



“The Doctor” McNair Scholars Program

Now Accepting Applications



WICHITA STATE
UNIVERSITY

TRIO PROGRAMS

McNair Scholars Program

The McNair Scholars Program is looking for new participants for the 2017 - 2018 academic year. The Program is designed for students who are interested in pursuing doctoral studies. Support and services for graduate school planning include, graduate school exploration, research opportunities, faculty mentoring, writing assistance, and Graduate Record Examination preparation.

The application period is open until Monday, April 28. To be eligible for the Program, students must meet the following criteria:

- U.S. citizenship or permanent residency
- Full-time enrollment at WSU (between 40 - 90 cum. hrs.)
- Cumulative GPA of 2.75 or 3.0 in the last 60 credit hours
- Be either first generation and low income or a member of a group traditionally underrepresented in graduate education (e.g., African American, American Indian/Alaskan Native, Hispanic/Latino, Pacific Islander/Native Hawaiian).

Happy Birthday to those celebrating during the months of March, April and May:



Elizabeth Ramirez • 4/2

Logan Gisick • 4/17

Cooper Colglazier • 4/7

Christian Saldana • 5/4

Tracia Banuelos • 4/14

Jasmine Mayorga • 5/11

McNair Student Achievements

McNair students are active on campus and in the Wichita community. Featured below are two notable student achievements this semester.



Elizabeth Ramirez participated in the Undergraduate Research Day at the Capitol on February 15, 2017. Elizabeth was one of three WSU students selected to present their work on the first-floor rotunda of the State Capitol in Topeka. She presented “The Relationship Between Eating Behavior and Self-Perception.”



Carol Viluethpad is a junior majoring in biomedical engineering. She is one of several students assisting with a \$1.125 million NASA grant to continue development of a smart skin biomedical sensor. The sensor is being created by the research team of Kim Cluff, Anil Mahapatro and Jeremy Patterson.

Spring Faculty-Led Seminars

Day/Time Saturday, 10 a.m. to noon

Location: Devlin Hall 106

March 11: McNair Alumni
“McNair Alumni Panel”

April 1: Dr. Robert Weems
“What it Took to Get my Doctorate”

Grammatically Speaking: *Understanding the Writing Purpose/Audience*

There are two objectives that should enter every writer's mind before any words are written: 1. Understand the writing situation, 2. Know your audience. This article will provide information to clarify and implement these ideas.

by David Caylor, writing tutor

Not fully understanding the purpose behind your writing hinders your ability to communicate effectively, while disregarding who will read your words can lead to writing that alienates. These ideas are especially important when writing to someone you do not know, such as applying for a scholarship, graduate school, or a job.

Understanding the Writing Purpose: The first step in the writing process is always to gain a thorough understanding of what you are trying to achieve through your writing.

Whoever you are writing to has criteria that he or she is looking for when reading what you have written, and it is your job to make sure you meet that criteria. Do not be lulled into thinking that you are always trying to list your education, qualifications, and experience. There may be other areas of your life that are of interest to your reader.

If you are applying for a scholarship, carefully read the application and note what traits the organization is looking for in an applicant. Understand those traits. Incorporate them into your writing. This also informs them that you can follow directions.

Knowing the purpose behind your writing is also important if you are applying for graduate school or a job. Do not rush the process of writing your cover letter. Review all of the position's requirements and "sell" your capabilities to achieve them as well. If the position calls for an applicant to be "caring" or "versatile," include examples of how you embody those qualities through your extracurricular activities.

Understanding the Audience: After you fully understand the writing situation, carefully consider your readers. Ensure you are writing on their level by taking the time to research the people you are writing to. You may not find much, but any information will help you tailor your message.

If you are applying for a job, check your potential employer's knowledge regarding your field of study. Find out what degrees he or she holds. Investigate his or her areas of interest, hobbies, or anything else that can provide information about how the person thinks or what he or she thinks about. Even though a company may center on your field of study, don't assume that everyone has the same degree or background.

Having a grasp on what your audience knows will keep you from using too much jargon and prevent someone unfamiliar with your field from comprehending what you are trying to explain. Sometimes laymen's terms are the best way to communicate. Altering your language to accommodate your reader also indicates that you are capable of communicating your ideas in various ways. Remember, clear communication impresses anyone worth impressing.

Many times the beginning steps of the writing process are overlooked because they are taken for granted. Understanding what is asked of you or what information you need to convey through your writing needs to be the guiding force behind everything you write. Next, knowing as much as you can about who you are writing to allows your well-crafted ideas to reach an audience that is receptive to your message.

Considering these ideas before you begin writing will make you writing more effective. You will start with a well-defined understanding of what you are trying to accomplish—sending a specific message to a specific person.

Book Recommendation: *The Sense of Style: The Thinking Person's Guide to Writing in the 21st Century* by Steven Pinker

This is a fantastic book for anyone wanting to improve his or her writing.

