



## Stretching Beyond the Semester: Undergraduate Research, Ethnography of the University, and Proposals for Local Change

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At our institution, Marquette University in Milwaukee, Wisconsin, USA, “Ethnography of the University” is a writing-intensive English course in which students conduct semester-long, original, mixed-method research projects about some aspect of their undergraduate experience. Students move from asking questions of interest and importance to the campus community through stages of data collection and analysis and toward final reporting through multiple means: (1) article-length papers, (2) in-class presentations, and (3) research posters. Students present their final projects with concrete proposals for change at a campus-wide research poster fair, which students “run” each semester by bringing food, arranging the room, and publicizing the event. When students seek publication and act on their proposed changes, their projects also stretch beyond a single semester: though they begin in the course, projects often develop into extracurricular pursuits, independent studies, or advocacy work. Our article describes how this happens with examples of student projects at the center of the piece and advocates for the course framework of Ethnography of the University with an argument for ethnographic writing research as part of undergraduate curricula across the disciplines.

Together, the six of us, five undergraduates and one faculty instructor/mentor, share Ethnography of the University as a model for engaging undergraduates in meaningful and ambitious research about the student experience and the issues that matter deeply to all of us in higher education. We discuss how the course model can lead to projects that expand well beyond the traditional semester when motivated by students’ commitments, scaffolded through mentoring, and designed for both local and professional impact. For the co-authors of this article, as projects have grown beyond course assignments, opportunities for ongoing collaboration connected to presentations and publication have also arisen. As examples, several of us have presented at the Wisconsin Council of Teachers of English annual convention; others have presented locally at a retirement community (through our department’s alumni/ae association); and still others have pursued publication through scholarly and trade publications. These are just a few examples of how a credit-bearing course can motivate beyond-the-course undergraduate research with wide-reaching dissemination and impact.

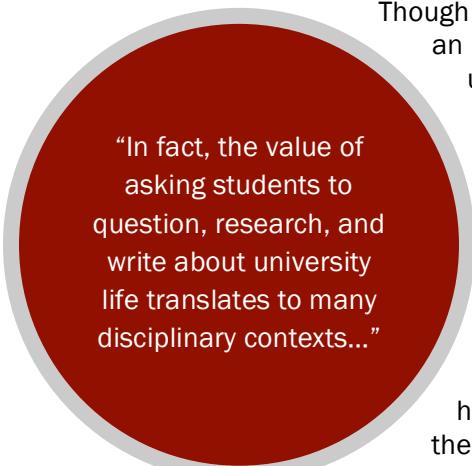
As readers might imagine, this process requires quite a bit of mentoring from different university members: from the instructor (outside the classroom, one-with-one and in small group), from colleagues (especially through ongoing peer reviews and co-mentoring), and from staff and faculty across the university (including program directors, administrators, and other faculty). As university

representatives are brought into the research initially as participants and interview respondents, they also become connected with students' unique projects and are often positioned to advise the implementation of students' proposals. The significance of multiple mentoring relationships arises within and is very much infused throughout the undergraduate research experience gained through "Ethnography of the University." We turn next to discussing this course model through the instructor's point of view and then describe our institutional context before highlighting portraits of students' research projects.

### **Beth (Instructor): Why This Course Model?**

The course model of Ethnography of the University appeals to me, as a writing teacher, for a number of reasons. In line with current thinking about the teaching of writing (as represented, for example, in the 2004 "NCTE Beliefs about the Teaching of Writing" and the 2011 "Framework for Success in Postsecondary Writing") and much ongoing research in the discipline of composition and rhetoric (e.g., Lu & Horner, 2013; Lunsford, Fishman, & Liew, 2013; Bean, 2011; Balzhiser and McLeod, 2010; Grobman & Kinkead, 2010), I want to teach that writing has real agency and purpose in the world. My goals include showing the links between writing and research; engaging students in ongoing revision and rhetorical re-purposing; and providing an audience and meaningful context beyond the course so that students aren't just writing for the teacher or to meet course requirements. This course model helps me achieve these goals, and, perhaps more importantly, helps students to take ownership over their work and to see themselves as *writers* and *researchers*—identifications associated with power and status and, therefore, often *not* as students readily self-identify.

### **Background**



"In fact, the value of asking students to question, research, and write about university life translates to many disciplinary contexts..."

Though at Marquette I implemented Ethnography of the University as an upper-division composition course, my learning goals are not unique to this context or even to the teaching of writing. In fact, I initially learned about the University of Illinois Urbana-Champaign (UIUC)'s Ethnography of the University Initiative in 2006 when developing a first-year writing course at the University of Wisconsin-Madison titled "The First-Year Experience" in collaboration with the university's Center for the First-Year Experience. When workshopping my draft syllabus, several other instructors responded, "This looks like UIUC's program. Have you heard of 'Ethnography of the University'?" That question led me to learn about how this high-impact learning practice could be offered for students in their first year and scaled to reach students across a large university. If UIUC's course could engage and speak to students across majors and colleges, as first-year composition courses need to do, then it could also be taken up and shaped within disciplinary contexts, as I do when teaching the course as part of Marquette's Writing-Intensive English major.

In fact, the value of asking students to question, research, and write about university life translates to many disciplinary contexts, especially in the social sciences and humanities: from sociology to communication studies, from history to public health, from theology to social work. Ethnography of the University can be taken up in research methods courses that many disciplines offer (e.g., Hunter, 2011; Meacham, 2013), as well as in writing-intensive or communication-focused courses such as this one under discussion. We know the course can introduce first-year students to their universities, as it does at UIUC, or engage students more deeply in their campus communities, as we do at

Marquette. But it can just as easily be used as a capstone experience to help students translate what they've learned during college into their professions and future workplaces.

Ethnography of the University has such cross-disciplinary appeal and potential because it accomplishes what can be difficult in more traditional courses: sequencing and scaffolding assignments so that they complexity. Students know going into the class that they will produce writing in multiple forms, for multiple audiences. Other versions of Ethnography of the University ask for just one of our three final products. At UIUC, for example, first-year students write papers that they contribute to an institutional archive so that their work is read and cited by other students. At Marquette, we address genre knowledge across the forms of paper, presentation, and poster toward teaching rhetorical flexibility. Specifically, as students transfer their knowledge across genres, they develop rhetorical vocabulary, audience awareness, an eye for design, and experience with multimodal composition. They learn to do the difficult work of translating text and ideas from an article to an oral presentation to a poster and back again.

They also continue researching and acting on their projects through student-sponsored initiatives (e.g., continuing research on one's own time or through institutional structures such as an independent study or research grant) as well as through opportunities I arrange for students to create poster exhibits<sup>1</sup> in the English Department hallways and to submit final projects for publication in Marquette's Institutional Repository, or e-Publication. When searching for literature on "Ethnography of the University," what little we found primarily discusses collaboration between these courses and libraries (Davis-Kahl, 2012; Furlough, 2009; Hunter et al., 2008). This is likely because digital collections provide a clear outlet for students to share their work publicly and beyond the semester. It is also likely because library staff are often some of the strongest supporters of undergraduate research. Publication in our campus e-pub has been a significant and motivating factor in encouraging students to revise final papers and to keep writing after final due dates.<sup>2</sup> And local publication goes a far way (though we continue to think about how to do more) toward showcasing undergraduate research and bringing attention to students' proposals for change.

