

**Ethnography of the University Initiative  
University of Illinois at Urbana-Champaign**

**Inter/National Coalition for Electronic Portfolio Research, Cohort II**

**Final Report, July 2007**

**1. Introduction**

Forty years ago, during the fall following the so-called Summer of Love, a student in Rhetoric 101 at the University of Illinois wrote a “theme” about the political graffiti that had appeared on fencing around a construction site near the Main Quad. Within the “collage of heartfelt emotion and divine inspiration which girdles the site of the new psychology building,” Peggy Alonas was unfazed by messages she deemed “hypocritical in that they complement the confusion in the world that they scorn.” Rather, she was attracted to a singular inscription, the word “Fence,” because of its simple honesty, because it did “not contain a double meaning, analogies, or references” to current political discussion. Yet, upon a moment’s reflection, Alonas’ “sensitive observer,” a creature of her imagination, does discover more meaning than first meets the eye. She concludes that “ ‘Fence’ would seem to be the most purposeful warning for current times.”

Alonas’ meditation survives because it was published in *The Green Caldron*, a quarterly “magazine of freshman writing” published by the Illinois Rhetoric staff. It gives us a rare glimpse of campus life from a student’s perspective—and, in its reflective conclusion, a glimpse, too, of student learning. But only a glimpse. Brief and elliptical, Alonas’ theme barely makes legible the tumult that characterized campus life four decades ago. And that legibility is hardly accessible: *The Green Caldron*, like so many college publications from years past, resides in just a few university library collections. True, the forty or so themes published in *The Green Caldron* each year may well have represented the best of first-year student writing during its run from 1939 to 1970, but the journal’s contents only occasionally hint at connections that students were drawing between what they were learning in the classroom and their understanding of how that learning was situated institutionally. *The Green Caldron* and similar publications are indisputably archives of a particular kind, but the evidence of student learning they preserve is too faint to be fully appreciated these many years later.

The Ethnography of the University Initiative (EUI, <http://www.eotu.uiuc.edu>) was conceived in the spirit of earlier efforts, like *The Green Caldron*, to document student learning. It endeavors to make evidence of student learning *legible* and *accessible* to a variety of audiences, with special emphasis on what students come to know as they engage in inquiry about the very university that sponsors that learning. EUI leverages digital composing and archival technologies in its effort to amplify this legibility and accessibility, and to render it in durable form. Yet EUI does more than document student learning: it aims for this documentation—organized in its growing archive—to be incorporated into successive iterations of coursework offered by EUI-affiliated instructors. In this way, the EUI archive, essentially a collection of interlinked electronic portfolios, stands at the center of an intellectual community whose ongoing research agenda is driven by students as they endeavor to make sense of the institution around them.

In the sections that follow, we provide an overview of the EUI project, discuss a case-based project evaluation that was prompted by our participation in I/NCEPR, and discuss our findings and next steps based on them. The research at the core of this report is qualitative in nature, in keeping with EUI's preferred mode of inquiry.

## 2. Overview of Project

EUI-affiliated courses range across a broadening spectrum of academic disciplines offered at the University of Illinois at Urbana-Champaign, a land-grant, doctoral-extensive institution that annually enrolls about 30,000 undergraduates and 7,000 graduate students. Faculty may affiliate their courses with EUI if they are willing to participate in a one-week summer orientation session, for which they are modestly compensated. (EUI's budget derives from a generous one-time administrative grant, and from small transfer payments made by interested departments and colleges. Its co-directors serve without compensation.) Since Spring 2002, EUI has offered courses in Afro-American Studies, Anthropology, Asian American Studies, Communication, Educational Policy Studies, English, History, Kinesiology, Natural Resources and Environmental Science, Rhetoric, Sociology, and Urban Planning. In recent semesters, courses have been offered at Illinois State University, as well as at the University of Illinois at Chicago.

