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Foreword

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FOREWORD

The *Inquiry* journal is a project of the Teaching Academy of the University of Arkansas. The journal is supported financially and conceptually by the offices of the Provost and the Vice Provost for Research. Through print and on-line publication, *Inquiry* provides a forum for sharing the research and creative endeavors of undergraduate students at the U of A.

This issue of *Inquiry* records the scholarly contributions of 16 U of A student/faculty mentor pairs during the 2009/2010 academic year. The first three manuscripts—by Eguchi, Feinstein, and Naglak—are also the recipients of the 2010 Undergraduate Research Award. If readers want some perspective on the breadth and excellence of undergraduate research on this campus, these three articles will provide an excellent showcase. One thing these authors all share, along with the other 13 student researchers published in this issue, is a sense of independence, curiosity, and drive. There are some other patterns in this issue of *Inquiry*, patterns that mirror the world around us. Many of these student authors have drawn their research inspiration from multiple disciplines. For example, Matt Naglak came to classical studies from math, physics, and computer sciences. Alia Biller crafted her research from her broad background in Arabic, linguistics, and psychology. Similar examples can be found throughout.

One new feature this year is the inclusion of two articles in a Research Notes format. These studies were considered by reviewers to be of considerable interest even though space limitations did not allow publication of expanded versions of the work. Readers will also see that the *Everything is Alive* research project in artificial intelligence on this campus appears to be showcased in this issue. Three very unique manuscripts were submitted by undergraduate students working with this initiative, and publication of all three may whet the appetites of readers to learn more.

As has been true in the past, the number of articles accepted for publication is controlled in part by the size of the journal, and we received many more high quality manuscripts (43 to be exact) than we could publish. The articles included in this issue are drawn from disciplines in five of the undergraduate colleges and schools at the University of Arkansas. The breadth and quality of subject matter included here is testimony to the commitment made throughout the university to research at the undergraduate as well as the graduate level.

Articles are selected for publication after review by faculty members. The Editor and Publication Board of *Inquiry* are grateful for the input of those campus colleagues who have served as reviewers. As Editor, I must also thank the members of the Publication Board who gave so generously of their time, particularly at the end of the spring semester when no one has any free time.

While the papers chosen for publication vary in subject, method, writing style, and manuscript format, they are uniformly excellent in content. As much as possible, we have endeavored to maintain discipline-specific styles to provide students with a publication experience comparable to one they might find in their individual disciplines. I hope you enjoy reading this issue of *Inquiry*.

Barbara B. Shadden, Editor

INQUIRY PUBLICATION BOARD, 2009-2010 ACADEMIC YEAR

The following individuals made the publication of Inquiry possible through their guidance and their willingness to take on reviewing responsibilities at the most hectic time of the academic year.

Ro Di Brezzo, Inza Fort, David E. Gay, Collis Geren, Amy Herzberg, Marcia Imbeau, John Norwood, Molly Rapert, Charles Rosenkranz, Mary Jo Schneider, Murray Smart, Mike Wavering.