### The Role of Mentoring

Accomplishing these varied goals and making publication possible involves frequent one-with-one conferences and intensive mentoring throughout the semester, beginning with initial brainstorming sessions the first week of class and concluding with exit interviews during finals week to encourage continued research and advocacy. As a writing teacher, I am fortunate to have small classes so that regular (five or more) conferences during the semester are possible. Often instructors worry about

the time-intensive nature of undergraduate research, and these worries are quite fairly born out of overwork (e.g., heavy course loads or responsibility for large lectures).

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<sup>1</sup> As professionalizing experiences, the research poster fair and subsequent hallway exhibit help students practice talking with stakeholders, advocate for their proposals, and advertise their written work. As sponsoring or initiating events, the fair and exhibit do more than any instructor or single reader ever could do to encourage students to continue their research: when others show genuine enthusiasm for the work, students are far more likely to see the importance of what they're doing. For instance, the research poster fair often marks a turning event when students decide to pursue independent studies, to seek other publication venues, and to act on their proposals for change. And

<sup>2</sup> Publication provides the added benefit of encouraging subsequent students to read previous projects, to cite other undergraduate researchers, and to continue in the same vein of research, thereby advancing important areas of inquiry (e.g., about campus-community relations and the transfer student experience). In many cases, this local publication provides students with their first publication opportunities, sparking the excitement of writing for a real audience and of contributing to wider scholarly conversations.

Yet, many instructors also spend hour upon hour with teaching-related work at home reading papers and writing comments on drafts, and this time can be shifted to real-time conferences that involve students in reading their drafts aloud and taking their own notes about what is working well, what needs development, and what can be rethought or revised. When student-teacher conferences are approached like writing center conferences (in other words: meetings focused on conceptualizing, conducting research, drafting, revising, editing, and publishing), the time-intensive nature of this work can be shifted from at-home to in-person work, which I find to be the most enjoyable part of my teaching life.<sup>3</sup>

In addition to these conferences, mentoring emerges through in-class writing workshops and peer reviews, as well as written feedback on midterm and final portfolios (compilations of the work across assignments). Some students choose to co-author their semester-long projects, and they are intimately involved in peer mentoring through the collaborative writing process. Others receive and provide peer mentoring with their writing group members. Frequently, students in this class become friends and meet out of class to work on their projects and to give each other feedback. I teach the use of Google Docs, Google Hangouts, and other collaborative software to make out-of-class collaboration easier, and these emergent mentoring channels are significant to providing just-in-time knowledge and collegial support.

These mentoring structures additionally include professional networks students develop as they conduct ethnographic research and as they reach out to people who have stakes in and insights into their projects. When students need to understand how a program works, for instance, they contact the program director and meet in-person; later this same director might attend the research poster fair and agree to help implement proposed changes or even to supervise the next phase of research. In this way, the semester-long projects grow beyond the semester as students find others who support their research. I feel certain that these extended and new mentoring networks are enabled by the practice students gain in conferences speaking regularly with a faculty member (me) and as they share these passions with others, including colleagues, faculty, and administrators, who endorse the value of and need for their work.

### Student Agency

This range of mentoring is important, too, for students to engage in the ethnographic practice of “studying up,” or studying people, organizations, or structures with greater institutional power (anthropologist Laura Nader called for ethnographers to “study up” as a way to counter the tradition of social science fieldwork conducted “on” disenfranchised peoples). Because *Ethnography of the University* asks students not only to research and write about pressing matters in higher education but also to propose and help implement local changes, the course links *writing* with *agency* and with understandings of *power*. Anthropologist Gina Hunter (2011) argues, for instance, what I also have found true: “By providing opportunities for students to share their original research with [local] audiences, we teach students about the real stakes of authorship and scholarship” (p. 20).

I’d add that *Ethnography of the University* additionally teaches students to see themselves as

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<sup>3</sup> Of note in this discussion of conferencing, students regularly report in feedback forms, in-class discussions, and end-of-semester evaluations that these conferences (read: face-time with a faculty member) are significant for learning about research, for feeling they can achieve what’s perceived as unachievable, and even for building a sense of belonging within the department and university. Though five conferences are required, many students elect to schedule additional ones, signaling the value of these meetings. In some cases, we meet weekly or bi-weekly throughout the semester. In the case of *Ethnography of the University*, these one-with-one conferences provide an infrastructure for ongoing and intentional faculty-student mentoring to support sequenced and scaffolded assignments.

powerful and agentive within structures that can be especially dis-empowering to undergraduates. Some students especially struggle to see themselves as having a voice or a right to “study up” and “speak up” within our university, and so the mentoring networks provide something crucial: when people institutionally positioned with power sponsor or encourage these projects, they entitle students to become researchers and change-agents in ways that, as a course instructor, I can advocate in only limited ways.

In the discipline of composition and rhetoric, we are concerned about how writers become empowered to speak and write strongly (e.g., Lu & Horner, 2013; Heller, 1997; Cushman, 1996; Bartholomae, 1985), and I am finding through *Ethnography of the University* that the greater the mentoring networks, the more likelihood students will truly come to see themselves as writers with the ability and even responsibility to write for action in the world. Shifting students’ visions of themselves to agents responsible for researching, writing, and acting is absolutely essential for facilitating projects that stretch beyond the semester. Only when students feel ownership over self-sponsored research will it continue beyond the course, as we will see in the next section.

### Our Institutional Context

Institutional context undoubtedly matters when considering a course like “*Ethnography of the University*,” which engages undergraduates in institutional research and change. Our institutional context at Marquette University is shaped by the Catholic, Jesuit identity and the mission statement, which describes “the search for truth, the discovery and sharing of knowledge, the fostering of personal and professional excellence, the promotion of a life of faith, and the development of leadership expressed in service to others” (Marquette University). Marquette is a predominantly white university in Milwaukee, one of the most racially and economically

segregated cities in the nation. Marquette’s student population contrasts with the structure and demographics of the surrounding neighborhoods, which are predominantly African American and Latina/o.

“...we all, faculty and students, gain a deeper understanding of our role not only in fulfilling the Jesuit mission but also in intervening into everyday and systemic inequities...”

only in

systemic inequities, which student projects seek to address in various ways.

The city—and Marquette as part of the city—continues to suffer from the well-established precedent of racial segregation and larger systemic racism. The need exists, therefore, for all members of Marquette—faculty, staff, and students alike—to explore and intervene into the circumstances of campus and community. As faculty engage students in real investigations into these circumstances, we all, faculty and students, gain a deeper understanding of our role not

fulfilling the Jesuit mission but also in intervening into everyday and

### Portraits of Student Projects

In what follows, we share some of the undergraduate research projects that emerged from the course and that continue to have real impact locally at Marquette. Five of us—Ariel, Katelyn, Brittany, Jessie, and Megan—share representations of our research posters and then discuss our individual research projects, proposals for change, and work beyond the semester. By sharing these projects, we hope to show the range of work undertaken through the *Ethnography of the University* model, the need for this type of undergraduate research, and the publications and proposals made possible through mentoring.

