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Foreword

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FOREWORD

I am pleased to present to you Volume 20 of the *Inquiry Undergraduate Research Journal*. *Inquiry* provides a forum for sharing the research and creative endeavors of undergraduate students and their faculty mentors at the University of Arkansas. 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. The *Inquiry Undergraduate Research Journal* website, online publications, and journal archives are expertly managed by the David W. Mullins Library staff.

Volume 20 of the *Inquiry Undergraduate Research Journal* features the unique contributions of undergraduate student authors and their faculty mentors. The research and creative endeavors that are published in the *Inquiry Undergraduate Research Journal* span diverse fields at the University of Arkansas, including but not limited to Biological Sciences; Landscape Architecture; Economics; Mechanical & Electrical Engineering; English; Nursing; International Studies; and Curriculum & Instruction. Turning to the research studies in this issue, Kelsey Ferguson, Economics, used cultural economic value theory to explore the perceived intrinsic value of art for participants in their study. Kenny George, Electrical Engineering, examined the feasibility of a high-frequency transformer for a SST intended to interface a renewable energy source to the electric grid. Danielle Koster, Nursing, examined health care disparities experienced by Alaska Native women victims of sexual violence. Claire Luchkina, International Studies, evaluated the usability and content quality of online resources on the topic of permaculture. Keri Tichenor, Curriculum & Instruction, explored the relationships between characteristics of students with autism and their peer mentors and peer-mediated intervention strategy outcomes.

I would like to extend a special thank you to the many faculty members who volunteer their time and expertise in order to mentor the student authors and the faculty members who provide comprehensive reviews of student manuscripts. While we are unable to publish all of the submitted manuscripts, we also want to thank the students and faculty mentors for their diligent efforts. Additionally, I would like to thank Dean Carolyn Allen, Beth Juhl and Dylan Hurd, David W. Mullins Library, for their efforts in publishing each volume of the *Inquiry Undergraduate Research Journal* electronically. Please see the next page for a list of faculty and staff who play an integral role in publishing each volume of the *Inquiry Undergraduate Research Journal*.

We plan to publish Volume 21 of the *Inquiry* journal in September 2016. I encourage undergraduate students and faculty mentors to consider submitting their manuscript to the *Inquiry Undergraduate Research Journal* by May 16, 2016 for consideration.

Marcia A. Shobe, Editor