We make the assumption—which we continue to test—that students' reflective inquiry into the multiple narratives that constitute the university enhances their engagement in the academic enterprise. This assumption is grounded in another: that undergraduates have expert knowledge of the various ways one can be a student at the university, and if granted this expertise, students can be effective ethnographers of the institution. Students, after all, are enmeshed in networks of local narratives that script (but of course do not wholly dictate) their lives as students, and they are remarkably aware of these narratives and are open to thinking about how the narratives are entangled in larger, less accessible institutional discourses that require expert guidance and intellectual effort to understand. For students and instructors both, the hardest part of making connections between students' local expertise and larger university discourses is recognizing that the institution sponsors (and indeed thrives on) narratives that are often incomplete and sometimes contradictory, this because they are told by narrators who are necessarily partial and, with varying degrees of self-awareness, unreliable. Furthermore, the power of students' local expertise is magnified many times when they have the opportunity to collaborate not only within classes, but also between classes, both within and across semesters. Such collaboration works best if students can share their work in an environment that makes the process of inquiry visible alongside its various end products.

As a practical matter, EUI students author their electronic portfolios using a simple web-based application developed by the Inquiry Page Project, led by Bertram "Chip" Bruce in Illinois' Graduate School of Library and Information Science (see <http://www.inquiry.uiuc.edu> and Bishop et al. for details). In the Inquiry Page environment, students are prompted to EXPLORE a research question, to INQUIRE as to the significance of the question, to INVESTIGATE possible answers to the question, to CREATE a record of their fieldwork related to the question, to DISCUSS key findings in terms relevant to a defined audience, to CONNECT these findings with the work of other EUI students, and to REFLECT on the process of research and report. Their responses to these prompts are saved to (and are retrievable from) a database at the backend of the Inquiry

Page application. Students are encouraged to revisit these prompts and add new insights in recursive fashion as their projects evolve. Dated entries under each prompt trace this recursion, giving evidence of how central reflection is to inquiry in EUI coursework.

EUI's archive of electronic portfolios is a formidable resource for students currently enrolled in EUI courses. It contains extensive field notes and reports on subjects ranging from the campus power plant (and its relationship to coal mining in southern Illinois) to the university's various "cultural houses" (and their connections to powerful caucuses in the state legislature). Over time, identifiable research clusters have emerged as students across classes and semesters have built on one another's inquiries. An example: multiple undergraduates have inquired into the role of transfer students on campus and have examined related policy questions about course articulation.

### **3. Project Evaluation**

The research conducted as part of membership in I/NCEPR Cohort II amounted to a major program evaluation at a pivotal time in EUI's development. Our central question was this: Can we reliably capture evidence of student learning in a manner that is legible and accessible to students and instructors in future EUI-affiliated courses? To answer this question, we had to settle on what constitutes "evidence of student learning" in the context of electronic portfolios produced in EUI-affiliated courses. We stipulated that EUI students are achieving a valued learning outcome when they show awareness, in reflective statements prompted in their portfolios, of how their research leads them to understand that the university is constituted by multiple and competing narratives. Further, we stipulated that if students, as prompted, link their research processes and findings to those of other EUI students, we would have evidence of another important learning outcome: engagement with and responsibility to intellectual community. Admittedly, these stipulations together set a high threshold for evidence of student learning. Yet it is an appropriate threshold. EUI as an intellectual community, born of a pedagogical project, cannot thrive unless student research produces new knowledge about the university, and it cannot grow unless students' knowledgeable contributions to the community are intelligently connected. And without this growth, the EUI archive cannot be of use to audiences beyond the project that share our interest in student learning.

Given our research question and stipulations, we turned to our archive of several hundred electronic portfolios, attending carefully to what students wrote in response to our REFLECT and CONNECT prompts. We did find some reflective statements that would qualify as evidence of student learning, but not in abundance. Still harder to find were links to electronic portfolios archived by EUI students in previous semesters. In view of these disappointing findings, we decided to study a number of EUI classes, developing case studies of successful students and teachers. We hoped that these case studies, along with an external evaluation, would guide us toward structuring EUI-affiliated courses so that they might more readily lead to the student learning outcomes we hoped for. (The data used in these case studies were initially collected as part of a Ford Foundation-funded research project on diversity at the University of Illinois.)

One of the courses selected for study was an upper-level undergraduate seminar in the College of Education, EDUC 300, which was designed to cultivate interest in graduate study among students from underrepresented groups. The instructor had administrative responsibility

for a federally funded program on campus whose mission articulated directly with the aims of the course. We present the instructor case study first so as to build context for understanding the student case study that follows.