2017 Texas National McNair Research Conference



The theme of the conference centered on discovering, creating and sharing knowledge. This was well reflected in the programming, which included speaker Debra Joy Pérez, Ph.D. who spoke of the power of sharing stories, and speaker David P. Rivera, Ph.D who discussed the importance of maintaining grit and resilience on the journey to receiving a doctorate.

The graduate school fair offered scholars the chance to speak one-on-one with school representatives from universities around the country. One piece of advice repeatedly given to students over the course of the conference: You are smart. You are worth it. Make them pay for your school. This idea was new to me, but as I explored the tables at the graduate school fair, it was clear that funding was of the utmost importance.

Fellow WSU McNair Scholar, Aja Molinar, did a phenomenal job presenting her work on cellphone use and its effects on face-to-face conversation. The confidence in her voice and her calm demeanor were received well by the audience, who followed up with several questions. Molinar did an outstanding job representing the Program, and I am proud to be her colleague.

Looking back at the conference in its entirety, I can happily conclude that I've never experienced so much fun and learning all at once, and I am grateful for the adventure. McNair is a wonderful program that offers me a support system of both cheerleaders and coaches that I can take with me as I head to graduate school.

- Christine Fuston

Events to Come

MARCH

3 Devlin Hall, Rm 106
Grad Seminar (2 - 3 p.m.)
 Student Money Mgmt, *"Managing Grad School Debt"*

Research Assembly Meeting (3 - 4 p.m.)
 Ashley Cervantes, *"Parts of a Manuscript"*

11 Devlin Hall, Rm 106
Faculty Led Seminar (10 a.m. - noon)
 LaWanda Holt-Fields, *"McNair Alumni Panel"*

31 Devlin Hall, Rm 106
Grad Seminar (2 - 3 p.m.)
 Ashley Cervantes, *"The Back-up Plan"*

APRIL

1 Devlin Hall, Rm 106
Faculty Led Seminar (10 a.m. - noon)
 Dr. Robert Weems, *"What it Took to Get My PhD"*

7 Devlin Hall, Rm 106
McWrite Meeting (2 - 3 p.m.)
 David Caylor, *"Writing in Review"*

Research Assembly Meeting (3 - 4 p.m.)
 Ashley Cervantes, *"Research Concerns"*

21 Devlin Hall, Rm 106
Grad Prep Meeting (2 - 3 p.m.)
 Connie Dietz, *"Portraying a Professional Image"*

Research Deadlines

5/26 **Final Literature Review Due**

6/2 **Abstract Due**

6/9 **Final Abstract Due**

6/23 **Manuscript Due**

6/30 **Final Manuscript Due**

7/7 **Summary Due**

7/10-21 **Mock Presentations**

7/14 **Final Summary Due**

7/17 **Posters Due**

7/26 **All Materials Due**

Someone Like Me: David Wall Rice, Ph.D.



David Wall Rice, Ph.D., Psychology

David Wall Rice is Department Chair and Associate Professor of Psychology at Morehouse College. He is also Principal Investigator of the Identity Orchestration Research Lab (IORL). IORL explores expressions of identity balance through engagement, the exploration of varied contexts and personal narratives.

David is founding Co-Director of Morehouse College's Cinema, Television, and Emerging Media Studies (CTEMS) Program. Here he has helped to develop curriculum and advises students across disciplines in the utility and application of modern media, specifically in the area of narrative construction.

David graduated from Morehouse with a Bachelor of Arts degree in Psychology and earned a Doctorate in Personality Psychology from Howard University. With a Masters degree in Journalism from Columbia University, David frequently applies his research to cultural criticism. He serves on the Editorial Advisory Board for *The Journal of Popular Culture*, and has provided commentary for NPR, PRI, CBS News, MSNBC, CNN and his writings have appeared in *The Huffington Post*, *The Washington Post*, *The Dallas Morning News*, *Vibe* magazine, *The Source*, *Ebony.com* and *The Root* among other media outlets.

David's research in Personality Psychology is sharply focused on identity and self constructs. This is demonstrated in his book *Balance: Advancing identity theory by engaging the Black male adolescent and the text-in-progress Visible Man: Identity and the psychology of hip-hop narratives*. David's current research attends to Black

identity within the recast social context of the "Obama Era" and the psychology of strength as informed by study in Ghana, Israel and Haiti.

In his own words (professional narrative):

My academic identity places emphasis on intersectionality. It began with policy projects I was allowed to help shape as a high school, then college intern at TransAfrica Forum under the direction of social activist Randall Robinson. This was matured with the critical race theory and Black liberation theology that piqued my interest as an undergraduate at Morehouse College.

It is further complimented by my time as a counselor for high school students in the Upward Bound Program at the University of Maryland, and then as Assistant Director of Pre-College Programs. Being in a psychology graduate program at Howard University concurrently allowed my scholarship and my "on-the-ground" work to inform one another. I employed this pragmatism in program development at The University of Maryland and extended it to supplementary education projects in Harlem, New York during my postdoctoral study.