We also describe various types of mentoring, which provided guidance toward questions worthy of exploration, shaped the direction of the projects, and helped establish the project’s significance for




our campus community and for others exploring similar questions. We believe, therefore, it is important for mentoring to occur throughout the process—from coming to a research question to seeing that question taken up to seeking and receiving feedback on drafts along the way to having additional encouragement for continuing the research even when presenting findings. Further, we hope readers notice the cross-disciplinary and communication-intensive nature of these projects and imagine how Ethnography of the University might be adapted to their own disciplinary and institutional contexts. Specifically, these projects illustrate how students can speak from special positions within universities—from a vantage point beneficial to number of disciplines.<sup>4</sup>

### Ariel: Be the Difference, Just Don't Be Different: Investigating Racial Diversity at Marquette

As a Latina woman, my interest in racial diversity stems from pride for my Mexican culture and awareness and interest in other cultural backgrounds. As a Marquette student, I have become extremely aware of the lack of racial diversity at the university. Every day, whether in class or walking around campus, I see lines of separation among students. The division between white students and students of color is visible and noticed campus-wide by students and teachers alike. I began to wonder about the reasons behind the noticeable divisions and why, seemingly, no one has brought the issue to light or made much-needed change. This initial curiosity led to my decision to explore the issue of racial diversity on campus and how it is accepted and integrated into the community.

## Be the Difference, Just Don't Be Different: Investigating Racial Diversity at Marquette University

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Be The Difference.

### Abstract

As a Latina woman, my interest in racial diversity stems from pride for my Mexican culture and being aware of other cultures as well. As a Marquette student, I have become extremely aware of the lack of racial diversity on campus. The division between white students and minorities is extremely visible and noticed campus-wide by students and teachers. I began to wonder the reasons behind the noticeable difference and why no one felt the need to make a change or bring the issue to light. The line between the two groups sparked my interest and led to my decision to explore the issue of racial diversity on campus and how it is accepted and integrated into the community.

### Findings

- Students of color experience more culture shock than white students.
- Racism and prejudice is felt from students but more so from professors and staff.
- Both white and minority students acknowledge the lack of racial diversity, but minority students feel that it demands more immediate attention.
- The level of discomfort for students of color is alarmingly high.
- Minority students are more comfortable around other minorities.
- Marquette's website does not attract prospective students of color because the majority of images only feature white students.
- The events that Marquette advertises creates the impression that diversity is something that should be written on a calendar and once celebrated is done.
- Awards and events, such as the Golden Rivers award, creates the impression that diversity is so rare that it should be celebrated.
- Marquette's Statement on Human Dignity and Diversity is superficial and seemed to function as a way of Marquette being able to claim that diversity is an important part of its mission and identity without giving any concrete evidence proving that claim.

### Research Questions

How much racial diversity is apparent on Marquette's campus?

- What is its role on campus?
- How does it affect students' experiences?

### Methodology

- Observing students in the Alumni Memorial Union and noting interactions, body language, and group members.
- Interviewing students of color and white students using the same questions and comparing/contrasting their overall experiences.
- Browsing through Marquette's website, specifically under the Current Students and Prospective Students tabs.
- Analyzing the resources, links, and images available on the Marquette website.
- Analyzing the trends of enrolled students.
- Incorporating my own perspective as a Latina student.
- Applying for IRB approval to continue research.

### All First-Time, Full-Time Freshmen

	2008	2009	2010	2011	2012
% Legacy students	22.4	18.1	13.7	20.5	18.6
% Female students	53.5	51.6	52.6	50.5	52.8
% First generation college students	22.3	20.6	19.7	18.4	19.8
% Ethnic minority students	14.5	16.3	19.4	23.8	24.6
Grand Total	1,905	1,946	1,928	2,054	1,927

\*Percentages based on Enrollment of First-Time, Full-Time Freshmen from 2008-2012.  
Data Source: Prospective, GRS.

### Proposals for Change

**Immediately**

- Promote more integration on campus by having better advertising for multicultural events.
- Hold a diversity week to critique the amount of racial diversity on campus.
- Have more students of color giving tours and interacting with prospective students to encourage them to choose Marquette.

**Long-term**

- Give more funding, support, and advertising to scholarship programs geared to create more racial diversity.
- Create and promote more programs that integrate people of all backgrounds.
- More sensitivity training to raise awareness about racism and prejudice in the classroom for Marquette professors and staff.

### References

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To investigate racial diversity, I interviewed students and faculty, recorded my observations of campus life, and read widely on matters of race and racial segregation in higher education. I found that racial divisions are acknowledged by all the students I interviewed, yet the next step—working

<sup>4</sup> Hunter (2011) argues that, among its many benefits, Ethnography of the University can “harness students’ unique knowledge of and special position within the university while, at the same time, helping them question the often taken-for-granted aspects of their university experience” (p. 20). While Hunter sees this benefit from the disciplinary perspective of anthropology—and what students have to gain by conducting fieldwork where they are located—we similarly see this benefit for writing studies, as students are developing ways of seeing their world and themselves within it that allow them to write strongly.

against racial segregation—does not seem to be a pressing matter for the majority, for students gravitate to where they are comfortable and choose not venture outside of their comfort zones. Though the enrollment of students of color has increased annually, our presence is still only a small portion of the Marquette student population.

Working with Beth provided me with a professor's perspective and guidance about the types of questions that needed to be asked to address the lack of racial diversity and integration. Throughout the semester, we met several times as I gathered and reported my findings. Face-to-face interactions were especially beneficial when I was undecided about how to use the data I collected. Beth's insight supported many of the issues discussed in interviews, and I felt comfortable enough to express concerns and ask for her assistance. The conferences were valuable for more than just writing my final paper; they were also helpful when I was presented with questions at the end-of-semester poster fair. The conversations that I had engaged in previously, either with Beth or with peers during class time, had prepared me to explain my findings and to say what can be done to bring change to the university.

My working relationship with Beth has continued to thrive long after the semester ended. She has helped to influence future projects that follow the same line of questioning and has guided me to various resources as I have continued in my work. Further, my project opened the issue to a wider audience. I have found that others who have read or talked about my research have expressed interest in continuing the discussion, which needs to happen to promote change.

Though the semester's research has ended, my work has not. I have taken my project into the campus writing center, where I have begun interviewing faculty and staff at Marquette to compare and contrast their viewpoints with students'. Specifically, in fall 2014, I did an independent study focusing on the role and influence of race in the Norman H. Ott Memorial Writing Center. To date, I have been published through Marquette's e-Publications and presented my poster at Marquette's first-ever undergraduate humanities conference in spring 2014. Going forward, as I continue collecting and analyzing data, I also plan to submit my work to an undergraduate research journal that reaches beyond Marquette, such as *Praxis: A Writing Center Journal*, with the hope of influencing change beyond Marquette's campus.

