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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 Chancellor 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 print issue of *Inquiry* records the scholarly contributions of 16 U of A student/faculty mentor pairs during the 2007/2008 academic year. The full text is included for 13 manuscripts. Abstracts are provided for an additional three papers which are posted on the *Inquiry* website (<http://inquiry.uark.edu/>). These longer works were submitted originally for consideration for the Undergraduate Teaching Award and received high ratings from reviewers. Student authors of longer papers were encouraged to submit condensed versions of their work for print publication. In some instances, reducing document length significantly diminished the overall quality of the work, and these specific authors were given an opportunity to publish on-line.

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 than we could publish. The articles included in this issue are drawn from disciplines in four of the six undergraduate colleges and schools—the J. William Fulbright College of Arts and Sciences, the Sam M. Walton College of Business Administration, the Dale Bumpers College of Agricultural, Food & Life Sciences, and the College of Engineering--and are representative of the quality of research done by students in the various disciplines represented on campus. The breadth 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 range of disciplines at an institution like ours makes it impossible for a few individuals to evaluate critically all the papers submitted without the assistance of experts in specific academic areas. The Editor and Publication Board of *Inquiry* are grateful for the assistance 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, length, 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. The intent of the journal is to record the depth and breadth of the scholarly activities of some of the university's best undergraduate students. I hope you enjoy the print and on-line offerings of the 2008 issue of *Inquiry*.

Barbara B. Shadden, Editor

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