybody else have any comments about that?

TRACY: I just think it's ridiculous how there's minorities today.

SHELLY: Well, the cartoon in the paper last week that had a Phi Kappa, it was a picture of a Pikes . . . and hold a zion, and then it had the three black fraternities and sororities that had just recently been penalized for hazing infractions and the idea was that Pikes get nothing, the black sororities and fraternities get booted. Well, the person who drew that forgot to mention Sigma Tau Delta who was booted two years before, and I was so angry at this person. I let him know. We don't need that. We don't need you to say let's make more racial tension on this campus. And furthermore, if you're going to make a point about racial tension on campus or make it an issue, make sure you get your facts straight and to the fact that you know there was indeed a white fraternity, a fraternity that had primarily white people in it, that was asked to leave campus or however you want to say it. So, I think that there is a problem. There's no doubt in my mind there's a problem, but at the same time, I think a lot of people ask for it. And they really instigate it, and it's really frustrating. So, this's all I have to say.

KRISTA: This campus does though. Let's say separate blacks and let's say separate whites. They don't help at all.

LEADER: So, what do you see would be a help maybe that the university or the campus could do even as far as the facilities and that type of thing?

NICKI: Carry one union, one paper.

CHRISTINA: Like last year when they tried to start the white student union, they had a huge fit. They had an uproar on this campus because they tried to start a white student union which I didn't agree or disagree with. I just think if you can have a black one, you can have a white one. Why do you have to have a black one? Why can't you have a student union?

SHELLY: They tried a woman's student union. I don't know what Andrews Hall is if it isn't a woman's union.

LESLIE: I think that it's all in the motives because sometimes people try to start unions and it was in total wrong motives. Others do it to try to find out their history, to just

kind of, you know, relate. I do understand that the white population does kind of dominate the others, so I have no problem with that. I think it's actually great that they can get together. It's just certain attitudes develop between, no matter what race it is. And I don't think there's anything you can do to change that. That is just the way it's going to be, and that's the way people are going to be, unless they come to a revelation within themselves to change.

JERRY: I agree with Leslie. I don't think that abolishing the unions would solve anything because they need that support.

CHRISTINA: I'm just making the point that there are separate things that people, you know.

JERRY: Just like I said before, that's what Lance Phillips, he's a medical student, and that's what he's working on right now is to develop unity game. He's getting ideas, if anybody has an idea, I just encourage you or if you hear an idea, I encourage you to just go up and, Lance Phillips, just remember that name. Lance Phillips, he's a great guy to go to, or I just got a seat on student senate, just come to me. We might not be real creative but if we get an idea hopefully we can get together and work it out, but that's one step that's being taken. Just like you guys said, just get the unions together, to get the clubs together.

LEADER: You guys have been wonderful, just really wonderful. Just articulate. Just, I can't go on enough. I have learned so much, I don't know about Donna, but I have. It's been a while as a graduate student, it's been a while since I've been on campus all the time, and even when I was an undergrad, I did not live on campus. I commuted. So, I have learned a great deal from you, and I really appreciate it, all of you. Does anybody want to make any last comment? Thank you for coming.

**North Central Association Accreditation
Eastern Illinois University**

**"Enhancement of Minority Student Participation"
Focus Group Research
December 14, 1993**

**A Research Analysis of the Impact
of University Programs, Personnel
and Services Associated with
African-American Student Involvement**

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PURPOSE STATEMENT

The purpose of this research on the " Enhancement of Minority Participation" at Eastern Illinois University, is to enlighten the EIU Administration, faculty and the North Central Association Accreditation Committee on the impact of campus involvement on African-American students. This research focuses on the cultural values, attitudes, social and academic experiences, and there impact on a diverse group of African-American students in a predominately white campus environment.

FOCUS GROUP METHODOLOGY

The focus group was composed of five males and four females, ranging in ages of 18 - 22. The group consisted of one freshman, one sophomore, four juniors and three seniors. Their extracurricular involvement in the campus community ranged from membership in various student organizations such as the Black Student Union, Delta Sigma Theta, Sigma Gamma Rho sororities, and Kappa Alpha Psi fraternity. Their participation also included involvement in the American Marketing Association, Women's Studies Council, Unity Gospel Choir, the Map program as well as serving as a Resident Assistant and a Taylor Hall Council officer.

The format of this group discussion consisted of two facilitators and a broad range of questions and answers associated with personal experiences relative to leadership, campus climate, campus involvement, personal identity and their effect on minority participation. The Schahrr Room of the Martin Luther King Jr. Union provided an informal and comfortable setting, in which group members voluntarily self-disclosed their personal views and experiences. The time frame of this group discussion was approximately one hour in length. The group session was videotaped and tape recorded in its entirety for future reference.

FOCUS GROUP OBJECTIVES

1. To determine the role that campus involvement/participation plays in the overall personal growth and development of group participants.
2. To assess the cultural/personal values, attitudes, beliefs among group participants as they relate to campus involvement/participation.
3. To determine the types and level of campus involvement/participation that contributes to the personal success among group participants.
4. To identify problems, attitudes and concerns that inhibit campus involvement/participation among group participants.
5. To identify relationships and mentors that promote campus involvement/participation among group participants.
6. To identify services and programs that promote campus involvement/participation among group participants.
7. To establish a correlation between the level of campus involvement/participation among women versus men group participants.

MAJOR STUDENT RESPONSES

What has Eastern done to enhance minority participation?

Positive Aspects:

1. University provides a variety of campus entertainment
2. University provides opportunities for cultural/social involvement by support organizations such as the Black Student Union and historically Black Greek-lettered organizations.
3. University provides academically ineligible students with accessibility to college through the Minority Admissions Program.
4. University supports minority students sponsorship of social and culturally relevant activities/programs.
5. University provides minority students with opportunities to participate campus wide in campus life. e.g. UB, Student Government, Greek Life, Resident Life, Sports/Recreation etc.

Negative Aspects:

1. Minority students assume a major responsibility and role for campus involvement.
2. University lacks a financial commitment to enhancing minority participation.
3. University does not often assess nor identify with the cultural needs or wants of minority students.
- 4.

What can Eastern do as a university to bring more things down here that are culture-like for the minority students? What can they do to enhance our culture? (Blacks only).

Positive Aspects:

1. Minority students must be willing to demonstrate support of university efforts to provide cultural programs, activities and entertainment.
2. Minority student representation in areas of student leadership results in a wider variety of cultural entertainment. e.g. UB Movies Coordinator.
3. Majority of the students would also enjoy and support minority forms of entertainment. e.g. bands, music, speakers etc.

Negative Aspects:

1. University does not effectively communicate or understand the cultural needs of minority students.
2. University does not survey the entertainment interests of minority students. e.g. Black art, music, films, literature etc.
3. Minority students do not take full advantage of opportunities to get involved in campus activities.
4. University caters to the entertainment needs of the "majority" students in spite of failed attempts. e.g. UB Spring concerts.

What can Eastern do to enhance minority participation? (in particular to actively recruit more minority students to participate in campus life.)

Positive Aspects:

1. University needs to take a consensus of students preference in entertainment.

Negative Aspects:

1. Minority students as freshmen, are not as aware or encouraged to explore campus life and consequently miss out.
2. Upper class minority students do not teach other minority students how to monopolize and make the system work for them.
3. Mentoring programs such as Peer Helper Program are not very effective.

What have you all done personally to get involved on this campus?**Positive Aspects:**

1. Being a Resident Assistant allows me (Debra) to serve as a positive role model and have an impact on the lives of other minority students.
2. Working in a freshman dorm allows me (John) the opportunity to encourage and recruit minority students to join academically inclined organizations. e.g. American Marketing Association.
3. Getting involved provides minority students an opportunity to uphold his/her race and educate others.

Negative Aspects:

1. Getting involved in a predominately white student organization caused me (John) to be ostracized by my minority peers.
2. Getting involved personally for me (Joe) is very difficult for me as a minority student, as I found myself answering to blacks for hanging out with whites and whites for being black.
3. Getting involved on campus sometimes results in minority students being labeled by their peers as "sellouts".
4. Diverse involvement in campus life causes minority students to be stigmatized by both whites and blacks.

How many of you assume leadership roles and why?**Positive Aspects:**

1. Leadership involvement as a Resident Assistant is a requirement in fulfilling job obligations in the residence hall.

Negative Aspects:**How would you define leadership roles?****Positive Aspects:**

1. Having the guts and the heart to go against the grain.
2. Someone willing to take initiative

Negative Aspects:

1. There are very few minority students in leadership roles.

What do you perceive the roles of Black males versus females in this campus community?

Positive Aspects:

1. Making the most of opportunities to expand leadership involvement outside the campus community. e.g. regional fraternal leadership position.
2. Leadership role of Black males on campus is changing through the establishment of support groups. e.g. Black Men United for Positive Change.

Negative Aspects:

1. There are more Black female than Black males in leadership positions on campus.
2. The Black male role on campus is invisible.
3. Difficulty in defining leadership role on campus

Do you think leadership is encouraged among the staff, peers and administration here on campus?

Positive Aspects:

1. Yes. (Joe) Because I was the only Black in the Philosophy department and my views social in nature.
2. Yes. (Debra) A few instructors have motivated me and informed me that I was doing a good job.
3. Yes. (Greg) limited support from Mr. Coffey, and extensive support from professors in the College of Business.
4. Yes. (John) Most of the academic organizations I am affiliated with are advised by professors who I have classes with.
5. Yes. (Marlo) two instructors in the English and Speech Departments.
6. Yes. (Deanna) two instructors.
7. Yes. (Adrian) Chemistry professor is persistent with me in class where I am the only black student.

Negative Aspects:

1. No. (Shannon) Instructors will take the initiative only if you take the initiative.
2. No. (DeMarcus) Because only one of the Black Faculty motivated, Dr. Colvin.

How would you characterize your relationships with instructors, peers and friends on Eastern's campus?

Positive Aspects:

1. (Marlo) I make it known to the instructors right off who I am. Regardless of my relationship with the instructor, I am always enthused.
2. (Shannon) It depends on the class.
3. (Joe) The closer you are to the teacher the easier it is.

Negative Aspects:

1. (Debra) I feel like I had to make it known to my instructors who I am.

How does the campus climate affect your involvement and participation on campus?

Positive Aspects:

1. (John) At first I started out trying to do everything and be apart of everything, as time past I have become withdrawn.

Negative Aspects:

- 1. (Shannon) The climate affects me because I know we are the minority. Some people don't want us here.
- 2. (Deanna) At first I was a little withdrawn and didn't like the climate, but gradually I am getting involved.
- 3. (Joe) I never cared about the campus climate, unless it was boiling over.
- 4. (Marlo) The climate affects me, I just want to succeed.
- 5. (Debra) When I first got here I hated it, but everyday things get better, I still get frustrated.

2. Peer Relations - The study revealed that peer relations between black and white students were diverse in nature. Black students were often ostracized by white students and their association with one race was often a result of their relationship with the other race.

3. Leadership Roles/Definitions - The leadership role of black participants was varied and not limited to a single role. Black students did not take advantage of leadership opportunities and in comparison to black students, white participants had difficulty clearly defining leadership.

4. Personal/Social Identities - Black participants who identified themselves with students and organized the outside the campus boundaries often faced strong criticism from white students. Their peers in the majority community often identified with others outside their race and were seen by their peers as "sell-outs" when they formed friendships with others. Because of this, group participation and involvement led to withdrawal from campus involvement. There are just a few support groups on campus for minority students to identify with, most of which are social in nature. There needs to be an emphasis in establishing more support groups geared toward the needs of black students.

5. Extracurricular Involvement - Some participants found extracurricular involvement in organizations such as KKK, Phi Kappa Phi, Sigma Theta Xi, Unity Chapel. They played a significant role in their personal development. The residence life area also provided group

FOCUS GROUP ASSESSMENTS

Based upon the personal views and experiences of group participants, it can be concluded that several key factors influence the enhancement of minority participation at Eastern. The factors that contributed the most are as follows: 1.) Role models, 2.) Peer Relations 3.) Leadership roles/definitions 4.) Personal/Social Identities 5.) Extracurricular Involvement and 6.) Campus Climate. The overall group assessment of these contributing factors are as follows:

1. Role Models/Mentors - Role models/mentors do not play a significant role in the development of Group participants. Group participants identified very few minority faculty/staff members who serve as role models/mentors to them. There is a need for more minority faculty/staff members to serve as role models/mentors. A few academic instructors were viewed as role models/mentors to minority students. More role models/mentors are needed to enhance minority student participation at Eastern. Group participants expressed mixed opinions on the importance of establishing rapport with instructors.

2. Peer Relations - Group participant views on the significance of peer relations ranged from important to minimal. Most peer relations were diverse in nature, as most participants had a variety of Black and White friends. Some group participants found themselves being "ostracized" by both black and white students because of their association with one or the other. Most group participants valued their relationships with both black and white students.

3. Leadership Roles/Definitions - The leadership role among group participants was varied and yet limited. Black Females seem to dominate leadership position held by black students. Black males did not take advantage of leadership opportunities available in comparison to black females. Group participants had difficulty clearly defining leadership.

4. Personal/Social Identities - Group participants who associated themselves with students and organizations outside their racial boundaries, often faced strong criticism, scorn and ridicule from their peers in the minority community. Group participants who identified with others outside their race were labeled by their peers as "sell-outs". Often their racial identity was questioned by others. Because of this, group participants found themselves wanting to withdraw from campus involvement. There are just a few support groups on campus for minority students to identify with, most of which are social in nature. There seems to be an interest in establishing more support groups geared toward the needs of black males.

5. Extracurricular Involvement - Group participants found extracurricular involvement in organizations such as BSU, BGC, Delta Sigma Theta, Unity Gospel Choir played a significant role in their personal experiences. The residence life areas also provided group

participants with an opportunity to get involved on campus. However, group participants agreed, that the university must make a financial commitment to enhancing minority participation on campus, especially in the area of entertainment. Most participants agreed, that minority students need to take advantage of the opportunities to get involved in organizations such as University Board and Student Government.

6. Campus Climate - Most group participants agreed, that the campus climate effects their level of involvement negatively. Some however believed that the campus climate did not readily effect them.

John L. Collins, ...
to graduating. ...
involved and ...
calculation of ...
a better word ...

Greg Rankin, ...
I word to describe ...

Debra White, ...
assistant at ...
Delta Sorority, ...

Delphine: ...
other. First ...

this is basically a ...
help out because we really appreciate ...

to follow, ...
and we're just going to take a little time to answer questions ...

we find ourselves getting too involved in the ...
get to another. It's going to ask that we stop that question and move ...

on to the next question. ...
nothing that you can't say. ...

would help us out if you truly say what you feel about these ...
questions. ...