### ***Instructor Case Study***

All of the Fall 2004 EUI classes we studied were veritable auto-ethnographies of particular institutional projects. This was certainly the case in EDUC 300, a course taught by Dr. Pamela Gauthier. Her course followed up a summer seminar for students in the McNally Scholars Program, an initiative designed raise interest in academic careers among students from groups underrepresented on campus. For Dr. Gauthier, the program's administrator, EUI pedagogy offered an opportunity to extend the mission of McNally Scholars. While students' summer research did not position the university as an object of study—much of it was in the hard sciences—Dr. Gauthier saw EUI as potentially enabling McNally students to interrogate conditions at the university relevant to the program's rationale.

If the McNally Scholars program was generally designed to reveal the hidden norms of research in academia so as to make them available to students of color, Dr. Gauthier's EUI course was designed to both continue this methodological journey and to interrogate the racial politics of the university that made McNally Scholars itself necessary. It is in these contexts that Dr. Gauthier was interested in EUI research that both tutored students in the methods of qualitative inquiry (as one among many methods) and revealed the university to them. Although committed to the potential of the exciting synergy of qualitative and quantitative methods, Dr. Gauthier appreciated the personal potential of ethnography, its necessary self-reflexivity. With this she embraced EUI's sense of the ways in which EUI research can be affirming for students.

In her capacity as a university administrator and on account of her experience with statistical methods, Dr. Gauthier helped students access data about the university. One of the student projects that interested her most was on housing segregation. She helped the student learn about ways the university does or does not intervene in the racial composition of the dorms. This student's project intrigued her because it combined powerful ethnographic data on important campus perceptions about housing segregation with insider information about the university.

Unlike other EUI instructors in Fall 2004, Dr. Gauthier was an enthusiastic user of the Inquiry Page environment for creating electronic portfolios. This environment provided her with documents that captured students' research *process*, something that she cares deeply about. Over the course of the semester Dr. Gauthier held a number of individual meetings in which she reviewed the details of each student's research progress. In her individual sessions, Dr. Gauthier guided students to narrow their projects so that it would be feasible to finish them in a single semester. EUI research had an additional meaning for Dr. Gauthier. Trained in higher education administration and the literature on college student development, she understands college as "the last time that students have to think about themselves." Dr. Gauthier reported that EUI research prompted students to become "involved" and "active" in accord with the ideal of full engagement with college life.

In sum, for Dr. Gauthier, EUI's investment in student ethnographic research on the

university resonated with many of her own longstanding commitments. First, the project gave her a good venue in which to reinforce the McNally Scholars mandate to involve students of color in the university's research mission so as to make possible post-graduate study. Toward this end, EUI presented another research method that students could master and as such another way of knowing the research university. Second, EUI let students interrogate the university itself as racialized—to, in short, conduct research on the university that would expose the very rationale for programs like McNally Scholars. And, finally, EUI offered a way for students to locate themselves as engaged inquirers in an institutional setting, just as valorized in the scholarly literature on college students.

It is productive to think about Dr. Gauthier and other Fall 2004 EUI instructors together. Central to the pedagogical orientation of each was an appreciation of a racialized university. Where some, however, wanted to teach against the university's received practices, Dr. Gauthier wanted to illuminate university structures through her teaching. Where one wanted his class to register as its own protest of sorts, Dr. Gauthier wanted hers to empower students of color to enter the university as academics and thereby transform its "normal" practices. Other instructors, however, imagined equipping students to live lives outside of the university, and to critique and attempt to change the institution from their base in the community. And while Dr. Gauthier enthusiastically adopted EUI's web-reporting environment, other instructors did not commit to the archive, worried perhaps about its own racialized institutional home, and about what it would mean to have knowledge produced by students of color used as data by other EUI student researchers.

When we began looking ethnographically at EUI courses, we had a tendency to think of faculty as embracing our mission to a greater or lesser extent. As such, faculty instructors were more or less conforming to our expectations. As we have digested our findings, however, we have come to appreciate—ironically, entirely in keeping with our basic orientation to the university as a composite of competing narratives—that each teacher enacted EUI consistent with his or her own understandings of the university as an institution and of the possibilities for institutional transformation. In this sense, each teacher equally embraced the institutional interrogation and our sense of its potential. What looked different, however, were the EUI projects themselves: the contours of the ethnography, the embrace or rejection of technology, the inquiry process, and so on. In much the same way that at EUI we have come to think about the university as engaged in a never-ending process of self-invention, so too are EUI classes inventing EUI anew—just as they should be.

