

Inquiry: The University of Arkansas Undergraduate Research Journal

Volume 13

Article 3

Fall 2012

Foreword

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Recommended Citation

Shobe, M. A. (2012). Foreword. *Inquiry: The University of Arkansas Undergraduate Research Journal*, 13(1). Retrieved from <https://scholarworks.uark.edu/inquiry/vol13/iss1/3>

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FOREWORD

Welcome to the first online edition of the *Inquiry Undergraduate Research Journal*. The *Inquiry* journal was developed by the Teaching Academy of the University of Arkansas and is supported financially and conceptually by the offices of the Provost and the Vice Provost for Research and Economic Development. *Inquiry* provides a forum for sharing the research and creative endeavors of undergraduate students and their faculty mentors at the University of Arkansas. While the journal has traditionally been published one time per year, given the increase in the number of outstanding submissions to the journal for possible publication, we have decided to publish two volumes each year.

The current edition of the *Inquiry Undergraduate Research Journal* features the unique contributions of seven undergraduate student authors and their faculty mentors. Their research and creative endeavors span diverse fields at the University of Arkansas, including Architecture, Psychology, Computer Science, French and Anthropology. In the field of landscape architecture, Cerra and Prange examine current regional environmental watershed planning and management in Northwest Arkansas and provide recommendations for future growth. Turning to Anthropology, Randall involves undergraduate students in her research in an effort to examine the role of cognitive factors in social anxiety disorder. In the Computer Science field, Nelson explores a cost-effective and energy-efficient emergency communication system that can be used during a disaster; obviously this is a critical time when many are left without electrical power, internet access and cell phone service. Using interdisciplinary concepts from developmental psychology and computer science, Eguchi used a Microsoft® Kinect sensor to successfully design a computational object recognition model that incorporates both *shape* and *function* to more accurately recognize and label a target object. The remaining articles are no less commendable and highlight the exceptional efforts of undergraduate students and their faculty mentors at the University of Arkansas.

I would like to extend a special thank you to the faculty members who volunteered their time and expertise during the summer months to provide comprehensive reviews of student manuscripts. While we are unable to publish all of the submitted manuscripts, we want to thank the students and faculty mentors for their diligent efforts. Please join me in congratulating our authors; I hope that you enjoy this edition of the journal as much as we have. We plan to publish Volume 14 of the *Inquiry* journal in March 2013. I encourage undergraduate students and faculty mentors to consider the *Inquiry Undergraduate Research Journal* for future publication.

Marcia A. Shobe, Editor