The crucial give and take that happens in being with people also informs my teaching and administrative roles at Morehouse. Being there opposed to being above or around allows me a necessary access in helping to mold the cognitive and sociocultural genius of hundreds of young Black men. This gives me best practices and realities that contribute to research, public commentary and to pedagogy that have "comfort the afflicted, afflict the comfortable" sensibilities that are informed by my journalism training, and that are based upon the affirmative development paradigm learned from my mentor Edmund W. Gordon.

My research agenda is an expression of my academic identity. Accordingly, my Lab – the Identity Orchestration Research Lab – and lines of inquiry are essentially grounded theory agents that facilitate activity toward psychological liberation from norms that are misfit to people considered, and who frequently consider themselves marginal. It is a Lab that is dynamic and functions in collaboration with the researched.

Read More: <http://www.dwallrice.com>

Grad Connect: *Writing for Publication*

Dr. Michelle Redmond, Research Instructor at the KU Medical Center, presented the Faculty-Led Seminar “Writing for Publication” on February 25, 2017.

Redmond began by explaining that journals are given an “Impact Factor” based on the number of times it has been cited. She advised students to determine which journals in their discipline have a higher impact factor.

Redmond discussed the components of a journal article. The abstract should be between 150 to 300 words and should be written in clear and concise language. Redmond reviewed the content that should be included in the introduction, methodology and discussion sections.

When identifying a journal to submit an article to, students should select a few journals that they feel will be a good fit for their research. Redmond suggested students use a tiered approach, beginning with a higher impact factor and then work their way down to a lower impact factor until they receive acceptance. She told students that every research study has a home; they just have to keep looking.

Students participated in a group activity where they acted as editor and reviewers for a specified journal. They reviewed sample manuscripts and discussed as a group whether the manuscripts were a good fit for their journal and whether they felt the manuscripts should be accepted or rejected.

It can take anywhere from two weeks to a year to receive a final approval for publication. Once an article is submitted, it is either rejected outright or sent on for peer review. Once reviewed, it may be accepted, rejected with suggested revisions, or rejected. If the article is rejected with suggestion revisions, Redmond advised students to consider all suggestions and determine if they agree with those suggestions. They may choose to implement those revisions and resubmit or, if they do not agree with those suggestions, they can choose to submit to another journal that may be a better fit.

Once their research is accepted for publication, Redmond encouraged students to celebrate, but then immediately begin their next research.

McNair Events



Carol speaks to a McNair student about her research during the 2017 Texas National McNair Conference poster session.



During the 2017 National TRIO Day (NTD) celebration, each special program at WSU honored a distinguished alumni.



Aja speaks to a McNair student about his research during the 2017 Texas National McNair Conference poster session.



McNair honored alumni Dr. Meladee Garst, staff psychologist for the WSU Counseling and Testing Center, during NTD.



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1845 N. Fairmount

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McNair Fee Waivers/Fellowships

The Council for Opportunity in Education (COE), in conjunction with the Council of Graduate Schools (CGS), has compiled a list of McNair incentives to help Scholars find graduate schools that offer application fee waivers and/or fellowships and other opportunities that are available to McNair Scholars.

This list can be found at http://www.coenet.us/coe_prod_imis/COE/TRIO/McNair_Fee_Waiver_List/COE/NAV_TRIO/McNair_Scholars_Fee_Waiver_List.aspx?hkey=d459a62a-5577-4103-b125-8c3bb8aa5029

Highlighted Fellowship:

Eastern Washington University waives applicaiton fees for McNair Scholars and offers the following funding opportunities:

EWU Ronald E. McNair Program provides a limited number of one-year research assistantships for McNair Scholars, who are entering a Master program with the intent to complete a PhD. Created to help students who have successfully completed the McNair Post-baccalaureate Achievement Program as undergraduates, the assistantship is open to McNair Scholars in good standing. The assistantship is intended to increase enrollment in PhD programs, students and programs should demonstrate this trajectory in application.

“The Doctor”

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David Caylor, Writing Tutor

McNair Facts: Did You Know?

McNair was a 5th degree black belt Karate instructor and a performing jazz saxophonist. He also enjoyed running, boxing, football, playing cards, and cooking.



Source: <https://www.jsc.nasa.gov/Bios/htmlbios/mcnair.html>

Notice of Nondiscrimination

Wichita State University does not discriminate in its employment practices, educational programs or activities on the basis of age, color, disability, gender, gender expression, gender identity, genetic information, marital status, national origin, political affiliation, pregnancy, race, religion, sex, sexual orientation, or status as a veteran. Retaliation against an individual filing or cooperating in a complaint process is also prohibited. Sexual misconduct, relationship violence and stalking are forms of sex discrimination and are prohibited under Title IX of the Education Amendments Act of 1972. Complaints or concerns related to alleged discrimination may be directed to the Director of Equal Opportunity or the Title IX Coordinator, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3187.

Effective Date: March 25, 2016