

Editor's Note

Thank you for reading the second annual issue of Peer Review: The Undergraduate Research Journal of the Ethnography of the University Initiative at the University of Illinois at Urbana-Champaign.

The Ethnography of the University Initiative (EUI) encourages students to research their own universities and colleges through various deep and sustained ethnographic methods of investigation. At the University of Illinois, EUI courses are offered every semester. They are taught by faculty with differing and valuable expertise and representing a variety of disciplines. In these courses, students must design and carry out all stages of the research process including gaining Institutional Review Board permissions. EUI hosts biannual student conferences to provide students a platform on which to present their research findings. The breadth of research topics included in these conferences over the past academic year demonstrates the incredible range of scholarship EUI promotes. Examples of EUI student research in 2014-15 include issues of diversity and representation in institutional programs, student uptake of technological interventions in daily life, structural problems in student transitional processes, and place-specific social isolation along gender, class, and age lines.

Once their projects are complete, students have the option of archiving their work in the University of Illinois' digital repository, Illinois Digital Environment for Access to Learning and Scholarship (IDEALS). Please visit EUI's collection on IDEALS to read more of our students' scholarship including previous issues of *Peer Review*.

I must thank EUI's Program Coordinator and Associate Director of Undergraduate Research Karen Rodriguez'G for her guidance, support, and encouragement throughout the process of creating this issue. T. Jameson Brewer, co-senior editor, must also be thanked for his tremendous efforts curating content and coordinating edits.

His patience was especially appreciated as I transitioned into my role as co-senior editor. Many thanks to EUI's co-directors (Nancy Abelmann, Gina Hunter, Sharon Irish, and Merinda Hensley) for their continued investment in undergraduate research that focuses on our very own educational institutions. Finally, the undergraduate editors (Katrina Halfaker, Victoria Machen, Hannah Park, Jessica Tang, Hernando Sevilla-Garcia, and Britta Johnson) deserve a great measure of gratitude for all their hard work both in the editing process and also promoting paper submissions.

Peer Review's second volume features three peer-reviewed articles and one multimedia project. Abigail Holmes' paper examines how the Illinois Secular Student Alliance is perceived by campus in the wake of a "Draw Muhammad" event; Saumil Padhya tells the story of the U of I chess team's triumph despite the odds; Mu Li explores how Chinese female professors at the U of I struggle to assimilate in their cross-cultural setting; and Reid Dahlstrom and Ryuji Fujita's mini-documentary analyzes the relationship between the U of I and the Nike apparel corporation.

I hope you enjoy reading *Peer Review* and that the quality of these undergraduate papers (re)invigorates your own investment in undergraduate research - whatever form that may take.

Noelle Easterday
Co-Senior Editor