Appendix A

Joseph Flynn, Philosophy Graduate, getting a teacher's certification in psychology and English. A word to describe me would be liberal.

Deanna Blackwell, This is my 3rd year at Eastern, declared my English major with Women Studies minor. One word to describe me is diverse.

Marlo Davis, speech major, junior. A word to describe me is reliable.

John L. Collins, Jr., I am a senior marketing major looking forward to graduating. Do I need to go into activities and whatnot? I am involved and if I must limit myself to describe me it is a culmination of Joe's and Deanna's. I'll just say broad for lack of a better word and something that hasn't already been used.

Greg Rankin, senior, an Administrative Information Systems major. A word to describe myself is dedicated.

Debra White, I'll be a senior next semester, I am residence assistant at Andrews Hall, and I'm also currently president of Sigma Gamma Sorority, Inc. One word to describe me is caring.

Delphine: Now that you all introduced yourselves and know each other. First we're going to start off by, like Felicia said before, this is basically a class project that you guys, that I hope you can help out because we really appreciate it. The format we are going to follow, Felicia is going to start off with a couple of questions and we're just going to take a little time to answer questions. If we find ourselves getting too involved in one question then we won't get to another, I'm going to ask that we stop that question and move on to the next question. I don't want you to feel like there's nothing that you can't say. You can say anything you like. It would help us out if you truly say what you feel about these questions. I guess it basically is, if you have any questions during discussion just say, "Stop. That I have a question and I'm not sure what's going on." Does anyone have any questions before we start?

Felicia: Just to reiterate what DD said, could you guys make sure you speak loud and clear for the tape. This is going to be taped and please be honest. And, if need be, be frank. My first question is: What has Eastern done to enhance minority involvement on this campus? What can Eastern do and what have you done personally to get involved on this campus?

Joe: What a loaded question.

Felicia: What has Eastern done to enhance minority involvement - we'll go with that first.

Joe: Do you mean as a university?

Felicia: As a University?

Deanna: I know we've offered some variety as far as the speakers. We've had Maya Angelou, we've had Native American speakers, we've had Bill Cosby. I think that has a lot to do.

Felicia: You mean as far as activities?

Deanna: Yes, activities.

Felicia: To enhance minority involvement?

Deanna: Yeah.

Felicia: To get them out?

Deanna: Yeah.

John: Involvement in what?

Felicia: In campus life?

John: Well, I'm not very familiar with it but I know the minority acceptance program

Felicia: The Minority Admissions Program you mean?

John: Yeah, that allows minorities that would otherwise not have the opportunity to go to this school based on their previous academic histories to do so.

Felicia: That's a very good point. But, what are they doing as far as when they get these students here, what are they doing to enhance

their involvement? So many students don't know about the different things that go on on campus. The different functions, even the services that are offered here. What are they doing to get them to those things?

Shannon: So the question is, what is Eastern itself, the institution itself.

John: Do you consider the organizations like the Black Student Union and the Black Greek Council, and so on to be the university?

Felicia: Yes.

John: Then, well, speaking from the social aspect, like the Black Greek Council and the Black Student Union sponsors dances that are open to more than just the minorities but it basically focuses on creating a social atmosphere for, primarily, the minorities on campus.

Shannon: I think as a whole Eastern tries to get students out in general and they leave it up to certain groups to target certain groups like BSU and BGC; they leave it up those groups to get their own students out. They target the university as a whole. They don't want to say that we're just going to try to make the Black students or the Asian students or the Latino students come out. They target students as a whole and hope that everyone comes out, but I think it is left on the part of a certain cultural groups to get their own students out.

Felicia: The climate here at Eastern, is what I'm saying, with the minorities that come down here. Not many minorities get into the bar scene, some find themselves on Friday nights if there's not a Union party or Saturday night just sitting in the house or going over to a group of friends house. My question is what can Eastern do as a University to bring more things down here that are culture like. I know they do these things and set up and go through and target groups, but what can they do to enhance our culture. And I'm talking about Blacks, OK, I'm talking about Blacks only here.

Joe: They have to be willing to spend money, first of all. They have to, first of all, look at what - we're going to talk about Black and Black only -- they have to look at what Blacks actually want. They have to instead of just like saying, OK, this semester

we're going to have a rap band come down, despite the fact the rap band may be horrible, we still did it and it's a rap dance so we're OK, you know, our back is covered. They didn't extend far enough to say OK we had this rap band, what is it you did/didn't like about this rap band. What would you like to see done. They don't really even ask the Blacks what they want. They don't ask what we want, they just go ahead and assume that, well it's rap Blacks will like that. Instead of like saying, OK, there is also a lot of art, a lot of literature, that Blacks might want to get into. There are a lot of Black films out there that Blacks may want to get into. A number of things, and the university as a whole, including President Jorns, doesn't back that. I don't honestly feel that.

John: On the same hand, where Blacks are concerned, I think that there's organizations in the university that allow everybody who wants their representative voice heard, that we as Blacks don't take advantage of. Such as the University Board who acquires acts and different activities to come to Eastern to have something for us as a culture and we wait until after it's already planned and until maybe the day of the event to try to get involved and then we're not allowed to do certain things. Like for instance, with the Bill Cosby thing. They had asked for ushers during the entire part of the planning and somebody came to my organization and asked if we would like to help with security over setup. And nobody, and we didn't think about it, we didn't follow up on it until the actual time it was coming up that we thought we could be a part of this and maybe after the show we would get to meet Bill Cosby. Let's get it on now, this is the day of the concert. We were given the opportunity to be a part of the planning and be a part of the whole setup of the matter and we didn't take advantage of that. So.

Delphine: But still, do you feel that EIU can do more?

John: I think it's up to us as a people when we are offered the opportunity, they're only going to give us as much as we're willing to work for. I hate to make it sound like, we have to work, but you understand what I mean.

Felicia: I don't understand what you mean when you say work for it.

It's like ...

John: Like this semester, we may get, as far as an activity that caters to us as a minority, we may get a rap group that not too many people like. But, if we support this group and they see that we're whole heartedly in support of this event, then maybe next time we can go forth and say we want more money to get a better act. The last act we had we supported and we know that we will get the support to back this bigger and better group if you allow us to take part in the planning or we'll insure that we have the people to support the event if we can get a bigger, better event.

Shannon: So what you're trying to say is that Eastern is not going to say, OK, we're going to have Blacks, Black People, we're going to

have you guys do your own thing. If you want events, we will back that event. If you want to have this we have to go out and get that stuff, like you said, acquire a position on UB that's very powerful to the student's entertainment, like when Aaron Bell was doing movies, we got tons of Black movies. Ones that we were interested in. And when he didn't get that position we then watched a movie that we didn't want to watch or that we didn't want to pay our money to see. When we don't, what we have to do as a people is get out there and get those positions so we can work for ourselves because I don't think Eastern is going to ever cater to one group.

Felicia: OK. You say cater to one group. What about that unspoken white rule, the majority. That it's just a natural thing. What can we do as far as, why do we have to work so hard for it? Does the majority have to work hard for different things? No, because it's the majority and it's an accepted thing.

John: I have to disagree with you right there. Because they are, just as we have to work to get something, there are certain people in the majority that have to work. There's just so many more that don't. Whereas we have 500+ Black people and we have maybe 20 people working for the betterment of the entire group of Black people. It may take 40 to work for the betterment of the 8,000 white people.

Joe: Take for instance the spring concert. They're all white bands. And, that's the whole mind set. What's the percentage of the bands that are out there touring at that point in time. Which ones will get the biggest draw at Eastern, in spite of the fact that year after year they keep making the same drastic mistakes.

Felicia: The white bands?

Joe: Exactly.

Felicia: So, they're catering to what? the majority?

Joe: The white majority. And it's also a known fact that at the same time that if they would go ahead and try to spend the money they might get someone like Public Enemy they'd sell out in about an hour.

Felicia: And that's not really so much as you're catering to the majority but the majority also likes that kind of music too.

Deanna: I wouldn't say that is necessarily true because there are people who you would label who are in the majority who aren't satisfied with what's going on either. I feel with John that the bottom line is that people have got to start saying what they want,

getting into positions where they can tell people what they want and that's how they're going to start seeing changes. I mean, I'd even hear about the UB board even talking to white students about what they want, they don't ask anybody, they just do it. Who's making the decisions? I'd say it's just a few people. Just literally, three-four people.

John: Who's going to listen to a rabble rouser who comes around once a month, not involved in anything, he's just there to start trouble. When there's enough people who are there working all the time that can make big decisions and people, I mean they're going to make an impact as opposed to a guy that's just raising his voice to be heard every once in a while.

Felicia: So what you are saying is that consistency is the key factor here as far as involvement?

John: Actually more than just getting up and raising your voice.

Marlo: Just say a couple of words and leave it at that. More active ones.

Felicia: What can Eastern do, in your eyesight, in your mind, to enhance minority involvement? I know I've heard different comments about, students need to get on these committees, they need to take more initiative, need to get in these key spots and pockets, in order to get their voices heard as a minority. But what can Eastern do if you're not in a position like that?

Marlo: I think they should take like a census of the whole university in terms of what the students as a whole may agree on. But then again, that may not truly solve the problem because there's always going to be a dividing line between the Black and white and what they're going to like. But then again, there are a lot of white people who do like what you say Black entertainment. I think a census could change things, make a difference instead of just getting one particular vote for something and leave it at that. They should take a campus vote.

Shannon: I think maybe help more with the freshmen when they come in. Because, I know that what I knew when I was a freshman, I was thinking I would be in a better position. Instead of trying to wait till my last year to do everything. I learned too late. We need to have people that are come in to tell what the university has to offer and tell how you can get in charge of those positions, how we can make Eastern work for us. Which I don't think people do for it enough, like to say that if you get in these positions you can monopolize the system and you can have Eastern working for us.

People don't know that. Instead they tell you there's a Union Board, there's career planning, there is this there is that, they just tell you and then they don't do anything to follow up or have somebody to constantly coach you, tell you how to get involved. Freshmen don't know anything.

Delphine: So you're saying it's up to you guys to be your own motivators. Motivators for incoming freshmen. So ...

Shannon: Or to have Eastern not do it for us, but Eastern set up specific people to do that. Like mentors over certain programs to do that.

Delphine: What about the Peer Helper Program? How does that program work as far as, do you think it's working? Have you been in that program?

Shannon: No, I'm not in the program. I don't think that program's working because the people, it's not enough to be caring about people as a whole with that program. And that you can't tell individuals, those three people you're involved, you care about them, that comes with the individual and you want to help somebody else, truly help somebody else learn something on this campus and help them grow on this campus. That's not working because I don't see a lot of people motivating their peer clients to get out. I see a very lack of involvement as far as freshmen are concerned this year. And, I'm not saying it just because of the peer clients, but that can be a way to help them, a way for peer clients to help the freshmen to get out. I don't mean just freshmen, but sophomores and transfer students, anybody. I don't think that's working.

Marlo: Plus, I don't know too much about the Peer Helper Program, is it only for Blacks? Is the Peer Helper also for whites because I only see it in the Black community.

Delphine: I'm not sure.

Shannon: It's minorities.

Delphine: People are missing essentially about the Minority Admissions Program. It's not just for minorities. The minority part comes in your academics or the score you had on your ACT or your SAT which didn't qualify you to get in on a regular admission. So, I mean, I'm not sure if most of the people, they send a survey out to everyone as far as applicants for if you want a peer help,

you want someone to show you around, and the people that respond are the ones that are the clients. So it could be just that maybe the whites are not interested in Peer Helpers or they have some of their own, or it could be that Miss Jones just sends surveys out to all minorities.

Felicia: What have you all done, personally, to get involved on this campus? Before you answer, I really enjoyed that comment you made about being a freshman and wishing that you had known more what you know now as a freshman. I have to agree with that totally. Kids learn too late here on this campus.

Debra: I was just saying that one of the main reasons that I took a position as a resident assistant is so that I could make some kind of impact on the younger Blacks who come in as freshmen. I just feel like they come in and they see that there's a black person who's in charge of a floor that they just have to live in one of the resident halls that will probably put impact on them and they'll be able to come to me. They'll have somebody to look up to. Debra, can you help me with this, can you help me with that. Not that I'm saying that they would feel negative or funny about going to a white resident assistant, it's just that you're usually drawn to somebody who's like you. I mean, basically drawn to somebody who's like you culturally. I mean, I try to do the best that I can to helping people who come to me, whether they're black or white, but I feel even better when it's a black student coming to me, Oh Debra can you help me with this. Even when I do my programming I try to do more cultural programming so that everybody, even the white students I have on my floor, can start to understand, Oh this is why black people do this and that and the other. I mean, I have them come to me, Oh so that's why this is that and that's this, like yeah. It makes you feel better.

John: This is on campus?

Felicia: What have you done personally to get involved on Eastern's campus?

John: Oh, at Eastern. OK. When I first got here, when you're talking about deal with what you know now. The school I went to, there were a lot of people from Eastern that graduate from my high school. It was an all white parochial high school, and they always came back for regular visits. And they let us know what was available to everyone, not just black students or just white students. I knew a lot about the organizations that dealt with my

major. One of which was a professional business fraternity. Now that, right there, the word fraternity and the fact that it was predominantly white, it was all white at that time, did not scare me. But, I talked about it with friends and they said you can't do that you'll be ostracized by the entire campus. You'll be black listed, you'll have to hang around with a bunch of alternative people and that's your life. You'll have no life if you go that way. They didn't realize that the potential, all the opportunities that are available to you for every major, I'm almost sure, every major, every field of study has a professional fraternity. I knew that but it was just more of the peer pressure that kept me out. Since that time I've come to my senses and realized that the only person that's going to take care of me is me regardless of what anybody else says, and I joined the professional business fraternity. I became involved with American Marketing Association, I use to be an active member in Black Greek Council.

Shannon: As far as her questions goes, you said what do you do to get...

Felicia: What have you done personally to get involved on the campus?

Shannon: Do you want as far as the many things that you named, how do you help Black people? Say if he's in a different fraternity and you know someone's a business major. Do you like, kind of mentor them, and say, well ...

John: I'm glad you asked that. I work in the freshman dorm.

Shannon: I'm not just asking you, I'm curious.