#### **Katelyn: Marquette: Be the Difference (But Read the Fine Print)**

My project examines the Jesuit value of an urban education and the way in which the university contradicts itself in sending messages, both directly and indirectly, to students that are in opposition to this value. As my research progressed throughout the course of a semester, the project expanded to include an exploration of the role of race and racism in the formation of the "Marquette Bubble," an invisible yet powerful construct on campus that creates a distinct disconnect between the Marquette campus and the surrounding city of Milwaukee. To explore this construct, I took field notes of observations around campus and interviewed fellow students. I also compared Marquette with other urban Jesuit institutions around the country in regards to students' perception of "safety," citing a study about these perceptions and online comments made by students at different universities.

# Marquette: Be the Difference (But Read the Fine Print)

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## Abstract

**What are the values?** As a Catholic Jesuit university, Marquette should value solidarity between campus and community. But the university sends mixed messages, and there are several barriers to this solidarity, one of the most prominent being race and diversity.

**Why does it matter?** The sending of mixed messages and a racial divide has led to the phenomenon of the "Marquette Bubble" and student misconceptions about the university and the city. Another view is very much needed.

**What is the benefit?** The Bubble CAN be burst and the Marquette student experience can be transformed.

**Q: How is the Jesuit value of an urban education contradicted at Marquette?**

**What is the impact of race and diversity?**

**How do other Jesuit schools compare?**

## Methods

This project was a mixed-method qualitative study utilizing:

- Website Analysis: Study of the Marquette website
- Interview: A student perspective on Jesuit values, racial diversity, and the Marquette Bubble
- Observations: Fieldnotes primarily from the city bus stop on 9<sup>th</sup> Street and Wisconsin Avenue with other notable occurrences both at other stops and on the bus itself
- External Sources: Study of college review websites, scholarly literature, and various articles

**LIHO Boundaries**

The boundaries of the Marquette "LIHO" service displayed at various locations across campus inadvertently illustrate the distinct boundaries of the "Marquette Bubble."

## Findings

**Reality or Illusion?**

The Marquette website conveys contradictory messages to students. There are several promotions of a Jesuit education and encouragements of pursuing justice in the community through action. But there are also indications that such action should take place only within the safe confines of campus and not in the heart of the city as the Jesuit value says.

**"Students come seeking the educational, professional, and cultural advantages of a university located in the heart of the city."** —Our Mission

**"While looking at off-campus housing, there are some questions to ask both the landlord and the tenants that currently live there."**

**"This is our neighborhood."** —Tenant Guide

There is confusion in what the student expectation is: are we to be open to immersing ourselves in the surrounding community or are we to be wary of setting foot off of campus grounds?

**MARQUETTE NEIGHBORHOOD EXPECTATIONS**

Developed by the Marquette Neighborhood Landlord/Tenant Council  
Sponsored by the Marquette University Office of University Apartments and Off-campus Student Services (2018-2019)

1. This is our neighborhood. We must work together to keep it a positive and safe place to live. The quality of life in our neighborhood depends on mutual respect and concern.

**The Race Factor**

Marquette's lack of diversity and location in one of the nation's most diverse and segregated cities leads to the formation of barriers between students on Marquette's campus and the rest of Milwaukee.

**"Marquette is a very middle class, white school with the majority of the student body coming from the suburbs of Chicago. Racial diversity is few and far between"** —College Proseur

**A Student View**

Marquette portrays a particular image of the university, one that not everyone seems to believe in.

**"I don't think Marquette represents the city. They put in an effort to get people to immerse themselves, but with such caution that it almost creates the opposite effect."** —Francesca Adelman (pseudonym), Marquette Sophomore

## How We Compare

To promote service and the pursuit of justice through action, Jesuit universities are typically located in urban cities to enhance students' abilities to become engaged with their surroundings.

**When compared with other Jesuit institutions, how does Marquette compare when it comes to perceived student safety?**

	Extremely Safe and Secure
San Francisco	39%
St. Louis	23.9%
Loyola-Chicago	22.3%
Georgetown	8.3%
Marquette	6.2%
AVERAGE:	20.14%

The amount of Marquette students who feel "Extremely Safe and Secure" on campus falls far below the average of the five schools, despite each institution having an urban location and Jesuit status.

## Initial Proposals

- Provision of Another Perspective:** Students need to understand there is more to this campus and this city than what initially meets the untrained eye.
- Exhibition and Action:** It must be communicated to students that there is much to the city that will be missed in restricting oneself to only on-campus areas, and this communication needs to be paired with action. The only way to open students' eyes is to directly show them what they are missing.
- Promotion and Immersion:** The university can communicate the need to be safe and conscientious while also advocating for student immersion in the community.
- Education:** All students need to understand the value of urban schooling, not just a select few.
- Usage of Resources:** All students are provided with city bus passes, but this convenient resource is pointless if its usage is not encouraged or if students do not understand how to navigate the transit system.

## Future Research

- Compared with other Jesuit colleges, Marquette's statistics regarding perceived student safety are alarming. **What accounts for this stark difference at Marquette?**
- Where do students receive information regarding safety and the city? **How can this be altered to give a more accurate portrayal of Milwaukee?**
- Is it possible to break down racial barriers both on campus and in the city?

## Acknowledgments

I wish to extend a special thanks to Dr. Beth Godbee for her support and guidance, student Francesca Adelman (pseudonym) for her willingness to participate in a student interview, and my peers of English 3210 for their insight and advice.

The writing and research processes were intensive, continually developing and evolving throughout the semester. A capped class enrollment made it possible to establish collaborative relationships with peers and a mentoring relationship with Beth, both of which were greatly beneficial. Such relationships allowed for continual discussion of projects, for the resolution of questions and obstacles to research, and for the generation of new ideas. For example, working with intentionally structured peer mentoring groups allowed for time and space to discuss research topics and findings extensively. With the advantage of working alongside peers who were pursuing similar or related research endeavors, I could ask questions, raise challenges, and make revisions. In addition, meeting on an individual basis with Beth took these in-class discussions even further, as she challenged us to continually and critically examine our work and to consider perspectives different from our own that strengthened our work. This classroom environment and teacher-student mentorship gave my project depth and enabled the overall research process to happen smoothly and successfully.

At the conclusion of the course, I felt that there were several aspects of my project that remained to be explored. First, I cannot help but notice the glaring difference in perceived safety between Marquette and similar Jesuit universities throughout the country. Marquette students report a lower sense of perceived safety on campus than students from comparable universities, and so I want to dig deeper to find what accounts for this and what makes Marquette unique in this regard. Second, upon review of student interviews and feedback, I have become curious about how Marquette students receive their primary information regarding the university, the city of Milwaukee, and overall safety. I want to explore if the existing approach could be altered to give a more accurate and equitable report. Third and finally, after seeing race arise as an additional topic of research throughout the semester, I want to explore a daunting question, along the lines of Ariel's: what can be done toward removing racial barriers existing both on campus and in the city?

These additional research questions remain to be answered, as I am in a transitional phase between completing the course requirements and continuing my research beyond the classroom. I am pursuing both an IRB protocol and a project partnership with fellow Marquette student and co-author



Brittany White. Our respective projects respond to similar problems, and we are hoping to collaborate in order to further explore campus-city relations.

