McNair Scholars Program – Faculty News

Additional information: McNair Scholars Program newsletter, Fall 2016.
16 – 17 McNair Scholars

1. Tracia Banulos – Psychology
3. Nephi Escobar – Psychology
4. Lupe Fraire – Chemistry
5. Christine Fuston – Psychology
6. Vera Gantt – Social Work
7. Logan Gisick – Psychology
9. Amanda Johnson – Business
10. Eric Kromidas – Psychology
11. Jasmine Mayorga – Chemistry
13. Aja Molinar – Psychology
14. Brandon Moore – Biology
15. Eugene Potts – Political Science
16. Elizabeth Ramirez – Psychology
17. Veronica Ramírez – Ed/Math
20. Elvin Salerno – Biochemistry
22. Valerie Noseng – Social Work
24. Carrie Van Dusen – Psychology
25. Carol Viluethpad – Engineering
26. Alvine Wetiba – Geology

Ronald E. McNair

- Born October 21, 1950
- Died January 28, 1986
- Graduated from Carver High School South Carolina in 1967
- Received a B.S. in Physics from North Carolina A&T in 1971
- Received a Ph.D. in Physics from Massachusetts Institute of Technology (MIT)

McNair Program Requirements: (applications accepted in the Spring)

- Completed between 40 – 80 credit hours of college coursework (sophomore, junior or senior standing)
- Minimum 2.75 cumulative GPA or a 3.0 in the last 60 credit hours
- First-generation college student with limited income
- Belong to a group underrepresented in graduate education: African American, Hispanic/Latino American Indian/Alaskan Native, or Native Hawaiian/Pacific Islander
- U.S. citizen or permanent resident of the U.S.
- Desire to conduct scholarly research
- Desire to attend graduate school and obtain a doctoral degree

2016 – 2017 Student Researchers and Mentors

<table>
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<tr>
<th>1</th>
<th>Tracia Banuelos</th>
<th>Tara Gregory, PhD – Community Psychology</th>
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<tr>
<td>2</td>
<td>Nephi Escobar</td>
<td>Alex Chaparro, PhD – Psychology</td>
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<td>3</td>
<td>Christine Fuston</td>
<td>Gregory Meissen, PhD – Psychology</td>
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<td>4</td>
<td>Vera Gantt</td>
<td>Eveline Kalomo, PhD – Social Work</td>
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<td>5</td>
<td>Logan Gisick</td>
<td>Barbara Chaparro – Psychology</td>
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<td>6</td>
<td>Amanda Johnson</td>
<td>Jodi Pelkowski, PhD – Economics &amp; Chase Billingham, PhD – Sociology</td>
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<td>8</td>
<td>Valerie Noseng</td>
<td>Natalie Grant, EdD – Social Work</td>
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<td>Elizabeth Ramirez</td>
<td>Brendan Clark, PhD – Psychology</td>
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<td>Elvin Salerno</td>
<td>David Eichhorn, PhD – Chemistry</td>
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<td>11</td>
<td>Martina Salerno</td>
<td>Anil Mahapatro, PhD – Biomedical Engineering</td>
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<td>12</td>
<td>Carrie Van Dusen</td>
<td>Kyoung Hag Lee, PhD – Social Work</td>
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<tr>
<td>13</td>
<td>Carol Viluethpad</td>
<td>Kim Cluff, PhD – Social Work</td>
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Cross-Discipline Perception of the Undergraduate Research Experience

This study identified multiple benefits, outcomes, and learning goals perceived by research students from a variety of disciplines over a five-year period at a diverse, urban, liberal arts college. Many of the benefits reflect personal and professional growth. These findings confirm that undergraduate research is a "powerful affective, behavioral, and personal-discovery experience" (Seymour et al., 2004, p. 531) that benefits all students regardless of their discipline or career directions, although students in the social sciences and humanities may experience the benefits of participation differently than science students.

The Journal of Higher Education, Volume 82, Number 1, January/February 2011, pp.92-113
Dr. Tara Gregory has been a member of Community Engagement Institute staff since 2005. She’s the Director of the Center for Applied Research and Evaluation (CARE) and oversees all research and evaluation projects and supervises CARE staff. Gregory has over 25 years of experience in consultation and research related to positive youth development, youth leadership, substance abuse prevention, mental health and trauma, and community and organizational development.

Gregory has a doctorate and master's degree in community psychology and a bachelor's degree in psychology with a minor in German, all from WSU. Gregory was a certified substance abuse prevention specialist, taught the drugs and human behavior class at WSU from 1990-2005, and has previously worked as the WSU orientation coordinator. She is currently on the leadership council for the American Evaluation Association’s Community Psychology topical interest group. And she is now devoting time to serve as a McNair Research Mentor to Ms. Tracia Banuelos, a senior Psychology major. Their research will focus on peer mentoring on a college campus and its effects on college retention rates.

Research Component

The Research Component is a yearlong experience that provides opportunities for academically prepared juniors and seniors to engage in high-quality research with WSU faculty with doctoral degrees. Faculty will assist the Scholar and provide guidance in developing an original undergraduate research project. In some cases, the Scholar may assume a responsible role on the research team of the faculty member. The research emphasis is placed on the identification of research problems and data collection, including laboratory experiments, statistical data analysis and the development of writing skills needed to produce a technical research report and be prepared to present findings in an oral and poster format at the Annual Closing Symposium. Scholars will complete a minimum of 200 hours of research work by the end of the summer and receive a $2,800 stipend.

Scholars also have the opportunity to present at regional and national McNair conferences.