John: I work in the freshman dorm and every now and then I get a little time to sit down with these kids and those who are interested I always tell them about there's not many freshman pre-business majors now, but the ones who are interested, I told them about teachers they should probably take for classes, I let them all know about this professional business fraternity and how advantageous it is to them more than just being a resume piece, it's actually something that's going to add a great deal to not only the development of their college career but their preparation for life after college in the job force, and so on and so forth. That was something that I didn't have. Somebody to sit down and tell me that this is your major and these are the classes you probably will want to take. Getting involved in this fraternity and the American Marketing Association I have run into people who have been able to help me with that. The contacts are endless. We miss out on so much being, I'm not talking about the organization, I'm talking about the group, the Black students united, we miss out on so much that these other people, individuals, groups outside of our race are doing to help better themselves academically and socially and so forth. With things such as study groups and file cabinets that they have with endless test notes and all kinds of things that, as big as

this group of people is, we should have one also. And that's also something that I've preached about. Not to toot my own horn, but I hope that I made an impact on somebody's life even if it's just one of the people I've talked to in the last couple of years. I'm doing what I can to get involved and encouraging people I come in contact with to do the same.

Delphine: I heard you say that when you were questioning your friends, or talking with your friends about joining this business professional fraternity that some people said, don't join that because of the environment you'll be in on you or you're going to be mixed with another, with white people.

John: I think that people don't understand about me. I don't even know if it, it shouldn't make a difference, but I was not raised in an all black neighborhood, I did not ever attend all black schools, ever in life. I was always involved in the community with, we had Talk Teens, Jack & Jill family, and social civic groups and organizations and what-not. I was not afraid of any kind of people, ever. I know how to talk, I talk to myself, I always have.

Delphine: I'm sorry, but you had that experience of being raised around a different culture, so what about the other people who didn't have that advantage. Whether you believe it or not, that is a really good advantage. Freshmen who come down here from Chicago, that's like a culture shock thing. I know freshmen that come into the Minority Admissions Office who, I'm ready to go home. It's ridiculous that they can't cope.

John: You're asking me?

Delphine: I'm saying, not only for the sake of academics but mentally, just for themselves, can you talk to them about how to be on campus, how to deal with everyday life. Not that you're a professional or expert, but maybe you could show some of your ...

John: I've been where they're going. It's like, if you can't get them in the first few days and they run into people with the same experiences as them who serve as opinion leaders, because there are people who make it to their junior and senior year and they stay in that same mind frame. Like, I'm not living with no white people, I

hate people who are white, white people this and that, hanging around white people, I'm not studying with white people, and when they meet those opinion leaders who have a substantial impact on this kind of heart, it is almost as if they have to have a real life experience to either change their mind or set them even further in their ways.

Delphine: Would you just stop after those first couple of days, those first couple of trials, you don't go into it anymore? You've tried a couple of times and if that's the way they're going to be that's the way they're going to be?

John: No. I think it's more, I'm the type of person who, it's like we can talk but the moment you feel like you have to insult me about my difference of opinion, then I'm pretty much set on believing that you're set the way you are, I'm set the way I am, and it's going to take somebody with a much more substantial reach to get to you than I have the power to. They don't even see it may take them trying to get out into the work force and realizing that they can not say that I'm never going to work with a bunch of white people before they realize that life is not like that.

Joe: Not to diverge from the question slightly. I'm slightly opposite because I've always had to answer to both blacks and whites. I had to answer to the blacks for hanging out with a lot of whites, and I had to answer to the whites for being black.

Felicia: You had to answer for being black?

Joe: Yeah. It's like all of a sudden...

Delphine: For being a sellout.

Joe: For Blacks being a sellout. You must be in a pearl jam. What's that?

Felicia: And for whites as far as you're different.

Joe: I'm different, my skin color. So I've more or less for the entire time I've been at Eastern Illinois University I've either had to answer questions about what my beliefs were, who I was, what I was about. I've had to tell white people what being Black is like and what being Black is about. At the same time I had to tell Black people what it was like to be white. And it kind of like I'm stuck in the middle.

Debra: You're like that middle line, that middle person, the mediator between both just because of the fact you're diverse enough to understand each side. It's like either side give you flack because of the fact you are that middle person.

Marlo: I think it's harder for a black person. Because when you just come down her just being in a small black community. If you hang out with white people or even talking to them you're labeled a sellout immediately. I mean it's not like the don't know you, but when they see you with that white person, talking with a group of them, you're a sellout.

Debra: The first day I set foot on this campus I had sellout smacked in my face.

Joe: It took me four years to shed that. It took me four years.

Shannon: Can I jump in real quick. My problem is this is Eastern, you have to communicate with white people. I mean that's just a given, and in life you have to say to communicate with white people there is not problem. I understand that. If you happen to talk proper that's no problem, that's the way you were raised. I don't have any problem with that. You're going to see white people you know you're going to stop and talk to them. You can hang out if you want to. My problem is when I call anyone a sellout, if I feel that they are a sellout, is when you lose track of oneself that you've been hanging out with group for so long you lose track of yourself, you've not done anything for your community, you have not given anything to your community, and you are shutting yourself from that community. You might know some black people, you might love yourself, and you think you're black and you do all this, but what have you done for the black people in your community. That's my only problem and that's when I feel that someone's a sellout.

Felicia: Shannon, when you say community you mean the students here on campus?

Shannon: On campus and even at home or something like that. Because a lot of black students that hang out with white students, they act like they won't even know you. They're afraid, I mean I had this instance last night, I was sitting in the hall and I was talking to a girl and asked her a question. She looked at me like, why are you asking me, who is this. But then everyone else came and asked her different things - I felt like she shunned me. I'm like one of her. I feel closer to, like you say, black people, because you feel like you can relate and when you're getting message and vibe that you're not on the same wavelength as me and you don't want to be because you want to be with someone else, you feel that you're above me, I feel that someone is a sellout because first you have to love yourself and your race before you can hang out with anybody. You have to know yourself, then know your race before you can hang out with anybody. You get that with learning from anyone, whoever it might be. So that is my problem.

Marlo: But you can know your race, but that doesn't mean, just because you're hanging with this one group of people doesn't label you a sellout.

[SEVERAL PEOPLE SPEAKING AT THE SAME TIME]

Joe: You've also got to think also at the same time, I'm going to use me. I'm just going to say my name for the sake of argument, I'm not going to say this is definitely my thought. But, do I necessarily owe anybody anything. And at the same time, while I'm standing around all these white people, I am upholding my race and I'm doing everything in the world for my community because I am teaching these ignorant people that know nothing about being Black about what it is to be Black. Therefore, I have not ...

Shannon: Just by hanging around you're not teaching them. Like everyday, you're hanging around them and them knowing more about you, you as a person, but not as a whole race. I don't see that you could just ...

[SEVERAL PEOPLE SPEAKING AT THE SAME TIME]

John: I beg to differ, if he knows who he is ...

Joe: I am a mirror of my race. I am my race. And that may be ...

Shannon: Just because you're standing there as a black person that don't mean that you're the shining armor of all black people. Just because they see you that don't mean that they have a clear understanding of the black race.

John: You just contradicted yourself with that statement.

Felicia: Can I jump in before you start that. When she said, what did you say the last thing, that just because you're black does not mean that you're identifiable, and you don't represent the entire black party. When I came down here as a freshman, my entire undergrad year my friends would say, I went to a predominantly white high school, I went to a mixed high school, they were saying you're different from other black people. You're really different. You're not like other black girls. So, being around white people I felt I did educate them saying, OK, explain to me what's different. You know, like, you're just like different, like Michael Jackson is different. Like, no I don't have the kind of money Michael Jackson has so explain to me.

John: I will.

people that I feel sorry for are the ones who have lost themselves, have no contact with themselves, don't know who they are. And I'm not saying I consider any one of you a sellout. I don't think that. You may see the term thrown around widely, but if you lose all contact with yourself you are then, too far gone.

Deanna: Also, I want to say, you may be well aware of who you are and where came from and who is anybody to make any kind of decision whether or not you know who you are. I don't appreciate anybody saying that I don't know who I am. Black or white. That's what I want to say.

John: This is kind of to piggyback on what both you guys said. If I, at first glance, ostracized by my own for association with another, why in the hell would I want to contribute to anything that is ostracizing me to the point where, when I see black people I have to prepare myself to be ostracized in public, in front of people. I came here with 12 people that I went to high school with. Several of which were white. Those are the people I felt more comfortable with initially. The first thing people said when they saw me, look at him, selling out, he's a sellout. They saw me with a white girl, she was automatically my girlfriend. I'm a sellout. If this is what I get every time I am out in public, why would I want to join, and these people happen to be members of BSU, this is my mental representation of that organization, why would I want to join and be a part of an organization that has made me feel so uncomfortable that sometimes I don't even want to leave the house.

Greg: You take the time to educate ignorant white people by black people, why not take the time to educate ignorant black people about black people. But you do owe them something because that is where you came from. You have to sweep around your own back door before you can sweep around somebody else. Go and take care of your immediate household before you take of your neighbor. And the black people, they are your immediate household, you take care of your mother, your father, your brother, your sister, and just because if you as a black person were raised in a white family, went to white schools your whole life you were raised around white people, I don't care how much you read about black history you haven't really lived black life so just by you being around white people and you a black person you're not educating them because you don't know anything about being black. There's more to being black than what you read in history books. Although that is very important to know. But you have to live it.

John: I'm taking this personally. I'm assuming that ...

Delphine: We're going to move on.

Felicia: Yeah, we're going to move on. I'm going to sort of redirect here, because I think we're getting kind of personal here.

Shannon: It's not personal.

Felicia: It is a very touchy situation. I know a lot of you have

diverse friendships and that is why I called you all together. That's why I picked and chose. I know it's a touchy situation for black people, not only for blacks, but for the majority also. I want to redirect this. For the minorities that do participate in on campus events, how many of you assume leadership roles?

Joe: What? I didn't hear the question. Could you repeat that?

Felicia: For the minorities that do participate in the events here on campus from clubs, organizations, etc., how many of them assume leadership roles and why?

Debra: I know for myself, me. One. I mean, just by the fact that I'm an RA and that I'm in a Black Greek organization, it's like I have to. Especially because of my job. I have to participate in a lot of on campus activities, especially the ones that are represented through housing. When I give floor programs that is an activity given off by the university represented through housing. So, like I mean, it's automatically. I'm in a leadership position because when I give these programs or I participate in whatever, it's like I'm just automatically doing it anyway.

Shannon: You say out the organizations, leadership roles?

Felicia: Just in general. Not even in organizations, but leadership in general.

Joe: Well, you've got to define leadership roles.

Felicia: Well, how do you define leadership roles?

Joe: I've got to say, like in the last few years, one leader - I think Dewayne Smith and I were leaders last year when we were over Taylor Hall Council. Cause we did a lot of incredible stuff. Asked people to come and ...

Felicia: How do you define leadership roles?

Joe: I was thinking about that when I was coming over hear because I knew we were going to talk about it, and, I think that leadership is having the guts and heart to go against the grain. Stand up and say what you want to say. Not be foolish enough to buy into anybody's bull crap without thinking about it first. It's not just follow. To say who you are, what you're about. I mean, you can be a leader, you might only believe in yourself. Like, Deanna could carry her own flag down the street in the parade but....

Felicia: I want to know about the leaders and the leadership ability on this campus that helps direct the minorities on this campus, that's what I want to know about.

Marlo: There's very few. Like, we need to point out, Shannon is president of BSU, so everyone has probably done something in leadership.

Shannon: It's more like a president. To be on a committee, in classrooms standing up to be a leader is not someone who always has a top role. It takes initiative.

Marlo: I can't count how many but, it's not over two handfuls I'm sure.

Felicia: My next question. What do you perceive the role of black males versus females in this campus community?

DeMarcus: Could you repeat that?

Felicia: What do you perceive the role of black males versus black females in this campus community?

DeMarcus: First of all, there are more women than men on this campus.

Shannon: To me, just in general, the black male is ...

Felicia: Now, in general or on this campus?

Shannon: In general on this campus. To me, as far as the roles go they're kind of invisible. The black male role on this campus, you see, like not say in the fraternities or, of course those are men and they have their own role, but just getting out on this campus, you can count maybe three or four who are constantly out there. Females, you constantly see females, like you said, because there are more females on this campus, but black males as a whole need to get out more. It's not fair representation on this campus at all for the black male. And it needs to be, because I feel sorry for black men. You get the worse rap to me, the baddest rap. It's just so much stuff that you have to go through just to be a black male, and then for you to be so misunderstood on the campus as far as out in the world itself, you need to stand up and not explain but kind of be role models and mentors and examples for people out there that you do have a positive role and that you can lead the black woman. Well, I won't get into that.

Felicia: How many Black men on this campus are leaders and are in leadership positions?

DeMarcus: A couple.

Felicia: Quality. In your organization, campus, not directly but anything.

John: I'm a regional president of Kappa Alpha Psi. This particular region. And it is very demanding and it has taken away from maybe some of the time that I would otherwise be using to obtain and fully carry out leadership positions on campus. That's my biggest leadership role.

Joe: (Mumbled something.) I was just making a joke. I said I don't do anything any more.

Delphine: Are you saying, are you saying that you are not a leader?

Joe: I don't know. I guess.

Delphine: How many of you actually feel that you're leaders?

Joe: I don't think of it like that. When I do stuff, and in the past have done stuff, it was never done with a motive.

Delphine: Maybe not with a motive, but now that you sit back and think about it, are you a leader? When you look back on what you've done, are you a leader?

Joe: Yeah. It's kind of hard -- I don't know. For me being personally, because I find myself being a more modest person, I don't want to call myself a leader. If somebody else wants to say you're a leader, that fine, thank you. But, I can't say that about myself. I just say that I go out there and I do what I do.

Marlo: With being a leader you have to miss being an individual. Always conform to the norms of what everybody else does. Be like, yes, yes, yes all the time. You have to stand out. You have to do something to let people see you. I think that comes with being a leader also. Whether it's the way, in a lot of ways, I think you should stand out in a lot of other ways, just don't be an average Joe. So I think when it comes to being a leader, I think you should stand out in a lot of ways.

Delphine: But as the role of a black man, ..

DeMarcus: I think that's going to change.

Felicia: What change, the role of the black male?

DeMarcus: Right. On this campus.

Felicia: How do you know?

DeMarcus: I can see the change.

Felicia: How?

DeMarcus: It's going to change locally. I'm just saying about the black man on the campus that I notice things was going around...

Delphine: How are they going to do it? I'm not saying they are, I'm just saying you have to admit for yourself that there are a few men that are not out and noticeable, or as visible, as the women are. I'm not saying that you have to be. Don't get me wrong. I'm not saying you always have to be out there, but they have to know you're there, at least.

Greg: What DeMarcus is saying, and we've talked about this before. He's not saying that it's just going to happen, that we're going to sit back and it's going to happen. He's saying that him and some other people are going to put forth some effort and make things happen.

Delphine: May I ask who are these people? Or you can't say right now. I want to have your best to. Being a black female I want to sit back sometime and I want to watch the black males go forth. And I hear that stereotype all the time that the black woman has been this high administrator or high, top role and she has too much power and she won't sit back and let the man go through. So I want to be behind you, I want to see it.