### Brittany: We Are Marquette. Are We Milwaukee? An Ethnographic Examination of the Relationship between Marquette and Milwaukee

My investigation into the relationship between Marquette University and the neighboring Milwaukee community began as an academic requirement of this course, but because of my community service experiences, I was highly motivated to engage in this research endeavor. I had numerous questions and wanted to gain a deeper understanding of why so many students appear to be so resistant to becoming involved in the city of Milwaukee. When I entered this course, I neither expected to engage in an ethnographic examination of the life, behaviors, attitudes, and rhetoric of those at Marquette, nor did I imagine the incredible interest and passion I would develop for research. These unexpected but beneficial outcomes stem from the collaborative, supportive assistance and mentoring I received while a student in Ethnography of the University and as I transitioned out of this class-guided undergraduate research to increasingly independent investigation and analysis.

## We Are Marquette. Are We Milwaukee?

An Ethnographic Examination of the Potential Relationship between Marquette University and Milwaukee

Brittany White, brittany.white@marquette.edu

Motivations for Research	Research Questions	Initial Findings	Proposal for Change and Future Implications
<p>We call ourselves Marquette. We identify ourselves, even equate ourselves, with its Jesuit ideals. Yet, we also call ourselves Milwaukee and claim to identify with the Milwaukee community. Why then do we keep ourselves from our neighbors and community partners?</p> <p>How can we expect students to identify with and understand Milwaukee, if we as an institution do not recognize the possibility of this partnership or the manner in which we inhibit it?</p> <p><i>Marquette University campus</i></p> <p>As I became involved in the Milwaukee community, I also became intrigued by the "Marquette Bubble" and the manner in which students' and community members' uninformed ideas contribute to problematic realities. I began to question Marquette ideals. Can we "be the difference?" Can we define ourselves with the phrase "We are Marquette, We are Milwaukee?"</p> <p><i>Milwaukee, WI</i></p>	<p><b>Q: What is the relationship between Marquette University and Milwaukee? What factors inhibit it? In what specific ways has this relationship transformed into an effective partnership?</b></p> <p><i>Hunger: Clean up to one day of hunger in Milwaukee</i></p> <p><i>Is this the most effective means of partnership?</i></p> <p style="background-color: #003366; color: white; padding: 2px; text-align: center;"><b>Methods of Data Collection</b></p> <p><b>Initial Data Collection:</b></p> <ul style="list-style-type: none"> <li>Completed a self-report examining my Marquette and Milwaukee experiences</li> <li>Recorded observations of volunteer experiences; observed student behavior near the MCTS Bus Stop at 16<sup>th</sup> and Wisconsin.</li> <li>Interviewed Marquette students, faculty members, and community members.</li> </ul> <p><b>Future Research Methodology:</b></p> <ul style="list-style-type: none"> <li>Analyze personal experiences</li> <li>Collect student survey responses.</li> <li>Examine correlating archival data</li> <li>Examine rhetoric of Marquette's online and print resources for outreach efforts.</li> </ul>	<p><b>Factors inhibiting true community partnership:</b></p> <ul style="list-style-type: none"> <li>Marquette bubble (isolated community)</li> <li>The "Bubble" as a "selling point"</li> <li>Marquette's reputation in Milwaukee</li> <li>Fear and ignorance</li> <li>Systemic racism</li> <li>Ineffective communication</li> <li>Failure to talk about the problems</li> <li>Drop-in/drop-out service</li> <li>View of service as charity, rather than solidarity</li> <li>Singular view of the Milwaukee community</li> <li>Piecemeal approach to community engagement</li> <li>Lack of information about involvement opportunities in Milwaukee</li> </ul> <p style="background-color: #003366; color: white; padding: 2px; text-align: center;"><b>These Factors as Reality:</b></p> <p>While at the bus stop, spoke with a few friends. Though they bypassed the other individuals, they did acknowledge me - for confirmation that I was heading to service learning, the only possible reason to use the bus.</p> <p>When I was volunteering at a service site, university representatives came to obtain promotional photographs. They never assisted in service, they never questioned if they were inhibiting our efforts. But, they did ensure that we were wearing university apparel.</p> <p style="text-align: center;"><i>"I think the university does, I mean, I don't think they encourage the barriers to be there, but I think that they are primarily the ones who put them there."</i></p> <p style="text-align: center;"><small>- Ben Spies, Marquette University student</small></p>	<p><b>These realities do exist, but they do not have to continue.</b></p> <ul style="list-style-type: none"> <li>Addressing them requires renewed willingness and intentionality.</li> <li>Influence the formation and implementation of Strategic Planning Themes to:             <ul style="list-style-type: none"> <li>Encourage an understanding of Milwaukee, without the "Bubble"</li> <li>Eliminate the rhetoric of "Marquette bubble" when defining positive elements of Marquette's campus</li> <li>Shift toward Community-Based Learning</li> <li>Create additional opportunities for interaction and participation in the Milwaukee community</li> </ul> </li> </ul> <p><i>We need control to increase involvement in community, recognizing involvement with the Milwaukee</i></p> <p style="background-color: #003366; color: white; padding: 2px; text-align: center;"><b>...what we don't have is an overall vision for the institution when it comes to this larger question of community engagement.</b></p> <p style="text-align: center;"><small>Stephanie Quinn, Marquette University Dean of Students</small></p> <p style="background-color: #003366; color: white; padding: 2px; text-align: center;"><b>REFERENCES AND ACKNOWLEDGMENTS</b></p> <ol style="list-style-type: none"> <li>Kyle, Ben. Personal Interview. 21 Sep. 2012.</li> <li>Quinn, Stephanie. Personal Interview 14 Nov. 2012.</li> <li>"Our Mission Statement." Office of Teaching and Learning: Service Learning Program. Marquette University. 2012. Web. 2 Oct. 2012. <a href="http://www.marquette.edu/servicelearning/">http://www.marquette.edu/servicelearning/</a></li> <li>"Research Methodology: Community-based learning practice." The Studies of Population University. 28 Sept. 2012. Web. 2 Oct. 2012. <a href="http://www.population.edu/2012/">http://www.population.edu/2012/</a></li> <li>Marquette University website. <a href="http://www.marquette.edu/">www.marquette.edu/</a></li> </ol>

My initial paper and research project provide insight into how student attitudes and dialogue as well as university actions and rhetoric directly influence the manner in which Milwaukee residents perceive Marquette, its campus environment, and its concern for educating students regarding real issues facing the city. Through a process of obtaining and analyzing data from observation field notes and in-depth interviews, I contrasted student and administrator perspectives with community members'. This research led me to identify problematic language and actions in Marquette's presentation of the city to students and other stakeholders. In contrast, I also gained a deeper understanding of strategic plans to modify this problematic language, to strengthen Marquette's relationship with the community, and to encourage students to develop a more comprehensive understanding of what Milwaukee has to offer. My initial proposal for change centered on a shift away from a service-learning model and toward a community-based learning model, which reflects a mutual relationship between students and community members.

