

SENIOR EDITOR'S NOTE

Thank you for reading the third annual issue of *Peer Review: The Undergraduate Research Journal of the Ethnography of the University Initiative at the University of Illinois at Urbana-Champaign*. This journal's mission is to demystify the publication process for undergraduates at the University of Illinois while providing a platform to disseminate their valuable scholarship to a broad audience. As the official journal of the Ethnography of the University Initiative (EUI), *Peer Review* publishes undergraduate research that focuses on the university, its communities, and its members. Through course-based research opportunities, EUI encourages students to critically analyze their own institution of higher education. *Peer Review* accepts diverse types of projects and in addition to the five articles in this volume, you will find a video documentary and a podcast.

Over the academic year, I have worked closely with our authors throughout the submission and revision stages. I remain impressed by their desire to make their research publically accessible and their courage to share their findings outside of the classroom. Too much of undergraduate intellectual labor is confined to coursework alone. The scholarly community owes undergraduates a great deal of credit when it comes to students producing theoretically sound, insightful, provocative, and useful research. My hope is for this journal to continue to poke and prod at institutional inertia and inform/remind the reader that undergraduates can and do contribute to the academy – beyond their increasingly expensive tuition.

This volume comprises scholarship that addresses queer spaces, the history of dorm coedification, administrative discourse and resulting student protest, student housing selection, basketball culture, and the use of emotional support animals on campus. Each piece expands the reader's knowledge of the University of Illinois while also urging the reader to reexamine core components of the institution and its mechanisms. These authors have important points to make, and I am happy *Peer Review* has provided them the place to do it.

The journal is made possible by a team of talented and hard-working individuals. I must thank the undergraduate editors (Katrina Halfaker, Aishwarya Raj, Jennifer Reardon, and Katherine Williams) for their sustained commitment to perfecting this issue and also their dedication to restructuring the editing process for future volumes. I have witnessed their editing prowess grow exponentially over the course of two semesters and look forward to seeing their future projects. Jennifer

Reardon created the wonderful cover art for this issue. Many thanks also to Karen Rodriguez'G (EUI Director) and Merinda Hensley (EUI Executive Committee) for their generous support throughout the journal's many iterations this academic year. And, finally, I must thank you, the reader, for taking the time to learn about the University of Illinois through undergraduate research.

Noelle Easterday
Senior Editor

UNDERGRADUATE EDITOR'S NOTE

It has been an interesting year for the journal as we introduced new editors, including myself, to the publication staff. Some challenges we faced included deciding on editing formats and structuring the journal for years to come. Throughout the entire process, my colleagues as well as this issue's authors made all the effort worth it. As I write this note, I can begin to imagine what our authors must have felt when they each decided to disseminate their pieces for the public to read and enjoy.

As an editor, there is nothing more gratifying than seeing a publication come to fruition. Throughout the editing process, I never once questioned this project's value because the submitted papers were not only theoretically substantive but also taught me about my own institution, the University of Illinois at Urbana-Champaign. The people I worked with filled every meeting with learning and humor. I would like to thank my fellow undergraduate editors, the authors, and especially the senior editor, Noelle, for allowing me to be an integral part of the publication of *Peer Review's* third issue.

Aishwarya Raj, freshman
Undergraduate Editor