Marlo: It's a group. It's composed of certain black individuals, black men on this campus. Myself as one of them, Greg and DeMarcus is. The group was formed by Marc Wallace and it's called Black Men United for Positive Change. This is the first time this has ever been said, so now you all know. And we have met and we have discussed things that need to be changed in terms of the black male's role on this campus and what we're going to do to change that.

Felicia: Is that a select few black males that you chose?

Marlo: It was select because it was of Marc's choice. He selected them because he felt we as certain individuals stood out for a reason. It was just like these people in this room right now were selected for a reason, he selected us for a reason. Not like we

were better than any other black male, but he wanted to know our viewpoints because we had a different way of going about our daily lives on this campus.

Delphine: Isn't this to start off and then after it has a foundation, it's going to promote more men to be involved in it or...

Marlo: Yes. But see, it has to be gradual change. You can't just bring people into it. We don't want a pro-black attitude. It has to be a liberal, you have to be ready, like a freer mind. But you can't just have that one set point of view. You have to be able to see both sides. See it clearly. Not just one point of view like it's going to be this way, Oh, it's going to be a black way. No, it can't be that way. So we have to unite and bring a positive change in terms of black people and white people. Whether it were any other minority.

DeMarcus: I just want to add one thing in terms of when we were talking earlier. Difference. When you think of difference, like your color, somebody's white and you're black, I think people should acknowledge that you're different and then use your differences as to an advantage. What do you have that I don't have? What can you do? You can dance better. I think a lot of differences that blacks have and the white people have, if they can all put them together and use them in a positive way, I think we can go far in terms of a whole. I really think that.

Felicia: Do you all think that leadership is encouraged among the staff, the peers, the administration here on this campus?

Shannon: No.

Felicia: As far as the black students, your professors, administrators.

Shannon: Not just the Black staff?

Felicia: No. Staff in general, administration in general, peers in general - is that leadership responsibility being encouraged?

Joe: Yeah. I'd say it has. I've always been.

Felicia: Can you elaborate on that please?

Joe: Like I was, as I said earlier, a major in philosophy and I was the only black student in the department. They actually liked it a lot because they saw that my philosophy was more social. They didn't act like I was some kind of a pet, nothing like that. I know

I sound like that, but it's like, when it came down to discussions and things, they were like, how do you feel, because we know we're not admonishing you for this, but we know that you come from a different background and you have an entirely different viewpoint and you have a different philosophical background. So, how do you feel? Which forced me to bring out what I had to say and what I meant. Then at the same time, people like Dewayne Smith and Patty Schamauski asked me to be around the president. I don't know why they did, but I did it. Dewayne, I love that man, because he always kept on me to do better. All of my teachers did. They were like, what are you going to do next?

Delphine: For just a second question, can we just go around the table. If you can briefly say just yes or no and a brief explanation of why. Do you think the faculty and staff have motivated you to ...

Felicia: become a leader or take on leadership positions?

DeMarcus: That's a no answer, because I think one of the black staff here motivated me, Dr. Colvin, but just like anything I do he congratulate me or he's tell me there's some scholarships that students can get that they don't even know about and I'll help you type a paper. I'll help you do something to get scholarships and things like that.

Felicia: Anybody else?

Debra: I've never been as fortunate to have any black instructors here on Eastern's campus yet. There's not very many. Basically, all of my instructors have been white, but there have been a few that I've had who motivated me or told me whenever you're doing a good job. I think you should continue on with this or you should try that. And they've been positive things, things I've done, that I've succeeded in. There's been a few.

Greg: I have to say with DeMarcus again, yes and no. From my freshman year until up until the time I was trying to apply to the College of Business, I received no help except for Mr. Coffey. Matter of fact, I felt that they didn't really want any blacks in there. But once I got into the College of Business a lot of instructors went out of their way to help me out.

John: Yes. Most of the organizations I'm, relate to my major, are run or assisted by the instructors for which I had for classes, and all of them had motivated me to assume leadership positions both within the organizations and activities outside of the organizations that deal with my field of concentration.

Marlo: For me I would say yes to only two teachers. One of them was in my field of major which is speech, and the other one was in

the English department. Teachers that I felt, that I appreciated a lot, they did care about me. That's my standpoint. So I appreciated them and they appreciated me and they motivated me as a student.

Deanna: There have been two teachers I can think of right now encouraged me to do some things, enter contests that worked out very well and, just encouraged me to go ahead with my plans, a diverse education.

Adrian: In my chemistry class I'm the only black in my chemistry class. It's like if I ask a question in class the professor will just stay on me. He'll make me answer it. It's just like he stays on me instead of just giving me the answer. He just stays on me so that I can answer it myself.

Shannon: I think it goes with each student that if you take that initiative in them, they will take the initiative in you. If you only just go to class and sit there to get it over with, leave, if you want to talk to them, get to know them, they'll take time to invest what they know into you, to help you out. But, generally, no ---- like working for BSU I've known people help me out there. But as far as my instructors, not really. There's nothing that they do, that say OK Shannon, you're black, I want to see you excel in a leadership role.

Felicia: Can I ask you one question before Dee goes on to the second half and she's going to ask more questions? There are scholarships available in your department, in any of you guys department of study. Have any of the faculty ever came to you and said this scholarship is available and I think you should apply for it? Just go around and tell me yes or no.

DeMarcus: No.

Debra: Yes.

Greg: No.

John: No.

Marlo: Yes.

Deanna: No.

Joe: No.

Adrian: No.

Shannon: No.

Delphine: This is the follow up question. How would you characterize your relationship with your instructors first, and then you can say with your classmates, your peers, and your friends here on Eastern's campus?

Marlo: I make it known who I am to the instructor right off. Since it is, like I could be the only black individual in the class, he's going to see my face. Right off I want that instructor to know who I am, and just give him an impressions of me. When he sees me he can think in his mind that this individual is a nice individual, a well-rounded person.

Debra: I'm just going to say along the same lines as Marlo. I feel like that I've always had to make myself known in class. I think that's why I get along well with my instructors and when I get there I sit in the front, I'm in their face, even if I'm sitting there sleeping. I mean, they know I'm there and just because you're black they're not going to notice you because of the fact that you just might be the only black face in the classroom. Do you want them to notice you just for that? You have to get up there and tell them, look, I'm me and this is what I can do and I work really hard to show them how well I can do academically. I get along with them, I get along with my peers, too. That's only because I show them who I am and I try not to be something other than that. You can't be afraid to be who you are.

Shannon: It depends on what class, is it your major, is it mostly a lecture class, is it a group class (you get in groups). It depends on the class and the instructor. Sometimes when I know it's just a lecture class, it's a basic requirement, I just get in and do my work. I keep in touch with the teacher as far as so I know what grades I'm going to get, and they know who I am. But, sometimes I don't really want to know them, I just want to get in my class and get out. If it's not something in my area of concentration, but as far as my area of concentration I know my teachers because of course I'll need them for recommendation letters and you have to get to know everyone to get into your certain college and stuff like that. Yes. Some classes, to be perfectly honest, I don't care.

Delphine: What about the relationship that you have with an instructor? How does it affect you to participate in class or outside of class? Just say, for instance, a group discussion. Do you find yourself, if you are closer with the teacher or communicate with the teacher, do you find yourself talking more in class or not?

Joe: The closer you are to the teacher the easier it is. I have post-colonial literature with Dr. Michael Loudon, and I sat in his office today for about 50 minutes and we just chit-chatted. I know that no matter what I ask in class, he's going to answer it, and he's going to ask me questions because he knows I've done the reading and he knows I know what I'm talking about.

Marlo: For me, regardless of the relationship with the teacher, I'm always enthused. Based on the subject, I would always speak my mind. In any shape, form or fashion, I'm going to say what I have to say, especially if it's in reference, like if it's a music class, it's in reference to something that has to do with blacks. You always have to say something. If you don't they'll look at you like, aren't you going to say something, so I do say something in terms of that.

Debra: I was going to reiterate what he was saying. Even if I know that this teacher, he doesn't like me, so what, too bad. If I know the answer I'm going to say it. If you just make a comment about something that's to do with my culture or my race or something that I just know I know about, I'm going to say something about it. I don't have to be buddy buddy with the teacher. I'm going to say it.

Joe: I can see if you're not buddy buddy with the teacher and you're flamboyant enough they'll have respect for you.

Debra: They want to get to know you.

Joe: Right, right.

Delphine: I know you guys have things to do so I'm going to ask one question and then we can wrap up. How does the campus climate affect your involvement and participation on campus? Does anyone have any comment?

Shannon: The climate affects me because I know that, we are the minority. Some people don't want us here. That makes me want to get out and do more. It motivates me. Because if anybody who can tell me I can't do something, I'll think of 10 ways to prove you wrong. That's how the climate motivates me.

Deanna: When I first got here, I was a little withdrawn; didn't like the climate and all. Gradually I'm getting more involved if there needs to be a change and if nobody else is going to do it I'm going to try. Gradually, mind you.

Joe: I've never cared. I've just insulated, I've just never cared about the campus climate unless it was boiling over. If it was real bad. I insulated myself with my friends, and that made me feel that I can do anything I feel like doing without worrying about what somebody is going to say.

Marlo: If the climate affects me, I just want to succeed. I look around, I want to get out of here, just succeed. I want to get my life on the road, basically. The climate just makes me look forward to what is in my future.

Debra: When I first got down here I was like, I don't like it here, I want to go, it sucks, you know, that kind of thing. I didn't really want to participate in anything. These people, they don't want me down here. The Black people don't like me, the white people don't like me, I'm going home. But then I decided, well, so what if nobody likes me or whatever. I was going to get out there and do what I want to do because I want to do it. I didn't just gradually do that, I just said oh what the hell, I just fell on in there. And I just started doing little by little. Now that I'm in it, not that I'm saying you can't get out, but, you just get deeper into it and you want to do more. Every day I'm doing something else. It's getting better. I get frustrated, but it's getting better.

Shannon: There's no way out

Debra: Yes, there really isn't. You're kind of stuck. And even if you do graduate, you're still stuck in it.

Felicia: John, do you want to wrap or anything, or...

John: I think mine is the reverse. I started out trying to do everything and be out in everything. As time passed, I've become more withdrawn from the on-the-surface activities and concentrated my efforts more on doing the stuff that you won't receive the immediate gratification for.

Felicia: You sort of don't care now. You're concentrating on how you feel and ...

John: More than that. It just, as opposed to doing the stuff that a majority of people are going to take notice to and either give you praise or crucify you, whatever the reason. I've taken a more behind the scenes approach to most of my ...

Delphine: You say you're doing the things that you're going to be maybe congratulated for or patted on the back maybe after you graduate and find a job.

John: Not necessarily. Not just congratulated. Maybe somebody will just say thanks.

Delphine: Noticed.

John: Right.

Delphine: That's all I have. If no one else has any comments or

questions, I thank you guys very much. You don't know...

Felicia: From me, Ceci, and Dee, thank you from the bottom of our hearts.

Shannon: I don't want anybody to be mad at me.

Debra: Shannon, get on out and go home.

Strategic Recommendations

Based on this entire transcript and all participants involved, the data was collected, and the following recommendations were made:

- (1) Eastern needs to become more of an active listener to the issues regarding enhancing participation of its minority population on campus.
- (2) Eastern needs to take a progressive role in implementing programs that will target and educate minorities on being more assertive in leadership roles. Implementing leadership classes would be an excellent starting point.
- (3) The appropriate funding and administrative support would be encouraging to the minority students who are actively involved.
- (4) The structuring of leadership mentorship programs for the minority students. Faculty should play a key role in mentoring and educating students about Eastern.

Summary/Conclusion

Enhancement of minority participation is a difficult topic especially on a predominantly white campus. There are a few issues that need to be addressed within this conclusion. First, the key word is predominantly white. Eastern needs to realize when recruiting minority students or transfer students that many are intimidated or afraid by the majority to get involved. Many do not have an idea as to Eastern has to offer the minority student. Again, if the institution values the recruitment of minority students, Eastern needs to first realize the cultural differences of their minority students. By recognizing the differences and implementing programs to assist these students through the developmental stages of their college experiences, this will definitely enhance minority involvement and leadership roles.

Secondly, many minority students are at a disadvantage due to the fact that their previous social experiences are limited to minority groups. Getting adjusted to attending a predominantly white institution is a task for the minority student. But, in this case Eastern has a chance to educate or assist the minority as well as the majority that may have a problem assimilating. This has to be a targeted effort not only by the institution but also by both the black and white students. After all, a college experience is only what you make of it. Advocating students' personal growth is important but some students need more assistance than others.

Finally, one of the most important facts this study has revealed is that many minority students do not get actively involved until their junior year in college. Many attested to the fact of

wishing only if they had known then what they now know, that they would have a better understanding of what it is they need to do to be an active voice on this campus. Therefore, getting involved does make a difference. Students become more culturally aware and more interested in what happens at the institution on a daily basis. Eastern has much assessing to do as far as enhancing participation of the minority. But, one thing we can say is Eastern is not what it should be but it surely is not what it has been in the past.

Clearly, research shows Eastern needs to make more of an institutional commitment to enhance minority participation with sufficient funding, staffing and service programs that would target this particular group of people. If the minority participation is to become a reality, Eastern Illinois University needs to put its best effort forward.

**FOCUS GROUP DISCUSSION WITH A SAMPLE
GROUP OF EASTERN ILLINOIS UNIVERSITY
UNDERGRADUATE STUDENTS:
NORTH CENTRAL ASSOCIATION OF COLLEGES
UNIVERSITIES, & SECONDARY SCHOOLS
PROJECT REPORT.**

**EDG 5760
EASTERN ILLINOIS UNIVERSITY**

**PREPARED FOR:
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MELINDA S. PULLEN
DANA C. WULFF**

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PURPOSE

The purpose of this discussion was to investigate the views and feelings of Eastern Illinois University campus culture by undergraduate students. This document was prepared to assist the North Central Association of Colleges, Universities, and Secondary Schools to understand the campus culture of Eastern Illinois University.

DEMOGRAPHICS

There were five undergraduate students who participated in the discussion. There were three (3) males and two (2) females that were all enrolled as full-time students. Two (2) individuals lived in residence halls, two (2) lived in Greek court, and one (1) lived off-campus. There were four (4) upperclassmen and one (1) sophomore as determined by credit hours. Two (2) individuals were from the Chicago area, two (2) were from southern Illinois, and one (1) was from central Illinois. All five participates were involved in the University in some facet.