### ***Student Case Study***

Samantha Wilson was a junior Sociology major when she enrolled in Dr. Gauthier's Fall 2004 section of EDUC 300. She had recently transferred to Illinois from a nearby community college, and the research question she settled on registered that event: "How do transfer students from Parkland [College] view their experience at the University of Illinois [at] Urbana-Champaign?" As her research progressed, she developed three "subsidiary" questions: "How have these students established 'a sense of place' [at Illinois]?", "What types of support systems have they developed?", and "How did their experience at Parkland prepare them for UIUC?" By semester's end, after interviewing many students, Wilson felt confident in concluding that the transfer experience differed markedly for students, like herself, who hailed from elsewhere, and

those who were native to Champaign-Urbana and environs. She found that all transfer students miss out on important social networking that begins with first-year orientation activities, but that transfer students with local ties compensate for that problem by relying on nearby friends and family for social support.

Field notes in Wilson's electronic portfolio suggest that she began forming this conclusion during an interview with a transfer student she calls "LR." She observes that LR "seemed very much like me." Indeed, both women began college at other four-year institutions, then transferred to Parkland for a year before moving on to Illinois. Both were Sociology majors at the time of the interview. And both held down jobs that tightly constrained the time available to socialize with other students. In writing about LR's schedule, Wilson reflects on her own: she reports feeling "upset" when someone had earlier asked her, "Why don't I see you on campus being an activist." The answer—for her and for LR—is that between classes and work, they have no time to engage in extracurricular activities. Yet neither Wilson nor LR see themselves as sacrificing their interest in social activism: in fact, "the idea of literacy for all is important to both of us," Wilson writes, noting that she works in a public library, and one of LR's two jobs is organizing a tutoring program on campus.

Even in this brief recap of Wilson's field notes, we can sense the frustration that motivates her inquiry: the university does little to help transfer students to participate fully in the campus community. This frustration becomes more legible—and, we would argue, more productive—when Wilson is prompted to reflect on the LR interview. She writes:

After interviewing LR I found that certain aspects of being a transfer student that upset me. Just from writing up my reactions, I have noticed the development of strong defensive feelings towards individuals who talk about their experience in the campus community and then question my involvement. It is almost an outsider/insider conflict. While I may go to school here and excel academically I am not part of the social community and perhaps never will be. That has always been fine in my mind, but after talking to LR, I am afraid perhaps that I am starting to "unearth" my own hidden anger. After reading Astin ([“Student Involvement,” *Journal of College Student Personnel* 25.4 (1984): 297-308] p. 303), I am also more aware of my own involvement in the university. This awareness has caused me to write in ways I do not want my fellow classmates to see as of yet. Perhaps after I better understand this new awareness I'll be able to share.

Wilson prefaces this entry by remarking that “I changed the [Inquiry Page] status back to an author's only view,” meaning that only she and Dr. Gauthier could view her electronic portfolio. Dr. Gauthier replied with this comment: “Ok—It's fine to change the authors. I am hoping that you will feel comfortable today talking about the articles, since the topic is 'involvement.' No need to share anything you don't want to. It's hard sometimes if your experience is very different from the majority, and it is for transfer students here. Did you read Amy's project all the way through?” A few days later, Wilson responds, “I changed the view once again so that all could see the project. I am much less upset and [am] starting to realize (again) that I do not have to be apologetic for my own experience at the university. Without my experience no one would know there was a different experience to be had.”