Beth's guidance and mentoring were essential as I worked to develop my research question. I began the semester hoping to investigate how the university's discourse around community service impacted students' attitudes. Beth encouraged me to consider a number of theories and practices as I shaped my primary research question to read: What is the nature of the relationship between Marquette University and the city of Milwaukee? Extending this question, I asked: If we call ourselves Marquette and identify—even equate ourselves—with its Jesuit values and ideals and also call ourselves Milwaukee and claim to identify with the Milwaukee community, then how and why do we estrange ourselves from our neighbors and community partners? How can we expect students to identify with Milwaukee if we, as an institution, recognize neither the possibility for partnership nor the manner in which we inhibit this relationship?

Throughout the semester, I worked with Beth to establish an active IRB protocol for obtaining interview data and recording field notes. Through a process of one-with-one conferencing, Beth became a mentor in my development as a writer in a unique way—one which would not have developed to the same extent without the research project as the impetus. We formed a unique relationship around the writing itself; that is, during conferences, Beth relied on practices such as encouraging me to read my writing aloud so that we could examine not only the content of the writing, but also the syntax, grammar, and structure.

Further, she continually encouraged me to seek a deeper connection between the content of my writing and its significance for the university as a whole. As a double major in Writing-Intensive English and Social Welfare and Justice, I am constantly striving to synthesize coursework for myself, while revealing the interconnected relationship of these disciplines to faculty, administrators, and advisors across departments. This project has allowed me to merge my areas of study, to invest in relationships with faculty across disciplines, and to continue this line of inquiry.

My understanding of the importance of a faculty mentor increased dramatically, as my research also shifted direction last fall from a purely ethnographic study to a statistically-based analysis of survey responses through my "Methods of Social Research" class. That is, additional coursework in research methods increased my understanding of the development of research questions, the use of instruments, and the various techniques of data analysis, enabling me to make continued progress toward publication of my research findings. With that goal, I am now writing for an academic journal related to community-based learning. In the coming months, because I have collected a significant amount of qualitative data, I will begin anew the process of "writing up" my study. Finally, with my new understanding of the importance of collaborative work and co-authoring in the professional world, modeled by faculty mentors), I will explore the possibility of co-authoring with Katelyn Quigley, who is also interested in campus-community relations and how Marquette students are insulated within the "Marquette Bubble." Together, we continue to explore ways to burst this bubble.

### **Jessie: Marketing the Mass: Engaging Marquette Students in the Liturgy**

Throughout my undergraduate education, I have worked for Campus Ministry and have noticed a lack of observable participation at Sunday Masses, so I used this class project to begin an investigation into how Campus Ministry can better the liturgical experience (i.e., the feelings and observations encountered during Catholic workshop service) for students. My research focused on establishing the general importance of liturgy, defining liturgical engagement, and documenting past and present student liturgical engagement at Marquette. I combined naturalistic observations with a number of in-depth interviews, particularly with campus ministers and students, and I read widely on matters related to liturgical experiences and public relations.

# Marketing the Mass: Engaging Marquette Students in the Liturgy

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Photos from the 2011 Mass of the Holy Spirit.  
Photo credit: Ben Smith

## Introduction

At the beginning of the semester, it quickly became clear that this would be more than just a class project. I researched liturgical engagement at Marquette because I am truly invested in our campus liturgical community.

**Motivations for research**—I have noticed a lack of observable engagement in general at Sunday campus Masses. Documented attendance has been declining, which concerns me because the liturgy is a vital component of religious and spiritual growth.

**Benefits of research**—Figuring out how to raise attendance and participation could lead to higher campus engagement in the liturgy, a viable marker of a Catholic, Jesuit education.

Q: How can we better engage Marquette students in the liturgy?

## Methods

This project is a mixed-method qualitative study relying on:

- Observations**—Participatory from the 8:00 p.m. and 10:00 p.m. campus Masses on Sunday, September 16, 2012 at the Chapel of the Holy Family.
- Interviews**—Conducted with Marquette staff, alumni, and Jesuits. The following chart categorizes the ways in which I utilized each interviewee's areas of expertise in the project.

Name	University Position(s) (Present & Past)	Expertise cited in the following areas of research				
		General observance of liturgy	Defining liturgical engagement at Marquette	Past liturgical engagement at Marquette	Present liturgical engagement at Marquette	Initial proposals
Fr. Andy Thon, SJ	President, McCormick Hall Mission, Central Association Professor in St. Catherine's (1989-present)		X	X		X
Ms. Emily Schumaker-Novak	Student, Campus Ministry—Liturgical Programs, Campus Ministry—Homework Director of Hall Ministry (2005-present)	X		X		X
Fr. Thomas Anderson, SJ	President, Hall Ministry, Campus Ministry—Liturgical Programs, Campus Ministry—Homework Director of Hall Ministry (2005-present)	X		X	X	X
Mr. Timothy Jovanetti	Campus Ministry—Liturgical Programs (2011-present)	X	X			X
Mr. Greg Spiveack	Undergraduate student (2008-2012)	X		X		X

Figure 1 Interviewee areas of expertise

## Findings

### General importance of liturgy

- Gathering for Mass is a beautiful way to celebrate our weekly acknowledgement of God.
- Liturgy propels believers into action.

"We're created to be in community with one another."  
—Ms. Emily Schumaker-Novak

### Defining liturgical engagement

People are engaged in the liturgy when they:

- Make the independent decision to attend.
- Come in a authentic state of mind.
- Physically participate.
- Connect with a community.

"Within a college community you can develop a real positive feeling about liturgy."  
—Fr. Andy Thon, SJ

### Past student liturgical engagement at Marquette

- Pre-1990—Masses held in residence halls fostered strong community among students.
- 1990s—Moved to Chapel of the Holy Family (CHF), a centrally-located worship space.
- Sunday 10:00 p.m. Mass was still the McCormick Mass. Then real weekly with residents to plan the Mass. He engaged students in the liturgy in a new way, and they kept coming back.
- Midwest Magazine reported this Mass had a "very appeal." Reviewer George Exco wrote, "It's so popular that standing room and every inch of floor space for squatters was taken."
- Other Sunday services offerings were 4:00 p.m. Mass at Gesu and 9:00 p.m. Mass at O'Hall.
- Early 2000s—Community structure began to shift away from residence hall Masses.
- Average of 450-600 students packed the 4:00 p.m. Mass at Gesu weekly.
- Included 8:00 p.m. Mass in the CHF on Sunday nights. Attendance was very low initially. Still had 9:00 p.m. Mass at O'Hall and 10:00 p.m. in the CHF.
- Mid-late 2000s—Atmosphere changed. Student engagement was significantly down.

"There was an involvement and ownership, which is just gone."  
—Fr. Thomas Anderson, SJ

### Present student liturgical engagement at Marquette

- After moving close to 200 people in the 1990s, average attendance at the 2011-2012 8:00 p.m. Masses was 105.9 people. 10:00 p.m. averaged 112.2 people last year.
- Physical signs of participation (i.e. singing, verbal responses, physical posture) are disheartening. Many students are engaged with friends but not engaged as an entire Mass community.

