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Editors' Note

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Editors' Note

Welcome to the new issue of the *Inquiry* Journal. It is really refreshing to have successfully weathered the challenges posed by the COVID pandemic. The papers published in this issue of the *Inquiry* Journal are a clear reflection of the hard work and dedication of the undergraduate students and their faculty mentors, who despite the obstacles faced, have managed to produce excellent research work. All manuscripts published in this issue of the *Inquiry* Journal have gone through a rigorous peer-review process and are an embodiment of the high quality of research undertaken by the undergraduate students on our campus. In addition, some of the papers published in this Issue clearly showcase the interdisciplinary nature of undergraduate research work embarked on by our students. We congratulate all students for their scholarly efforts and wish them continued success on their research path. We will continue to strive hard to publish top-notch undergraduate research while maintaining the ethical standards expected of a peer-reviewed Journal like *Inquiry*.

The publication of this issue of the *Inquiry* Journal would not have been possible without the help of several devoted faculty who dedicated their time to peer-review manuscripts submitted for publication. A lot of credit is also due to the undergraduate students at OUR, Ms. Sophia Nourani and Ms. Ashlyn Gibby, who have worked tirelessly with us to prepare this issue of *Inquiry*. Our special thanks also go to Drs. Chelsea Hodge and Jennie Popp who contributed the material, published as the Honors Corner, at very short notice. Last but not the least, we greatly acknowledge the help provided by Ms. Melody Herr and Ms. Cedar Middleton for working closely with us to get this Issue of *Inquiry* published in Scholarly Works in a timely manner. *Inquiry* Journal will be published twice a year (May/June and November/December) and we urge both undergraduate students and their faculty mentors to submit their best research for publication in *Inquiry*.

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