Following Wilson's exchange with Dr. Gauthier, it was perhaps too late in the semester to make good use of Amy Smith's electronic portfolio, created the previous fall in EUI's first official course, a special section of an Anthropology topics course called "Ethnography of the University." Smith, herself a transfer student and an employee in Student Affairs, investigated what the university does—and doesn't—provide by way of support for students transferring in from other institutions. Wilson's decision not to consult Smith's portfolio was a missed opportunity, but an understandable one. Without abstracts, Inquiry Pages can be difficult to approach; they are sometimes best read from back to front. (We should add that it is entirely possible that Wilson had earlier mounted an unsuccessful search for Inquiry Pages about transfer students. In 2004, the Inquiry Page search engine looked only at keywords, and the keywords Smith chose were not very specific to her project.) In any event, the missed opportunity was momentary. The spring following Dr. Gauthier's fall class, Wilson had the chance to continue her research as part of an internship with EUI. She used the opportunity to adjust her research questions to align with the insights of her fall inquiry: "How do underrepresented students articulate the university mythology?" and "How do [local] transfer [students] relate to the mythology of the university?" Once Wilson had formed these questions, she was able to make use of Smith's portfolio: "Ms. Smith asks a few very important questions that apply to my own study of how race affects transfer students. While my research focuses solely on the connection between UIUC and Parkland, Ms. Smith examines transfer students at UIS and UIC in comparison to UIUC. As a transfer student like Ms. Smith, I feel that we both are asking the same essential question: 'What are the major problems that transfer students have?' I would like to use Ms. Smith's three major concepts. In interviewing I hope to examine how transfer students make the transition, how they find their identity and the conflict they face as a small population (1/12 according to Amy) at UIUC."

In a follow-up interview conducted by Teresa Ramos, a doctoral student working with EUI, Wilson reflected on lessons learned during her two semesters conducting ethnographic research on the university under the auspices of EUI. Two of Wilson's observations stand out. First, after interviewing a good many transfer students, as well as administrators at both Parkland and Illinois, Wilson came to view "the people" of each institution—students and staff—as "set[ting] the tone" of each place with the institutional stories they tell, more so than campus leaders (i.e., top administrators and board members). This finding led her to hope that readers of her portfolio would share her perspective on "giving the University less power and putting more responsibility on people" for creating a successful transfer experience. Second, as a researcher, Wilson came to realize that reflection made a tremendous difference in what she was able to accomplish: "I hope that people are able to do like second parts of it [that is, second-semester EUI internships] 'cause it really makes you go back and try to think, Why did I do that in the first place? Was it worth anything? [. . .] The biggest and best reason to be able to work on it a second time is so that you could refine it and make sure that it was worth studying in the first place."

It is a pleasure to note that Samantha Wilson graduated with a bachelor's degree according to plan and is now a doctoral student in Sociology at Illinois.

### ***External Evaluation***

At the same time we were studying EUI students and instructors, a group of Education faculty affiliated with the campus Center on Democracy in a Multiracial Society conducted a survey of former EUI students who had been enrolled in courses that focused on diversity at the university. The aim of the survey ( $n=115$ , 18% response) was to assess the effectiveness of EUI courses as venues for research on the concept of cultural diversity. According to the survey's authors, its results "revealed that doing critical ethnographic work, while time-consuming, is very beneficial to those who are engaged in the process. In addition, sustained [class] discussions on racial/ethnic diversity have far reaching effects." The authors concluded that their quantitative data suggest that EUI "is making an impact on students by engaging them in sustained research on the university." Furthermore, "qualitative findings indicate that students are leaving these courses with a definition of diversity that has depth and breadth. Moreover, [this] learning applies across the continuum of students' academic, personal, and social lives."

### ***Internal Evaluation***

Our case studies of Dr. Gauthier and Samantha Wilson are heartening in that they demonstrate that EUI can create conditions under which students and teachers together can achieve the learning outcomes we desire. However, our broader analysis of EUI courses and the EUI archive indicate that significant barriers to such achievement must be lowered. (Wilson succeeded in Dr. Gauthier's class in spite of these barriers—a credit to Dr. Gauthier's pedagogical prowess and Wilson's intellectual drive and resourcefulness.) Above all, we find that the EUI archive must be reconfigured so as to be more *legible* and *accessible* to future EUI instructors and their students. Also important, more must be done to support students' *written* reflection on their research processes. The next section of this report briefly describes efforts on this front.

## **4. Additional Findings and Next Steps**

Among the advantages of having EUI students develop their electronic portfolios with the Inquiry Page environment was the ability to maintain a core set of prompts (e.g., CONNECT, REFLECT) common to the many portfolios that EUI students were expected to generate over time. A further advantage was the prospect that the Inquiry Page environment would function as our archive—durable and searchable. Unfortunately, the experimental nature of the Inquiry Page environment, and a dearth of recurring institutional funds to support such experimental efforts, has led EUI to seek new platforms for its reporting and archival environments. Development of EUI's new reporting environment is still in progress—likely a customized wiki embedded in Moodle—but its new archival environment is secure. The archive's design responds directly to what we learned from the case study research and broader project review we conducted as part of I/NCEPR Cohort II.