MAJOR THEMES & KEY POINTS

1. All participates felt students need to be involved at Eastern Illinois University to benefit from what the institution has to offer (i.e. greek organizations, Residence Hall Association).
2. Homecoming was a major event and participates believed that it brought the campus together. They felt this past homecoming had incorporated the whole campus community.
3. The group felt that the Daily Eastern News did not represent the University in a positive way. The DEN brought up issues that the student body did not believe were important and they did not support the University's organizations. The group also felt that it did not matter that alcohol establishments advertised in the newspaper.
4. Upperclassmen helped to show traditions and behaviors to new students. They set the tone for expectations of the campus.
5. UB sponsored activities were not highly attended unless students had to go for their greek organizations or class.
6. Students appreciated having the opportunity to meet with their professors and did not have to watch a video of their professor lecturing. They liked the small classroom size and one-to-one basis with teaching staff. Instructors noticed if students were not in class and displayed genuine concern for their students.

7. Participates felt that anywhere there is a concentration of 10,000 to 12,000 students in the state of Illinois, there was going to be a party.

SUMMARY OF STUDENT RESPONSES TO QUESTIONS

1. What traditions and events introduce and socialize you to core values of Eastern Illinois University?

Homecoming.

2. Which are exactly opposite to the values of Eastern Illinois University?

The University of Illinois mission and structure compared to EIU. Eastern Illinois offered small classroom size and contact with professors.

3. How did you learn about expectations for your behavior at Eastern Illinois University?

Homecoming, greek and campus organizations, upperclassmen, friends, and roommates.

4. What opportunities exist to celebrate the campus community?

Homecoming, Greek Week, Critical Issues Week, Quakin' the Quad, and Panther Pals.

5. What role do you play as a student in these celebrations?

Being involved in various organizations on campus.

6. Are there segments of the campus community who feel that they are excluded from participating in such celebrations?

Students who do not make an effort to become involved in organizations on campus or do not participate in activities that are provided for students.

FOCUS GROUP TRANSCRIPT

- MIKE: My name is Mike and I am 23 years old. I am from a Southern town, a farm community, and a sociology major.
- JURIS: My name is Juris, from Chicago actually, originally from Buffalo, New York, political science major, philosophy minor. I have been having fun this last year. I have been down here actually five and a half years and it has been an adventure.
- ANDY: My name is Andy James and I am 20, pre-engineering major from Decatur, soy bean capital of the world.
- KASEY: My name is Kasey Kline, I am 21. I live in Alton which is down south by St. Louis. I am a health education major and I will hopefully be graduating in December of '94.
- TRACIE: I am Tracie Mullholland, sociology major, I am 20, wish I was 21 and I am from Wheaton, Illinois and that's about it.
- JULIE: O.K., Let's get started then, um, the first question is, if you need me to repeat these and you can take a little time to think, what traditions and events introduce and socialize you to core values of Eastern Illinois University?
- JURIS: Can you repeat that please?
- JULIE: O.K. What traditions and events introduce and socialize you to core values of Eastern Illinois University?
- ANDY: Moving in.
- JULIE: Moving in...
- ANDY: Moving into the dorm. Getting to know your, your neighbors, if you live in a dorm of course.
- JULIE: Right. Which most freshman must their first year.
- ANDY: Yeah.
- JULIE: Have you still remained friends with people you met your first year?
- ANDY: Oh yeah!
- JULIE: Have you.

JURIS: I defied the rules cause I have never lived in a dorm room in my life.

JULIE: Were you one of those...

JURIS: I have always been in an apartment, so...

JULIE: Really.

JURIS: Its just been a habit.

JULIE: Has that effected you as far as meeting friends?

JURIS: Ah, I don't think so. It hasn't fazed me as it has fazed other people I have seen, I seen it faze other people, but...

JULIE: Is that a mistake housing has made or a personal choice?

JURIS: Personal choice. I mean, housing put me on a waiting list and went from there... that's when I got an apartment.

JULIE: I see.

MIKE: I don't know, traditions, I would say, being from a small community, being pushed into, say, Carman, which houses, what I don't know how many people, but ah, I was pushed together with maybe... say 150 people right off the bat, then I choose the people that I wanted to live with or associate with, then it was probably about 20 people, if that answers the question.

JULIE: Um-hum.

MIKE: I am not sure.

JULIE: Are there any traditions at Eastern that, that show Eastern's values? Do you think Eastern has any values?

JURIS: Ah, freshman orientation shows Eastern's political side, not political side, but public side really, everyone's gonna perceive of Eastern, not the freshman orientation, its pretty much everything its a switch as you go, do what you are gonna do and if you graduate you graduate and if you don't you don't.

JULIE: So you are saying that Eastern puts on two faces.

JURIS: Definitely.

JULIE: One to bring you in and then once your here there like, just do what you want to do.

JURIS:

JURIS: Definitely.

JULIE: Don't bother us. Does any body else have that feeling with Eastern?

KASEY: I have kind of gotten the feeling that Eastern has a lot of, the students at Eastern maybe, I feel I think have a lot of pride for the school and a lot of school spirit with homecoming, you know, everybody goes out and everybody competes against each other, you know, and has a lot of spirit and that's all, you know, real cool and stuff and, and I kind of think that there is a lot of pride for this school and I think that's kind of a value that everybody seems to have a good sense of pride and respect for this University.

JULIE: Do you feel that the upperclassmen shower that down on the underclassmen? Give them that pride or do you think that it is just something internal?

TRACIE: I think that it is in the organizations that you are in that give you, I mean just greek organizations, um, I don't know our, honor sociological organizations, I think that's where it all comes from. I mean I know the traditions like rush, is you know where I met a lot of people and then homecoming, greek week, greek sing is like a huge tradition, which has given me, I mean greek sing, has given me a lot of pride in Eastern and I mean that is just greek wise, but then also other outside campus organizations, I think.

KASEY: You know with the housing aspect I am really involved with RHA, I am the secretary of RHA. So with the housing aspect we get to go to these conferences and stuff and, and everybody, and we just have so much, we always win like the most school spirited delegation and stuff like that and it just makes you feel really proud to go to Eastern, so I agree with the organization thing. If you get involved right a way, then I think that, that helps you to learn about Eastern traditions that go on with everything.

JURIS: And what about those that never get involved?

KASEY: That's true, then they don't have that...

JURIS: A lot of those people get it from the bars.

KASEY: That's true.

JULIE: Do you think that the bars breed it...

JURIS: That what sucks from being around, I mean if you say

upperclassmen breed it down, there is a sense that once you get into the bars, normally everyone there is normally 21 and above, those 19 to 20 are eager to get in. Those 21 and above that are gonna be there to just drink or socialize, or whatever. If others, what are they suppose to do, I mean that's Eastern, that's just how it is and you only know that if you are here.

JULIE: So you are saying Eastern, O.K. are you saying Eastern is a party school or you learn Eastern's traditions by when you get in the bar because of talking and...

JURIS: You socialize at the bars...

JULIE: I see.

MIKE: I would like to agree with him (Juris) and kind of disagree with her (Kasey). I agree cause my first, I didn't rush a fraternity until my junior year and the first three years I was here I was associated with a close group, of say, 15-20 people and we only, ah, had tradition among ourselves and not until I joined a fraternity my junior year I started associating with all traditions of Eastern and not of my friends and not of myself, but of homecoming, greek week, greek sing and so forth, so I do believe organizations have a, a lot to deal with tradition.

JULIE: O.K. does anybody have anything else to add on that or...o.k. let's go on to question number two, and that is, what are exactly opposite to the values of Eastern Illinois University?

MELINDA: Meaning traditions and events, what traditions and events are...opposite.

JURIS: It would have to be all the mishaps that happen on this campus.

JULIE: Such as...

JURIS: Fraternities and sororities being, caught for hazing to 19 year olds just drunk in bars laid out on the floor-taken to the hospital, ah rape, rapes that go on down here, supposedly goin' on date rape, everything that they can't control, but they, you know, always have this clean image, whatever mars it up it doesn't come out, it doesn't go too far from here, everybody down here knows about it, but other schools, like Western, they find out about it they research it or they pay attention to it.

MIKE: I would like to concur with that and say, I do believe that it is tradition that, you know, 19 year olds are caught drinking and ah, and fraternities and sororities

get caught for certain hazing incidents, but we learn from that, and ah we base our upcoming, you know, rules and bylaws by it and I think that that has become a tradition.

JULIE: That's not accepted...?

MIKE: That's not accepted, I mean, we do learn from the past and we may, you know, ah, our upcoming bylaws by it.

JURIS: To give an example, any time the paper puts anything about greeks on the front page its hazing and normally the first person who has been in touch with is the Vice President for Student Affairs or the President, which means it has to be automatic rush to the front page and that that's just is against Eastern's ethic codes, you know, that's not suppose to happen on this college campus and that's a prime example. You will never see an organization get the front page unless they did something with the mayor or unless they did something, you know, some special, very special event that included a celebrity or something like that other than that you are not going to make that, and that's just not greeks, and there are other organizations who do a lot more or a lot less but they will never make it either.

JULIE: So you are saying that the News promotes the bad things or the things that...

JURIS: It puts out the bad things because its against the school's code, that's the way, the school's traditions, you know, traditionally you are suppose to have greeks down here, but the greeks are suppose to be traditional greeks and you know, obey the laws that are given by Eastern and the rules by Eastern.

MIKE: But also the paper is anti-greek and if they see an incident where it is, ah, one of the greek fraternities or sororities that have an incident that is not, you know, traditional with the University, they will print it and they will foresee it and they will follow it, so...

MELINDA: Do you guys have, I noticed that you guys were agreeing with Juris on those, did you want add anything, as far as to what he said?

TRACIE: Just the Daily Eastern News makes me so mad! Dana and I have had our little fall out, no, they are very anti-greek and I am forced to work with them through a class and just the things that they bring out and just what we were talking about in our President's meeting, or whatever, and how, I don't know it's a confusing story, but just the whole mail incident around Greek Court was like being a huge rumors and of course the newspaper, as

soon something negative comes up about, you know, Greek Court mail, then its on the front page or the whole liquor license and all those fun things, nothing positive is ever on the front page.

JULIE: So does that, as an important vehicle on here on campus, and everyone trying to be traditional or follow Eastern's traditions, the Daily Eastern News does not exemplify that, just try to bring us down...

JURIS: See that's just like the Eastern News, if it looks good to administration, then administration keeps the Eastern News effective, that's the way I look at it and, and dealing with the people I have dealt with and all the organizations that I have dealt with that's how it works. I mean the News scratches the President's back, President scratches Eastern's back, Eastern's News back, it is rather obvious, I mean, it is rather obvious, at least the administration part. There are some things about administrators that we couldn't care less about, but they tell us and it is a full page, you know, and he was never famous for anything else or he never did anything else he just got promoted.

JULIE: O.k. is everybody...

TRACIE: Are we answering your questions?

JULIE: Yeah, you are doing real well! How did you learn about the expectations for your behavior at Eastern Illinois University? Who told you how to act?

MIKE: I would say from the upperclassmen, I mean, when I was a freshmen, I mean, ah, I acted silly upon what other freshmen, ah, were doing, but until I graduated up to sophomore I started looking at what junior and seniors were doing and they were pretty much doing what I was doing, going to the bars, drinking, socializing, but that's who I looked upon, I looked upon since I was not in a greek fraternity or sorority yet I was looking upon just general sophomores, juniors, and seniors, but I didn't get that until I actually graduated up to 19 years old, where I could go up town and see what, you know, they were doing besides just freshmen at Panther's and Jerry's, at that time.

JULIE: Is it just bar socialization or was it academic also?

MIKE: Personally at that time it was just bar because all the classes I was taking were freshman classes. I never did really get to see what upperclassmen were doing unless I socialized at the bars.

TRACIE: I think academic for me, I came from, I transferred as a

sophomore, I came from a very academic institution, um, it was Creighton and it was just tons, I have never had a class compared to freshman curriculum there, and so I learned how to act accordingly, you know, I didn't study as much and not every night was study night, and I could go out more and enjoy myself more, and still maintain my grades...

JULIE: Here at Eastern...

TRACIE: Yeah, so its been a lot, academic wise that's how I learned to act differently compared to a different school.

KASEY: I think a lot of freshman get that little handbook when they move into the residence halls and they may flip through that and read that and they have floor meetings, RA's tell them what they have to do and how to act, and when to be quiet and all that, but I agree with him, I mean, I mean, I watched the upperclassmen on my floor and watched to see what they were doing, and if they said they well I have to go study then that was kind of like well god then I should go study or something, but, you know, if they were going out or whatever, then that was something that, you know, we should be doing or something, and a lot of the upperclassmen were involved in organizations and they kind of said come along with us and get involved in our organizations, so that was another way I kind of learned how to behave or act.

JULIE: Did a lot of you experience upperclassmen kind of taking you under their wing, so to speak?

JURIS: For me it was instant, once I got down here it was all it took, I became cool with two basketball players, they looked out for me the entire time, told me what to do, what not to do. So I had it from an easier side then most freshman. I lived off-campus too and they lived right below me, so it worked out perfectly my freshman year.

TRACIE: I had gotten an easy time like that too cause I rushed right a way and I moved into the house right away, we had the opportunity, and you know, so obviously there is gonna be, I am gonna learn my expectations there, you know, and then also I think the whole greek system puts, you know, pledges, when you are pledging, your study hours, your, you know, your doing your social hours and you are doing your standards where you learn something. I think the whole pledging system kind of set the expectations too.

JURIS: It really reinforces it definitely.

JULIE: O.k., um, what opportunities exist to celebrate the campus community? Celebrate meaning activities, just anything to celebrate being at Eastern, all the people here...

MIKE: I would say the main general one is homecoming, since it doesn't focus on greeks alone, it focuses on residence halls, which we found out by this year, and because they won window painting, and they are also very much in the float tradition, that's it.

JULIE: Does anybody have any other ideas, as far as...

TRACIE: Maybe football, basketball games. I mean I am not one to attend all of them but I remember when I went to the basketball game I just saw a lot of campus.

JULIE: Do you think celebration adds to in the spring?

MELINDA: Why are you laughing?

JURIS: I don't think I have ever made it to a Celebration, cause when its warm, I mean most people are at the bars already. The people I know, the people in my age bracket we go to bars at 4 o'clock and I think Celebration is during the day.

JULIE: Yeah, its over, like three days.

JURIS: Yeah, so we normally don't make it there, if we make it there it is the last hour, and we are so shitty it really doesn't matter.

TRACIE: You guys are going to think I am really stupid but I don't even, what is Celebration?

DANA: They didn't have it last year did they?

JULIE: They did, it kind of an arts festival, celebrates the arts, they have plays and they have all kinds of crafts and stuff out on the quad, food, tons of food.

TRACIE: O.k. maybe that's why.

DANA: It kind of has declined in the last few years, it use to be a big thing, probably about five or six years ago.

MIKE: Not to speak for anyone else but my fraternity, I really don't see any of my guys going to it, I mean, we are so focused on ourselves and our other activities that I can't see us going to Celebration.