"I got a feeling people were going through the motions."  
—Mr. Greg Spiveack

## Initial Proposals

Declining liturgical engagement among young adults is an issue that is not unique to Marquette.

- David Briggs of the National Catholic Reporter writes, "A historic shift in attitudes and practices—including a steep decline in Mass attendance—among Catholic youth raises concerns that coming generations will be much less likely to be part of parish life, ecumenical life."
- Bring back residence hall Masses?

- Probably not—not feasible logistically with presiders and space.
- After three months of research, I have accumulated the following initial proposals:

- Encourage resident assistants to take their first year residents to the Mass of the Holy Spirit.
- Start university retreats off with Mass in the CHF as a way to invite a new set of students inside campus worship spaces.
- Reconsider the timing of the current 4:00 p.m., 8:00 p.m. and 10:00 p.m. Sunday Masses, depending on what students find most convenient.

## Future Research

I will be continuing my research next semester as part of an independent study communication class. With the first layer of research, I did much of the important foundational work concerning documenting the importance of the liturgy and past and present student liturgical engagement at Marquette. The next phase of research will include theoretical communication research in order to more deeply explore the reasons why young people in general are not very engaged in the liturgy. In addition, I will investigate how other schools and parishes have engaged young people in the liturgy with the goal of bringing some of those successful programs to Marquette.

## Acknowledgements

I am especially grateful for the following people who helped make this project possible:

Dr. Beth Godbee, Brittany White, Mary Parmenter and the other members of ENCL 3210; Mr. Timothy Jovanetti, Fr. Thomas Anderson, SJ, Fr. Andy Thon, SJ, Mr. Greg Spiveack, Ms. Emily Schumaker-Novak, the Marquette Campus Ministry staff, the students who attend campus Masses, my parents, Peg Palmer and Bill Bazan, and all of my former English teachers and editors.

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My initial findings suggested there is a rich liturgical history at Marquette and potential to cultivate an engaged liturgical community at present, but in order to do so, Campus Ministry must be intentional about its hospitality efforts and relational networks. After talking with Beth, I realized early on that this research would reach beyond the four-month course, as there were too many important areas to explore. Through her mentorship, Beth helped me develop an action plan to continue this research during my remaining three semesters at Marquette. She first suggested approaching College of Communication faculty to ask if they would support an independent study and/or internship program for my research. Beth and I then worked together to compile a list of magazines and theology trade journals, such as the *DePauw National Undergraduate Conference Journal* and St. John's University School of Theology *Obsculta*, to which I could submit my findings.

In the semester immediately following "Ethnography of the University," I created an independent study entitled "Communication and Liturgical Engagement." With substantial background research already conducted, I created an action plan to actually get students engaged in campus liturgies. Researching college culture trends and communication theories helped me to better understand why students have stopped coming to Mass and to investigate effective ways to invite them back. As a result of this independent study, three ways for college campus ministries to strengthen their liturgical communities became evident: use consistent Mass promotion, offer regular faith formation, and emphasize hospitality. I submitted a paper with my findings to an academic journal and presented my findings to Campus Ministry. Although Beth was no longer my official advisor for this project, she continued to offer support and writing feedback.



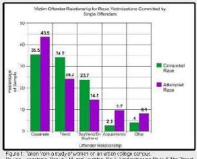


My work has also continued beyond this first academic year, as I am now completing a year-long internship in Campus Ministry to implement my liturgical engagement plan. I took an active role in creating and updating social media accounts to help promote campus liturgies. For the formation piece, I helped create a new weekend retreat for Catholic students, holding the role of student director for the February 2014 "Salt and Light" retreat. In order to cultivate a more welcoming and invitational experience, the campus liturgy team worked to make hospitality our liturgical goal and focus for the year. Survey and observational data from fall semester Masses indicate that students feel the sense of community is an important factor when determining which Mass to attend. We



shared this insight with our presiders, ministers, and congregations. Finally, I submitted an article to *U.S. Catholic* magazine as a way to share this research with a national audience. The editors accepted my article, and it appeared in the September 2014 issue. My research on liturgical engagement, all of which stemmed from “Ethnography of the University,” was an integral part of my undergraduate academic career and a formative start to my professional writing and ministerial career.

### Megan: Contesting Sexual Assault on Marquette's Campus: A Look into Student Misconceptions, Its Implications, and Possible Solutions

The project I initially produced and published addressed the following question: How can the Marquette community raise awareness of the prevalence and seriousness of sexual assault on college campuses? After analyzing observations from social settings and reading widely on sexual assault and prevention programs, I proposed possible solutions toward increasing student awareness of the seriousness and prevalence of sexual assault on campus. Through personal reflection, formal observation, student interviews, expert interviews, and scholarly research, I identified recurring themes that appear to influence student perceptions and thus behaviors conducive to sexual assault.