By Fall 2007, all electronic portfolios created in the Inquiry Page environment will be migrated to the Illinois Digital Environment for Access to Learning and Scholarship (IDEALS, <http://www.ideals.uiuc.edu>), a campus digital repository managed by the University Library. In IDEALS, EUI students' electronic portfolios will be searchable by keyword tags (applied by EUI staff) and by full text. Further, all portfolios archived in IDEALS feature an abstract written by

an EUI staff member, and portfolios are clustered thematically, with each theme the subject of a brief description. For example, the “Student Communities and Cultures” theme is described as follows: “The university offers an extraordinary opportunity to study and document student communities, life, and culture. This collection includes research on the activities, clubs, and durable social networks that comprise sometimes the greater portion of the university experience for students.” Samantha Wilson’s portfolio fits within this theme, as do many other portfolios, such as “The College Life: Influence of College Stories,” “Greek System Stories: Fact or Fiction,” “The Other Campus,” and “Transitions to College.”

Although migrating the EUI archive to IDEALS has been a staff priority in the past year, we continue to press ahead with other ways to represent the work of EUI student researchers. In December 2006, we went public with “Visualizing the Difference Diversity Makes,” a web installation that visual artist Anna Callahan assembled from selections drawn from the electronic portfolios of Samantha Wilson, and many other EUI students whose inquiries touched on issues of race and ethnicity at the university (<http://www.eotu.uiuc.edu/visualizing/>). In addition, a number of EUI students and staff are completing work on a special project, *A Hard Year Downstate: A Student Ethnography of Race and Diversity at the University*, a book-length ethnographic study of Illinois’ *Brown v. Board of Education* Jubilee Commemoration. The study emerges from an EUI special report commissioned by former Chancellor Nancy Cantor.

It may well be that EUI’s archive of electronic portfolios, as well as the special projects rooted in that archive, will be useful as the campus seeks to document evidence of student learning for purposes of regional accreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools. It has been suggested that such evidence could be used to illuminate findings from recent administrations of the National Survey of Student Engagement (NSSE) and our local Chancellor’s Senior Survey on the Undergraduate Experience.

Finally, our study of Dr. Gauthier and other EUI instructors has persuaded us that the initiative has the capacity to sponsor faculty development around campus investments in undergraduate research. Toward this end, the university is participating in an international cohort in the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) that is dedicated to fostering faculty members’ reflective involvement in undergraduate. EUI is one of several projects that the university will develop during its CASTL participation in coming years.

## 5. Afterword

*The Green Caldron* ceased publication just a few years after Peggy Alonas’ theme was published in its pages. But, as it turns out, the journal’s spirit survives beyond the few musty library stacks where bound copies are shelved. A former Rhetoric instructor at Illinois, Sarah Larson, carried several copies of *The Green Caldron* with her from job to job after she left Urbana, finally using them in an appeal to establish *The Polishing Cloth*, an annual collection of first-year writing at DeKalb College, now Georgia Perimeter College, in Dunwoody, Georgia (see <http://www.gpc.edu/~twadley/tpc/> and <http://www.gpc.edu/~heritage/anniv/passingthetorch.htm>). One never knows the fate of projects built around student learning. The future of EUI is precarious, its financial footing uncertain. Yet even if EUI does not survive at Illinois, making sure that its archive is as legible and accessible

as possible may mean that someone somewhere will appropriate our idea, implement it to suit local needs, and realize the initiative's promise anew, in ways we would be hard pressed to imagine today.

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### Note

Unless otherwise indicated, pseudonyms are used to describe faculty, students, and programs mentioned in this report. Some of the research described in this report was supported by a Ford Foundation grant, "Documenting the Difference Diversity Makes," to the Center on Democracy in a Multiracial Society at the University of Illinois at Urbana-Champaign. Portions of the text on Dr. Gauthier appeared previously in CDMS's final report to the foundation ("Documenting the Difference Diversity Makes: Uncovering, Discussing, and Transforming the University," December 2006).

### References

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### Contact

Current contact information for the Ethnography of the University Initiative's leadership is available on the EUI website: <http://www.eotu.uiuc.edu>.