JULIE: Which is usually right around Greek Week, so...

KASEY: I think that adds, I mean to the, the celebration of Eastern too, all of the things that the greeks do, I think that adds a lot, I mean, you know, their community is a big community and I think that adds a lot to the school, even from the people who aren't greek I think it adds...

JURIS: As a greek, in a way, it helps, but it in a way it declines, because sometimes as a greek you just go out to a certain spot and you hear that there's functions there and greeks are doing that by themselves, by themselves so you out as a non-greek and you look around, it's like not as packed as it could be. Cause normally when all the greeks decide to go out it's a bunch of greeks that go out or, you know, it is a hand full there or a hand full here, makes it a little more interesting, I mean, it's a different, different look on things.

JULIE: Do you think the greek community here is pretty close?

JURIS: Yeah, I think they are real close among themselves and they spread out their own individual ways.

JULIE: Such as their, their major groups, like sociology club...

JURIS: Well, I think, I think, it goes to the group itself, with greeks it goes to the group itself and then they still have their friends and if all of them, you know, match well that's fine, if not, they still have their friends, I mean nobody bitches about it, with social groups, clubs and everything, I think it's just depends on how much attention is put on that club, like, competitive clubs... hockey, rugby and stuff like that, they are real intense with it, they are a team they work together, some clubs just get together and talk, it's not really intense.

MELINDA: What kind of roles do you guys think that the different awareness weeks, and the UB promotional things, like the comedians and all the speakers that they have. Do you think plays a part as far as the campus, celebrating the campus community or...

JURIS: It's coming from what's beyond campus, which is the bars, so it's a major alternative for a lot of people who just can't get into going to the bars every night.

MELINDA: Do you feel that there are many people that go?

JURIS: Yeah, I mean, it depends on what they actually bring down and how they go about advertising, actually, I think it's been advertised for years, you go look in the paper and you do this, if people see it they come out, if they don't oh well....

TRACIE:

I think, um, its not the only people, its not people who either go to the bars or go to the, you know, but when I was just at that AIDS, you know, its AIDS, whatever, Critical Issues Week, I mean there was a lot of people there and I don't think that they were all greeks, but you don't really look around the crowd and say greek, non-greek, greek, non-greek, but I think that was a big event and it seemed that many people came to watch, you know, someone speak on AIDS really impressed me and really made me think highly of the campus and it was just packed, so...and I didn't see anyone say, "well, should I go to the bars" or should I, you know, that type thing, that was either, you know, you go to see the AIDS speaker, so I think, I was really, I think that brings this campus...

MIKE:

Can I say something about that? Ah, the comedians and all that, ah, I really don't see the greeks going to it, I see more of like, maybe you are greek and have a girlfriend, you go to it, or independence go to it. I really don't see too many greeks going to that as a group, maybe as individuals, but then to go with that Critical Issues Week, ah, if you are greek, I am not saying anything wrong here, but we are almost made to go to that, and that's why you see greeks there, not because they want to go, but it's we are asked to go and because some of the greeks are sponsoring it, but it is a good idea for them to go, but when you see, when you see people there and they are all greeks, its not because they want to be there, it's because almost they have to be there.

JURIS:

A lot of times, a lot of these things they are given as extra credit though, I mean, you know, UB could sponsor it, but you know, professor so-and-so is giving extra credit, so if he has three classes, you have three different classes there who normally going for extra credit, with something that wasn't extra credit, you really have to ask yourself would some people go, I think it would be a small group that, you know, be faithful to the actual purpose of being at it, but I don't think others are willing...

TRACIE:

That happened just the other night with the lady who was speaking on sexual harassment she was a horrible speaker. But they actually there was so many people there that they asked the greek organizations to leave and said that they would still get credit for being there. But, people who were there for a class or for enjoyment to please come on up. And then they turned the greek organizations away. She was the worst speaker I've ever seen in my life, but I went there for extra credit and so but that was..

MIKE: I'd like to expand on that she was supposedly from the U of I which is an academic institution, above Eastern and this speaker was a given out to several teachers in the sociology department. She was supposed to be an awesome speaker. And I was told that the Sociology teachers were disappointed, embarrassed because every other word was Uh, Uh, I heard she was just a terrible speaker.

TRACIE: She was and actually we talked about just the whole campus thing. Craig Eckert a sociology professor who gave extra credit for that, came in the next morning and he's like "You have got to feel good about your school right considering this lady came from U of I is a speech communications major/ sociology and thinks she has all these academic, ya know, and he's like you got to be proud of your school knowing that that's what comes out of U of I. And that our speech department would produce much better.

JURIS: To go along with that. I think a lot of people down here are proud of the fact to be here. Because, were not forth, we're not third, we're second to U of I. A lot of people are here because, I know a lot of people back in the day were here because they couldn't get in to U of I. This was the second alternative. This is a little closer to home for a lot of people, a little further away for some. But, ya know, U of I is automatically going to be number one cuz that's the big money school. But to be second to number one I think a lot of people carry that pride, that's why I think there's pride in some of the things we do down here, like sports and what ever else. It's a little hidden fact but, everyone thinks about it every once in a while. It's in the paper to remind you when the police want somebody.

JULIE: Are you o.k. with that? I have a question. Do you think that students at Eastern's campus are as apathetic as people think, or that you read about in the paper?

MIKE: Did you say apathetic?

JULIE: Yes, apathetic, lazy, don't care about anything.

TRACIE: I think if we have a cause we're going to fight for it. But I mean, I haven't, there hasn't been any huge cause that has gotten every one into the street about something ya know. Not a Vietnam War, or anything like that. So, I think if we had a huge cause we'd definitely be out there, but we're just going about our everyday lives.

JURIS: I don't know, I think this spring for Eastern is going to be a wild spring. Just because it's getting cold now, we but, being away at a party school which everybody denies, you know, everybody denies. Southern was the only party

school, we're not going to be labeled a party school. We're second to U of I. We can't be a party school and be second to U of I. It It. I don't know. It's a strange-uh, Let me put it like this (I'm trying to think about how I want to say this to you). Um. Just lost my thought.

MIKE: For me, I'm from Southern Illinois, and yeah, I wanted to go to U of I but I didn't have the money, I somewhat didn't have the grades cuz, in high school I didn't really give a shit, I was smart. And, I couldn't go to Southern, Uh- Oh my God Rated in Playboy magazine rated as, I don't know what it's rated as one of the top ten or twenty party schools in Illinois. But, hey, get a thought here. Anywhere there's a concentration of 10,000 students to 12,000 students in the state of Illinois, there's going to be a party anywhere, so I didn't really give a shit. I just wanted to go anywhere somewhere away from home but not too far away. I'm only an hour away from home. That's why I chose Eastern. Ya know, I really didn't choose academics right off the bat, I chose distance, uh, size. I didn't want to be just a number or a file. I wanted to be a face where I could like, talk to my teachers. Not just a tape recorder for a teacher when I walk into a lecture hall. I want to see a face with that voice. If that answers the question, I'm not sure.

JULIE: Well, I asked another one.

MELINDA: Do all of you agree with that as far as the size ect.

TRACIE: I didn't look at any state schools at all I went straight, ya know in high school, I didn't look at any state schools because I thought they were all 20,000 or more and that's why I went away to a private school. Then I learned that this was 10,000 and I thought gosh, I wish I would've gone here my freshman year. Cuz, that's a huge consideration for me is size. Being able to walk across campus and know someone rather than, ya know, not knowing anyone. Ya know.

ANDY: Ya know, uh, the part of university I am in is the pre-engineering, um, a lot of our part of it is better than U of I's and it's pretty much on par with a lot of the engineering schools around the country. So, uh, its just as good as U of I's, what was I going to say?

JURIS: I am glad its not just me, God I am glad its just not me.

MIKE: With that I , I am in sociology, I don't know about pre-engineering but I've heard, that also in sociology I can go up and say, you know, hey "What's up?", Craig, Gary, ya know, uh, I gotta cal Dr. Hummel, Dr. Hummel but uh,

you know, Craig, Gary, uh, uh, Ron.

TRACIE: Max?

MIKE: Max, you can go out and have uh, uh, uh, you can go out and have a beer with them. Their, their so cool at U of I, I don't think I could do that because the staff is so, so big that is another reason you're on a one to one basis. I mean their average ordinary Joe's that's that's what I like.

JULIE: Well, at U of I you wouldn't have a professor you would have a T.A.

MELINDA: T.A. assistant.

GROUP AGREES

JULIE: You probably wouldn't go see your professor in four years, that's the bad thing.

TRACIE: When you're a professor...I'm sorry.

MIKE: Go ahead.

TRACIE: When your professor knows your not in a class of, ya know, 30 people and he can say the next day, "You weren't in class on Monday", ya know, that makes a huge impression, ya know. You're gonna go to class rather than, you know, when you are looking at...I keep saying "you know" and that's horrible, and you are looking at a T.V. screen of you professor, uh, uh, that makes a huge...

JULIE: Now Andy, will you have to transfer in two years?

ANDY: Uh, yeah, I am transferring next year.

JULIE: Next year?

ANDY: Ya, I'll be going to U of I and ya...

GROUP LAUGHS

ANDY: I thought, I thought, what I was gonna say again. Eastern's classes are really no more than 30, no more than 40 people at the very most and U of I, I have a lot of friends over there, and they have classes like 100-200 people and in just basic things and the point really is in those classes, the University isn't to teach the students its to eliminate some of them.

GROUP AGREES

ANDY: And down here its to teach you basically. They do have some elimination classes but its not a whole lot, and like my classical mechanics I am taking now, umh, Dr. Brage he's, he's awesome. He's an awesome teacher, the like, he umh, he promotes people working together on problems and that's just great. You can ask him any question you want. He, he doesn't mind you having him in his office for a couple hours if you need to.

JULIE: That's great. I hope you have that much luck at U of I next year.

GROUP LAUGHS

TRACIE: Probably getting back again.

MELINDA: Yeah (laugh).

JURIS: I'd have to agree with, uh, what he said though that with the teachers, I think I noticed different colleges have different types of teachers. Math and science teachers, you know, are real legitimate on what they teach and that's, that's all what they want to do. But political science, philosophy, sociology, a lot of those teachers are very, very english, are very laid back and they're comfortable with what they are doing. You can just see it, you know. You can talk to them, you can, I mean you can basically do anything. You see them out at a bar and actually talk to them and not have to deal with, you know, class. He might, like you said, a teacher might, "Why didn't I see you in class?", but I mean its to let you know you, you know you, need to come. I realize you're in my class and, and I think that kinda hits home. You're like I'm comfortable with that, fine. I've never gone into a class where a teacher hasn't been able to recognize just about everyone by the end of the semester and that's normally a game they always play up there. Let me see if I can know everybody's name by the end of semester.

JULIE: Right.

JURIS: It makes you feel like, wow, you know.

JULIE: It's like they care, say, they may be waiting for you to say, okay, "I have a problem that is why I wasn't in class.

JURIS: Right. So, uh, uh, I mean, their here to help us and they actually do it. I mean it's pretty specialized.

KASEY: I think they really care if we get an education. I mean its not just like, I think if I was at U of I and I was in a class of 120 people I'd be like, well this P.P.

doesn't even care if I get an education, he just, I am just there. You know, but in my department I know that, that they really seem like they truly, genuinely care if I get an education and I make the best of my education and I love that, that's the best part I think of the whole school.

MELINDA: What is your department?

KASEY: Health.

MELINDA: Health, oh yeah, you said that.

KASEY: So I like it a lot.

JULIE: O.K., let's move to the next one, um, are there segments of the campus community who feel that they are excluded from participating in such celebrationis?

JURIS: All non-greeks, I would think, I think that as much as the greeks on this campus it would be so few in numbers. It's amazing to the non-greeks and their kinda, I want to be in that without going through what everybody else went through. I just wanna be there to celebrate with them and party with them, whatever, and I think it affects a lot of non-greeks, I think that is what keeps the greek system going is it, is it over 2000 now ?

MIKE: It's around there.

JURIS: Uh, uh ya know, I mean its...

MELINDA: It's around 15 percent.

JURIS: Yeah, we're not, we're not breaking, we're not breaking a big barrier here, I mean a lot of greeks, or a lot of greek activities with a few numbers of greeks and they are publicized.

MIKE: I agree with Juris saying, but, uh, it seems like this, this homecoming its starting to break away from that, uh, it seems like the residence halls, the service fraternities they are, I mean they are either starting to either get pissed off or just wanna, they wanna get involved as much as we are, uh, they're get, they're getting better organized, they're getting bigger in population, uh, hey that's great, I mean, we the greek organizations and the University in, in it's sum needs needs, the, be a, more and competitive, uh, competitive because, uh, I don't know it seems like a year ago. We, I was just kinda getting burnt out it was just always just between ya know, uh like say Lambda, Lambda Chi-DZ versus a Sigma Chi-AST and that was it ya know, the was, it just got kinda boring but now since service

fraternities, residence halls and, uh, the black fraternities and sororities its, its more diverse and it seems like it is more competitive and that's what I enjoy. Its just not the same people over, over, and over again.

KASEY: I agree with that especially being involved in housing and everything.

MIKE: RHA?

KASEY: Yeah, I mean its, its ah I don't know if we were like pissed off or whatever but we were kinda, we were kinda like saying that we always, ya know, make it more of a celebration for all of us to have the whole entire University as a whole not just, ya guys not just us or whatever and so, ya know, they did get pumped up and they did a great job and stuff and so did you guys, I mean, you guys always do but um I think that with the homecoming thing. I think that was one thing that they kinda got left out in years past that they just kinda felt like well its a greek thing and that's it, not even try, but I think that, I think that, I think it will change more in the future too and think it also makes homecoming more exciting for everybody because they can all participate and that and it just makes it one big huge party for everybody.

JULIE: Everybody just not... I know, um. I graduated from here in '89 and when I was on the homecoming committee in '87, it was all greek and I would hear things, well it's just a greek thing just like greek week. Why should we waste out time, we're not gonna win and I was really impressed this year to see all the organizations it was great. It is finally how homecoming should be.

KASEY: Hum, right. It went over big.

JURIS: I had an opposite side of that though, homecoming but homecoming's only one weekend or one week of events after that its back on...

KASEY: That's true.

JURIS: You know, it's spotlighted back on the greeks, you know, what are the greeks gonna do now. It's kinda like a, I mean, homecoming is great but what is there after that for you know campus, its just sports.

JULIE: But don't you think its a start?

JURIS: Yeah, its a start, but I don't know if there gonna bring any other events that they can get the greeks to actually

get into pull other people in. I mean greek week is just greeks. I don't think that'll ever open up that I mean is kinda you know, kinda of defeats the purpose of greek week. If you open it up to non-greek organization wise so I mean where else are they gonna participate at that level. Its just gonna be homecoming which is gonna be very competitive and then its gonna get to competitive down the line.