 <b>Contesting Sexual Assault on Marquette's Campus: A Look Into Student Misconceptions, Its Implications, and Possible Solutions</b> Megan Glise		
<b>Abstract</b> <p>I, individuals, such as Marquette, are not always the safe havens they are thought to be. Many students refer to Marquette's campus as the "Marquette bubble," making it seem as if our campus is closed-off, not off, and rather safe. However, there are violent crimes being committed by students on our own campus, specifically sexual assault.</p> <p>As reported by the Department of Public Safety, the number of reported sexual assaults on campus doubled from five to ten between 2007 and 2011. This statistic, however, only accounts for the sexual assaults actually reported. Many rapes and attempted rapes are unreported, perhaps because for the majority of these crimes, victim and assailant are acquainted.</p> <p>While many schools, Marquette included, have policies regarding sexual assault, it is not the policies alone which need to be reformed. Instead, it is students' behaviors and perceptions of sexual assault which must be addressed. These are the findings of a study conducted at Marquette University addressing various student behaviors which are conducive to sexual assault on college campuses.</p> <p>Analyzing such behaviors, I have thus proposed a solution to make students more aware of the prevalence and seriousness of sexual assault on college campuses.</p>	<b>Research Question</b> <p><b>Overarching Question:</b>  - How can we make students more aware of the prevalence and seriousness of sexual assault on college campuses?</p> <p><b>Other Questions Guiding My Research:</b>  - What settings or behaviors prevalent on college campuses contribute to the likelihood of sexual assault?  - How does alcohol play a role in such behaviors?  - How do students understand sexual assault and what are common perceptions?  - How does the common behavior of hooking up play a role in students' perceptions of sexual assault?  - What role do friends and bystanders play in discouraging and preventing such behaviors?</p>  <p><b>Methods</b></p> <ul style="list-style-type: none"> <li>- Personal reflection on my own experiences as a student and a victim of the date rape drug</li> <li>- Collected field notes observing the behaviors, actions, and conversations of students at a house party</li> <li>- Conducted interviews with two students regarding their perception of sexual assault and the behaviors of college students</li> <li>- Conducted an interview with Heather Hylaka, an Assistant Professor within the Criminology and Law Studies Department</li> <li>- Research and analysis of scholarly articles and Marquette publications</li> </ul>	<b>Problem Areas: Student Perception and Behaviors</b> <p><b>Student Perception:</b>  While I found that many college students may technically have correct perceptions of sexual assault, there must be a larger understanding of the topic, explicitly in connection to drunken hook ups. Often, students do not view drunken hook ups as a form of sexual assault, although the consumption of alcohol does not allow for someone to legally consent. It only became an issue if someone was too intoxicated to be conscious of what was going on. This misconception becomes extremely important on college campuses as parties are often environments conducive to sexual assault.</p> <p><b>Student Behaviors:</b></p> <ol style="list-style-type: none"> <li><b>The Party Scene</b> <ul style="list-style-type: none"> <li>a. Alcohol consumption <ul style="list-style-type: none"> <li>- Binge-drinking</li> <li>- Effects of alcohol on decision making</li> </ul> </li> <li>b. Large amount of people in one setting</li> <li>c. Promotes intimate relations</li> <li>- Loud music → difficult to hold a conversation</li> <li>- Dancing (grinding)</li> </ul> </li> <li><b>Hooking Up</b> <ul style="list-style-type: none"> <li>a. Normal occurrence → removed social stigma</li> <li>b. Negatively impact student's perception of sexual assault</li> </ul> </li> <li><b>Gender Roles</b> <ul style="list-style-type: none"> <li>a. Social pressure to act in accordance with gender role stereotypes</li> <li>- Masculinity: power-bearing, assertive, want sex</li> <li>- Femininity: focused on appearance, passive, look at male interest as a source of self-esteem</li> <li>b. Socially constructed gender roles often coincide with rape myths</li> </ul> </li> <li><b>Role of Bystanders</b> <ul style="list-style-type: none"> <li>a. Why it does not happen often <ul style="list-style-type: none"> <li>- people are uncomfortable confronting someone</li> <li>- people can make their own decisions</li> </ul> </li> <li>b. When it does happen <ul style="list-style-type: none"> <li>- someone is extremely intoxicated</li> <li>- the bystander feels uncomfortable</li> </ul> </li> </ul> </li> </ol>
<b>Contact</b> Megan Glise megan.glise@marquette.edu (414) 979-7912	<b>Proposal</b> <ol style="list-style-type: none"> <li><b>Education</b> <ul style="list-style-type: none"> <li>a. Basic sexual assault information</li> <li>b. Rape myth attitudes evaluation</li> <li>c. Bystander intervention training</li> </ul> </li> <li><b>Resources</b> <ul style="list-style-type: none"> <li>a. Pamphlets in all university bathrooms with contact information, reporting procedures, and other resources for victims</li> </ul> </li> <li><b>Communication</b> <ul style="list-style-type: none"> <li>a. Encourage students and faculty to talk openly about sexual assault and various issues regarding sexual assault</li> <li>b. Require the university to inform students and faculty of sexual assaults which occur on campus</li> </ul> </li> </ol> <div>   </div>	
<b>Acknowledgements</b> Assistant Professor Heather Hylaka Dr. Beth Galsbolc John & Mary		<b>References</b> Morrissey, Olivia. "Responding to Sexual Assault." <i>The Marquette Tribune</i> (Milwaukee) 6 Mar. 2012. Volume 55, Number 3. Clicker. Lock sec. 5-3. Print.

While many universities, Marquette included, have policies regarding sexual assault, it is not the policies alone that need to be reformed. Instead, it is students' behaviors and perceptions of sexual assault that must be addressed. Education and awareness are key to changing student perspectives, and for this reason, I proposed a three-pronged plan focusing on education, resources, and communication. In terms of education, I recommended a mandatory class for all first-year students that would provide information regarding sexual assault, administer a rape myth attitudes evaluation, and include bystander intervention training. As to resources, I suggested providing brochures and other tools in a highly frequented place, such as the bathroom, to ensure that information is easily accessible, so that students know where to find this information if they or someone they know has been sexually assaulted. Ultimately, however, the most effective way to raise awareness of sexual assault is through ongoing communication. Encouraging communication

among students, faculty, and staff can be impactful, as people can discuss their own experiences, values, and ways to bring about change.

Since completing my project and proposing these changes over two years ago, Marquette University has since implemented various sexual assault policies and programs. Changes include sexual assault educational programs for all first-year students, bystander intervention training, and self-defense training. Similarly, the University has encouraged students and faculty to discuss sexual assault through the implementation of an annual Sexual Assault Awareness Week. For me personally, my continued interest in sexual assault has shifted from an ethnographic study to a quantitative, statistical-based study focusing on the prevalence and characteristics of sexual assault in Milwaukee County. The guidance and knowledge I received in *Ethnography of the University* as well as the knowledge I gained in several Criminology and Law Studies courses have led me to become involved in this larger collaborative study.

In completing my personal research as well as merging this research with a larger collaborative study, I have developed significant relationships with criminology, sociology, and composition and rhetoric professors who have all acted as my advisors in completing such research. As my research requires extensive drafting, I have met with these professors on an individual basis more frequently than I have met with professors of non-research-based courses. Ultimately, such frequency of meetings (6+ times per semester) not only helped me develop my talents as a researcher and writer, but also led to personal friendships. Mentoring, as a key component to *Ethnography of the University*, opened the door to the development of such relationships, and ultimately these relationships as well as my interest in sexual assault resulted in my involvement in research that stretches far beyond the semester. Looking forward, I plan to continue my research in the coming years, likely focusing on legal aspects of sexual assault as I work towards the completion of my Juris Doctorate.

### **Learning Across and Beyond Disciplinary Contexts**

These five projects provide evidence for and suggest the importance of course projects that stretch beyond the semester, that invite students to become researchers of their own experiences, and that bring attention to the need for advocacy and ongoing research by undergraduates. Hunter (2011) argues that this course model succeeds in engaging students with learning that lasts well beyond any assignment and instead inspires ways of thinking and acting that become lifelong habits:

Teaching students to investigate and think critically about the university is one way faculty can prepare them to be engaged and critical stakeholders in the institutions that will organize their lives long after they leave campus. Universities, likewise, can become more responsive and responsible organizations by listening carefully to their own students' inquiries and insights. (p. 41)

In our case, we see evidence that Marquette's university community has immediately benefited from this research. From engaging students in the campus faith community to promoting racial diversity to strengthening campus-community relations to developing stronger sexual assault programming, our projects suggest the importance of student-researchers acting on what they value and helping to bring about real institutional change. Moreover, we are hopeful that the questions asked, the habits learned, the advocacy practiced through this undergraduate research experience stay with students long after graduation and as we continue to act in the world.

Through *Ethnography of the University*, students discover that their words have importance, their research has an audience, and their ideas, when acted upon, have consequence. This course works, therefore, to inspire meaningful research for social change. Across disciplines and academic



departments, this course model has promise for inspiring leadership, informed action, strong communication, methodological grounding, social awareness, and committed living. Projects aren't limited to courses or semester calendars, as work for equity and justice is similarly ongoing and ever-needed. We hope that more universities, more departments, more instructors take up this course model, as the undergraduate researchers here attest to the need for their voices, the power of their research, and the value of deep mentoring relationships with faculty and community.

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