MELINDA: I think on this, on this same note you can look at a lot of things that that housing does that greeks choose not to be into. I don't think it needs to necessarily start with the greeks, I mean how do you guys feel about that? Like if you look at the orientations what are the major, who are playing major roles in those? You know?

KASEY: In there we don't, we don't have anybody that's in a greek house or anything in RHA and we've tried to change that and tried to make things different but its just it, I just think its, just its like not a conflict of interest but maybe just a difference in the interest that people have I mean and you know all those people are involved in housing and that fine and then all everybody you know all the greek people involved in their greek organization and that fine but I don't see a lot of intermixing there and I wish, I WISH that they would because I think that with RHA being as big as it is and you know I mean we have a lot of say in what goes on in housing and stuff and I mean if we could work together, I mean, it it just things could be really, a program could be really cool.

JURIS: On that same note, isn't that what UB was supposed to do though? UB supposed to bring people off campus and to as well as greeks who won't participate. Isn't UB basically greek dominated still? Has that changed now?

JULIE: No.

MELINDA: Not at all.

JURIS: It not any more.

MIKE: Yeah, um, homecoming and greek week is what greek week a week and homecoming's just a weekend or a week but in preparation of all that you know you have committee meetings, you have subcommittee meetings and that's, ya know, its the preparation of it all it brings all the groups together. Uh, I just wanted to say that its just not the week, its you know, a lot, a lot of the groups are involved like even months before hand.

TRACIE: That's true! I think that the only people that are UH,

what's the word, segregated, I'm not sure or secluded..

JULIE: Excluded?

TRACIE: Excluded, um are the people like, if I were to completely drop out of my sorority, I think I would still have so many things. I would be involved in you know outside like in my major. Um, I would love to be a, you know, a residence hall director, or not director...whatever.

JULIE: R.A.?

TRACIE: R.A., but I just don't have the time. But I think the only people that are excluded are people who don't you know, involve themselves in organizations. You know that's the apathy on the campus is people who just don't want to get involved. There are so many to do on this campus but you know intramurals, you know greek life all the you know honoraries, fraternities, service how many service, you know fraternities are out there. So that's where, uh that's the only exclusion I see is people who won't get involved.

JURIS: That, that goes to fault Eastern news also I mean that goes to every student if they highlighted individual groups doing what they do or whatever they set out to do they are actually achieving it. They put that on the front page and a short story. Sometimes they put a small paragraph, small picture and don't explain the picture. You know, its kinda like so and so here, here, here and then its nothing about it. Then three pages later you may see a little write up and I mean they put that out there. I think the entire campus would probably be involved. Everybody reads the Eastern News just to find out what's going on. So you don't miss anything but

so it its kinda like you know the administration is always on the front and Eastern things are on one page and then we're on world news. Kinda defeats the purpose of reading the paper after while. You read about the school or you read about world news. What's going on.

TRACIE: Naw, I was listening to someone who was talking about the whole issue you know about blacks not being represented in the yearbook or I don't even remember where I heard this or picked up on it and they were saying ya know if I was a freshman black student and I were to look through the yearbook, I wouldn't know what to get involved in because I don't see anything there and I think if Eastern News would do that you know or just, or someone just a listing of everything you can do that, that would just completely involve people.

DANA: Do you feel like that the University need to go out to

the students because I mean you can get a list, and R.S. list, an RSO list you know, Recognized Student Organizations from student activities it we've got over you know almost 200 activities if you were really that interested in getting involved. You can go to student activities office and get that list and find out. I'd want to do this, this and this. You think its the Universities responsibility to go to the students?

TRACIE: I think half the students do know where the student activities office is.

DANA:is. laugh, okay.

MIKE: I was going to agree with that. The students want to do it, I mean, I mean deep down the students wanna uh, uh, uh.

DANA: Get involved?

MIKE: Thank you. Get involved, uh so, so bad but uh they just don't know, don't know where to turn or they just don't want to do it, but maybe if, uh, they sent out surveys if they declared their majors which I did not do but till my junior year but if uh they were declared majors, say like uh, the, the, clubs that were associated with their majors could send them letters, they you we're gonna have meetings this floor, we're gonna be uh on this day we're gonna be collecting dues, you know, bring ten dollars and get a T-shirt, uh meet people and so forth and that's what rush, that's, what rush does not to get back on the greek trail again but uh. Actually, I think we are focusing to much on greeks but uh that's what uh sororities and fraternities do you know, they put, they spend their money, they put advertisements in the paper. Hey Rush - this, this, this, Monday, this time, this time. Tuesday, this time, this time, and so forth. Uh, I think maybe clubs and uh major uh, I mean uh the departments should do it just as well.

JURIS: I don't know but there are some people out there who just don't want to get involved. So...

MIKE: Oh, yeah.

JURIS: I mean that's a large number of people out there who just. They're here to strictly go to class and they go home and they do whatever, call home to their girlfriend or boyfriend. You know, they just keep their lives to themselves. They don't want to get involved with the campus. And whether they know about it or not, I think a lot of people know about it just might not care what's really going on. So I mean, its kinda like I'm getting my education, no ones interfering with that now, I don't have a problem.

KASEY: And I think if they see a list like that they may read down and be like okay, that's great, what do, what do they do?

JURIS: Uhum.

MELINDA: Yeah

KASEY: What do they mean? I mean, you know, they can see all those things but they wouldn't have a clue what they would do? You know?

JURIS: Each one is serious.

KASEY: If the University did say, you know, this is what some of the things that they would do, you know, whatever, then they could say, "Oh, I think this sounds interesting," and check it out or whatever.

MELINDA: So almost just like there is a course catalog maybe of...

KASEY: Kind of...

MELINDA: ...organizations catalog.

JURIS: Yeah!

JULIE: Getting back to the Daily Eastern News, I have a question.

MELINDA: And Chris Seper an editor was supposed to be here. He will probably be glad he backed out.

DANA: And too bad he's not!

JULIE: Do you feel, everyone, okay how an I going to word this without giving my opinion. Do you, do you think that part of the problem, because we know we have an alcohol problem, that's all we read about. Do you think part of the problem on this campus with alcohol is because the of the advertisements in the Daily Eastern News?

MIKE: NO!

TRACIE: NO!

JURIS: From the advertisements or from mouth to mouth, conversations, just people talking. I got drunk last night at Stix, okay, well next week we will go there. Just kinda, you know, talk to somebody and if they like the idea they'll go with you.

JULIE: So you don't think elimination all bars ads like you know, you can't, you can't have cigarette ads. Do you think eliminating bar ad's in the Daily Eastern News?

MIKE: Well, then that would be against the First Amendment rights of uh, the freedom of press.

JULIE: Well, they don't let cigarette ads in though?

JURIS: That's, that's by law though, isn't it?

MELINDA: What law? I think it is more or less an Eastern policy.

JURIS: Oh, you're talking about Eastern?

MIKE: Wouldn't that be against the freedom of the press?

ANDY: It wouldn't slow it down much. If anything, the freshman might not know about the bars and some of the transfer students. But other than that, the vast majority of the University would find out.

MIKE: People, people are gonna go where they want to go, I mean, uh, you know, I'm not gonna go to Panthers or uh, say Thirsty's just because they have quarter beers. That's just not me. Where maybe freshman, sophomore year I'd be beating down their door. But, uh, now I just want to go somewhere where I can like have elbow room. Hey, if there's, uh 50 cent Leinencougal where I'm at, hey that just, you know, better for me. Besides, that I'm not gonna, I'm not gonna look at the ads, no.

MELINDA: Just to give an example, this is a 12 page paper and there are 10 bar advertisements with specials and things like that.

JURIS: None with an address though.

MELINDA: Its Charleston!

MIKE: He has a good point though.

JURIS: You know, they don't tell you exactly where to go, they give you the name. That's, that's, subliminal. I mean, if you were gonna go to Stu's because you saw an advertisement, fine.

MELINDA: Yeah, but Pizza Hut doesn't give you a name either, but I bet...laugh.

MIKE: They're, they're assuming, you know, they're assuming you know where its at.

JURIS:

JURIS: Right! They're acting like you've been here. This is what we're going to offer today. That's how they treat the ads, Its kinda like...

KASEY: That's why I think if they did eliminate them all, the, the freshmen like he said, the freshmen and transfer students might not know. But I think if you have been here long enough you know when its nickel beers at Thirsty's and because it doesn't ever change, I mean does it change?

MIKE: Thursday nights, boom!

KASEY: I man, so you know that and you just go. You know Friday nights or saturday nights is the, the big time, you know, for Stu's or whatever. So, I mean, I think you just know, you know, and I mean, with the word of mouth, like he said, it'll just go like wild fire anyway.

TRACIE: I think that its part of college and I don't know any college campus that doesn't do it. Ya know, you do and they're trying the alternative to the bar program, but that's what you did in high school. You know, some people went to parties, whatever, but you did the movies, you did the bowling in high school and its just part of growing up. You know, the bar scene, I think is America, its not Eastern, its not Southern, its every, I mean, U of I's a huge academic institution and its also a huge bar institution. Its, its part of everything and I think... There's not at Creighton, it is 21 and but yet everyone finds ways. The first night you're down there what's everyone doing. The second night everyone's at parties. The third night everyone's finding fake I.D.'s You know, fourth night everyone's at the bar. And that's, you know there was, they only had a weekly newspaper to give you an example, so the newspaper wasn't even out yet and people were at the bars. I don't think it has anything to do with...sorry.

MELINDA: One thing that I was curious about how you felt, you guys felt about is if, like you were saying about the

inconsistencies in how Eastern gets you here and then the way it is once you get here. An example that kinda goes along what we have been talking about. In a parent flyer that they sent out to perspective student's parents, they solicited advertisements and they wouldn't allow, uh, bar to advertise in that but they do in the paper. Do you feel that's kinda of a ...? How do you guys feel about that?

JURIS: Exactly what Eastern does. Freshmen orientation doesn't tell you one thing. Next thing you go see a counselor. You realize your counselor has ins and outs through the system. Counselor said we had to write down adds and drops. You know, a teacher will just tell you to go put it on the card, drop it in. You know, Eastern wouldn't believe that's even considered. Teachers are supposed to sign it and there is a proper place with everything at Eastern. And bars are not one of them according to Eastern. Anywhere else, Western, I mean if they didn't....

MIKE: Say we were a party school.

JURIS: No one on this campus, no one on this state would ever know it. If they would just, the bunch of the little nerds.

JULIE: So its a media thing, you are saying?

JURIS: In a way, yeah,. I mean, they're putting, they're putting that side of Eastern out, you know, to the parents. Parents think that, okay, you know, look at all those places that are advertising, wow, no bars, nothing looks like its illegal for you. So "nice little town", I'll send my kid there.

MIKE: Its the same way with the crime rate. You know, if a uh, Charleston had a serious crime rate, they wouldn't publish it in the...

JURIS: Daily Eastern News?

MIKE: They wouldn't publish it in the paper. No, they wouldn't publish it in the paper, you know. To the parents, they're gonna select certain things for the parents and they're gonna select certain things for the students.

TRACIE: I don't think the parents are very disillusioned when they get here though because what is the first thing you do with you parents when they come down on Friday night...

MIKE: You take them to the bars!

TRACIE:

You take them up to Ike's. You know, this is what we do mom and dad, you know, deal with it. And when you come home they are more accepting. I think it's, I don't think my parents are disillusioned. I'm sure I would say a majority aren't.

MIKE:

ANDY:

JURIS:

ANDY:

JURIS:

(laught

JURIS:

MIKE:

(last section)

MIKE: I think most parents, most parent know, ya know, their kids drink. They don't know how frequent they drink. I'm 23 years old. My dad still thinks that going out and having 6 beers is a little too much. I would blow his mind if I told him I could go out and drink a case of beer. He would think I was a total alcoholic. But, ya know the parents, hey go on out and have a good time. But if they really knew what we did, they, I think uh, Eastern could be in a lot of trouble.

FRACIE
ANDY: I've never seen the bars probably so, in a way it acts as a filtration system for some of the people who are not as strong willed and don't have as much determination. They'll want to go out to the bars every night and raise hell. And some people who know how to control themselves can go out to the bars every once in a while, have a good time. And that's basically what I do. My grades are foremost. I could spend 8 hours a day on just homework. ANDY: Two or three problems in physics could tie me up for a night. But some of the freshmen I see them, they go out every night. If not to a bar they'll go out to a party or something. They'll be trashed at 2 or 3 in the morning stumbling around. They're still drunk when they wake up.

MIKE:
JURIS: Seniors do it too.

JULIE:
ANDY: Not during the week. Well.

JURIS: You'd be surprised.

(laughter)

JURIS: It only gets better. The way I look at it the longer you're down here, the more you learn about the system. Either to work through the system or around the system. JURIS: I think as greeks you know that. Cuz when a paper is due and you know you don't have one, you can either get on the hot line or ask someone else. Or with the administration, they do a lot of things underneath the table that a lot of people don't know about. But if you're there to see it you're kind of like, "wow". Ya know, so it's . School is definitely goes three different ways.

MIKE: That's more organized. They're not dumb. Everyone knows everyone has test files. We count on the teachers being lazy. My god. Some teachers never even change their tests. That's what you have test files for. If you want to go to class every day and uh study your heart out fine. But, I'm not going to do it for a freshman class.

That's just the way I am. I'll take the time to study for the freshman class and move it to my real, my real focus which is Sociology or pre-law or business. And that's what I'll use it for. I'll turn around and use someone else's notes or the test files for that reason. And, uh, I've done it quite well. I can cross reference three different semesters of tests and I'll get straight As.

TRACIE: Write that on your resume'.

MIKE: Ya. I cheat. I'm going for a government job. I am.

TRACIE: That's every school though. I mean. And I hate people looking at Eastern that way. You know that happens at every school across the nation. And here's everyone, "what's wrong with Eastern?" Ya know, nothing. We're at college. It's going to happen.

ANDY: There's an engineering fraternity at U of I. And not do they have files for tests for like 30 years, they have homework files in a huge computer library from 30 years ago. There's hundreds and hundreds and hundreds of stuff. It just blows your mind.

MIKE: What was the question you asked?

JULIE: Oh. Excluded people. Well, we kind of answered another one. Does anyone have any more questions?

MELINDA: Did we go over question five?

DANA: Oh, Yea, We skipped question five.

JULIE: Oh. I'm sorry. What role do you play as a student in the celebrations?

JURIS: What role do I play?

JULIE: We're talking like the events. Like homecoming, bars, anything involved in the campus.

TRACIE: Well is that just the organizations that you're involved in type. I'm in a sorority, ya know. I'm going to support homecoming. I'm in: is that what you're- ya know, that's what I would I mean I would. I'm in a sorority, academic fraternity, so I play the service role on campus.

JURIS: I think a lot of people play the individual role that they are. I think a lot of people- I mean there is some people who try to be more than what they are. They get into the greek system and they try to be super greek or they try to be- ya know- whatever. You're doing more

than you actually should be. Ya, know I think that you're not just being yourself. I think that's a role that a lot of people don't play down here. And it shows in some people.

JULIE: Because they don't get involved?

JURIS: No, they're involved, they just involved for the wrong reasons. It just reflects when you're doing certain things. They participate in the fun activities, but don't do the work to get to the fun activities. A lot of people do that in clubs, ya know, in their majors happens everywhere.

MIKE: I see people involved in the fraternity itself in UB ya know University Board, The Student Government. But myself. I really don't care about the university. I care about my fraternity. That's what I'm her to learn from my teachers and get good grades. Maybe it's shallow of me or whatever, but I really don't care about the university. But if it's associated with my fraternity I will care quite a deal. UH, I'm not illustrating this very well. Say, homecoming. Uh, I'm not really big I'm not really known well across the greek system. But in my house I try and focus very well on it. i try to do everything for them. i'm one of the oldest guys in my house so I try and get involved as much as possible just in fraternity not in not outside my house. But, that's just myself.

TRACIE: What about before you were in a fraternity? Did you care about the university? This is for my own curiosity.

MIKE: Not really. I associated in the Spring of '91 and before that I just had a network of say 25 or 30 friends and we just hung around our friends. I really didn't care about EIU. But I feel like, I feel like I care more about it now since I joined Lambda Chi Alpha. But, uh, I care bout Eastern more since I've joined Lambda Chi Alpha than I was before- by far.

TRACIE: But it's through your fraternity.

MIKE: But it's through my fraternity.

JURIS: I kind of disagree. Because I only care about Eastern know that it really effects me. When I first got here, ya know, it's fun to be here, ya know, a college campus. Now that I'm leaving, ya know, I'm more concerned about what Eastern is doing. The sexual harassment cases. Ya know. Everything that's going on with the administration now as well. It kind of grows on you. I've been here so long. Once you leave here your only thing is Eastern Illinois University. That's your identity until you get

your resume' out. The first question is, ya know, "where are you from?" And they try and find out and fill around that. Ya got to care about it but you can't focus it because it really focus on you. So if I spend all my time caring about Eastern and what is Eastern actually doing for me. Teaching me but there's supposed to be a little more to it.

MIKE: I believe Eastern will take care of itself. But my fraternity won't. My fraternity has to take care- we have to take care of each other. I think Eastern will get along just as well. Eastern is a self contained unit. We have to depend on each other in fraternities and sororities. That's what I'm sayin'. I know what you're saying also. With the sexual harassment cases and the racism, sexism. Yea.

JURIS: O.K. in your line just with the greeks. I mean the involvement I've had with all three of the councils has just been ya know it's been real eye opening. I've done a lot of things. It's been a lot of hard work. A lot of politics played and I been- since not being actually in the system. I got to hear both sides of the story. Ya know I got to hear the outside side, the counselors side, the advisors side. I just heard a lot of sides. It's not like Eastern could do for itself. If it weren't for a lot of people leaving here. Ya know, Jim Edgar, the big names that pay attention to Eastern. They kind of keep the image alive. If no one came out of here who would really care? Who would you sends back? The alumni really support it so once you get out there it's their name also and they really care about it. So I think that's the only reason why other people care about it. Ya know. And with greeks, you normally care. I mean you're supposed to care about your house. But you can't have a house if ya know, Eastern doesn't care about you. Or about the greeks. Cuz, ya know, that's where you get your house from. It's kind of like they have to allow us to come down here so they expect us to care back.

MIKE: See that's never been me though. I've always been really antisocial. But, within my fraternity I'm not that open of a person to go out and participate in committees and so forth so- that's what I rely on. My fraternity.

TRACIE: I think Eastern does both things. I'm going to leave here thinking well did I do anything on this campus, ya know, did I help at all? But I'm going to also look back when I'm in that interview for that job I'm going to say "what did Eastern do to get me here and to get me this job?" So I think it goes both ways.

KASEY: Well I think I've learned a lot from Eastern. Not just in the classroom, but also out in everyday life. I mean

just being up here it's been a real eye opener. I mean you just see so many different things and You learn leadership skills and everything you do. I just, I mean if it wasn't for Eastern, I mean where would we go? So I think that we have to care about it to a certain extent. I mean I'm proud to be here and I'll support it when I'm out of school. I really like it a lot. I would have to say I've learned a lot more from being here than just in the classroom.

TRACIE: Oh yea.

MELINDA: One thing that I was curious about. If I could put it into a scenario for you. Let's just say I'm a typical freshman, it's my first semester here. I see all the events going on like homecoming. What do you think I would see as far as your roles as students in that particular event or in other events? What do you think the roles that I'm going to see are?

TRACIE: I think you're looking at a closed system a lot of the time. I think when I wasn't in a sorority. I didn't know what it was about. Unless I was to get involved then it would remain a closed system. So, as a freshman I can see you being blocked off unless you get involved and I can see it going throughout you years down here unless you get involved- in something. Is that what you were getting at Melinda?

MELINDA: Sure. I'm getting at anything you give me.

JULIE: Does anyone have anything else?

MIKE: I'll just have to agree with Tracie. UH, everything is a system. Everything is an organization. To the freshmen I really don't see anything that you can get- I mean you said like as soon as you are here at Eastern. The only thing you can really grab on to are the people on your floor, if you have friends here who are sophomores, but that's about it unless uh, ya know. That's what I grabbed on to. There were certain guys on the floor who got along. We stuck together and until we found our different paths. Some guys ya know went to fraternities. Some guys stayed within that bond all throughout college. Ya know, with each other and we- ya know some transferred to like U of I or Carbondale or whatever and that's it. I think, ya know, we depend on each other like the freshman year more than organizations.

JURIS: I think a lot of people too have to be driven by curiosity. You have to wonder what is actually Eastern Illinois? What is actually there? What is it really

about? If your not- if it doesn't peak your interest it's kinda like "hum" you don't really get into it. A lot of people their first couple days down here are like o.k. I hate it. What have they actually seen?

TRACIE: I think you could hear that anywhere too. That you hate your first week down her cuz you're nothing and you're away from home and you have no clue. So, I think it just takes getting used to.

MIKE: What does happen the first week down here. I don't think anything happens except for classes and social life? I mean nothing happens until what...

JURIS: Some people say that four years later - "I hated it from day one, and I hate it now. My parents made me come here."

MIKE: The only thing I remember is being dropped off at Carman and meeting my Freshman roommate who I thought was a total stoner. But, who ended up being the most intelligent person I know. He passed the CPA exam on the first try. Which is totally uh, ya know, only about 3% do it out of the whole nation. But uh I met 150 people my first week. But I was only determined to bond with like only maybe 20 people I knew out of the first 150 I met because it was all parties, bars at that time was Panther's and Jerry's, they're pretty sad now. But that was it.

DANA: What year were you a freshman?

MIKE: '88

JULIE: Does anyone have any closing comments?

TRACIE: Just cut out all the "you knows" from all of us.

QUESTIONS FOR FOCUS GROUP

1. What traditions and events introduce and socialize you to core values of Eastern Illinois University?
2. Which are exactly opposite to the values of Eastern Illinois University?
3. How did you learn about expectations for your behavior at Eastern Illinois University?
4. What opportunities exist to celebrate the campus community?
5. What role do you play as a student in these celebrations?
6. Are there segments of the campus community who feel that they are excluded from participating in such celebrations?

**Questions taken from Involving Colleges, pages 403 and 404

Determining the Campus "Human Scale"

Debra Wagman and Sherry Winnick

Eastern Illinois University

PURPOSE

This focus group was brought together to determine in what ways Eastern Illinois University maintains the campus "human scale". A human - scale is a setting in which people have a sense of mastery over, and feel comfortable and confident with, where they live and work. The results will be compiled with the results of other focus groups to be presented to the North Central Association Accreditation Committee when they review Eastern in the Spring of 1995.

METHOD

The focus group consisted of five people and two facilitators. The group had two males and three females undergraduate students who currently attend Eastern Illinois University. The group consisted of three seniors, a junior and a freshman. The group met for one hour and half in an informal, relaxing setting. The group was asked questions and all answers were recorded (see enclosed transcript). Participants ranged from not involved at all in campus activities to over - involved. Members lived on and off - campus, were Greek and Non - greek, and all were full time students. Some members asked not to be revealed, in lieu of this some names in the transcript are not the real names of participants.

POSITIVE AND NEGATIVE OUTCOMES

Physical Plant: Is the campus attractive and well maintained?

Positive:

- *campus is well maintained (flowers, trees)
- *lawn is mowed regularly
- *snow is always shoveled

Negative:

- *Ice is sometimes a problem even though they shovel in the evenings it is the worst. (students fall on ice)
- *With student traffic slush becomes a problem in the winter

Are facilities clearly identified for newcomers and visitors?

Positive:

- *One map on campus
- *The Union is well signed

Negative:

- *Not enough signs
- *Visitors often ask for directions
- *Only one map of campus on the campus

Are facilities accessible to students and at times convenient?

Positive:

- *They are getting better, beginning to make improvements
- *For most students everything is close by

Negative:

- *Some buildings are not handicap accessible
- *Carmen is too far from campus

Are residence halls, libraries and recreational facilities placed to encourage interaction among faculty staff and students to students schedules?

Positive:

- *library is centrally located

Negative:

- *Carmen is too far
- *Faculty is never in residence halls

Does vehicular traffic interfere with access to facilities and contact among community members?

Positive:

- *Students like being in community instead of in the middle of no where
- *Enjoy community interaction

Negative:

- *Parking is a problem

2. Psychological aspects of the environment

a. How are common campus issues communicated ?

Positive:

- *Newspapers access information

b. In what ways does psychological climate influence feelings of comfort for students?

Positive:

- *School is smaller
- *There are less students
- *More comfortable
- *Faculty know you; know their students
- *Faculty is approachable

c. Are large facilities such as classroom buildings and residence halls constructed or can they be modified to promote a sense of mastery, comfort and interaction? If so, in what ways?

Positive:

- *Residence halls are well - maintained
- *Buzzard is being renovated

Negative:

- *Buildings are old
- *Classrooms are dirty
- *Heat and Air conditioning is irregular

d. To what extent are students free of unwanted feelings of anonymity? Do faculty know students names?

Positive:

- *Smaller school
- *Faculty know your names

*Teachers make the effort to get to know you

Negative:

- *Larger classes teachers do not know names
- *More difficult to learn names

1. To what extent and in what ways do students exhibit care and concern for one another?

Positive:

- *People are more friendly at Eastern
- *Everyone is from same social class

Negative:

- *Low school spirit
- *School is not supported by students, faculty and staff as it could be

2. Are "safety nets" in place to help students take advantage of them? A safety net is a network of faculty and staff who reach out to students in difficulty?

Positive:

- *Faculty gives home phone numbers where they can be reached
- *Hold office hours
- *Are always available when you need to reach them

E. Are there places on campus that encourage spontaneous, informal, interaction among students? Between students and faculty? Among students, faculty and staff?

Positive:

- *Office hours
- *Rathskeller

Negative:

- *There should be more gathering places where faculty, staff, students and administration can mingle.

1. What central meeting places are available at Eastern? To what extent are they used by whom?

Positive:

*There are numerous central meeting places such as the Union, quads, library, and the rec. center

F. Are there spaces in residence halls and other campus buildings that encourage impromptu interaction?

Positive:

*The lobbies, food service, library, the Union and the rec. center

G. Can students find personal space when needed? Where, when, and how can students be alone if desired?

Positive:

*There are plenty of places to get away to

Negative:

*If you don't have a car there is no transportation out of town

H. In what ways are students encouraged to participate actively in the life of the community?

Positive:

*A lot of community service projects

Negative:

*Volunteer projects aren't encouraged enough

1. Are there enough opportunities to meet all student needs for involvement?

Positive:

*There are over 100 registered student organizations

*There are many for specific majors

Negative:

*Organizations need more promotion

*Some students don't know what certain organizations are

2. To what extent do students take advantage of these opportunities? Who does and who doesn't and why?

Negative:

- *not many students take advantage of programs
- *hard to find students to join
- *some organizations are disorganized
- *waste of money and time
- *too expensive for students
- *small organizations are not student fee funded
- *student too lazy to join
- *students want good programs but don't help to create them

3. Are these opportunities compatible with the institutions educational purposes?

Positive:

- *involvement builds leadership skills
- *gives professional experience in your major

4. Are too many opportunities available to student involvement?

Positive:

- *there are never too many

I. How do students get involved? To what extent are students welcomed and encouraged to become actively involved?

Positive:

- *freshman seminar classes discuss involvement
- *freshman seminar is very beneficial
- *freshman seminar assists in retention of students because they become more confident about their surroundings

Negative:

- *organizations aren't promoted enough

1. To what extent are students who seek outlets for their interests encouraged and supported in creating new clubs and organizations.

Positive:

- *faculty support academic organizations
- *student activities usually support most organizations

Negative:

- *some groups get trouble from students

K. What leadership positions are available? Are there enough leadership positions to meet the needs of students for leadership experience? Are leadership roles widely distributed or are a few students in charge of everything? what if any students are most likely to fill these roles and why?

Positive:

*there are a lot of positions available

Negative:

*there is trouble filling positions

1. Are opportunities to develop leadership skills and followership skills widely available? To what extent do students take advantage of these opportunities?

Positive:

*the new leadership class is available

*advisors are there to lead students in the right direction

Negative:

*there was never anyone to teach the leadership class

TRANSCRIPT OF FOCUS GROUP

Sherry: Physical Plant: Is the campus attractive and well maintained?

Kevin: Yes

Janice: Yes (laughter)

Kevin: There is a lot of work put into, into the yards and stuff

Kathleen: And the flowers are always well kept up too (laughter)

Jill: There are a lot of flowers on this campus and everything seems to be kept up well

Kevin: lots of flowers

Jill: And the lawn is always being mowed it seems

Janice: Yeah

Kathleen: trees are trimmed

Kevin: They really work on it

Bob: The snow is always shoveled

Janice: Yeah

Kathleen: Well, not always, there is a lot of slush and stuff in the winter

Janice: sometimes they have trouble with ice

Kathleen: Yeah ice is bad

Janice: Yeah I do not know how many times I have slipped on the ice and fell, they need to salt more especially at night.

Sherry: Okay are facilities clearly identified for newcomers and visitors?

Janice: No