



“The Doctor”

McNair Scholars Program

Now Accepting Applications

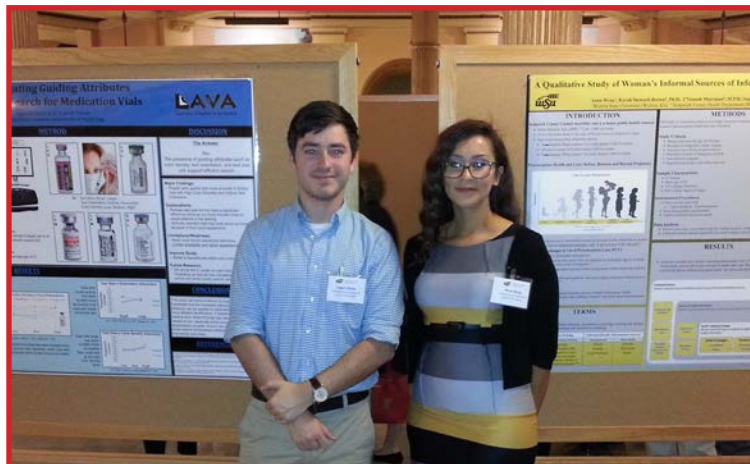


The McNair Scholars Program is looking for new participants for the 2016 - 2017 academic year. The Program is designed for students who are interested in pursuing doctoral studies. Support and services for graduate school planning include, graduate school exploration, research opportunities, faculty mentoring, writing assistance, and GRE preparation.

The application period is open until Monday, April 18. 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).

Undergraduate Research Day at the Capitol



Logan Gisick and Anna Wray

The Kansas Undergraduate Research Day at the Capitol event is an opportunity for students to present their research experiences with state lawmakers in Topeka, KS.

Logan Gisick and Anna Wray were two of four Wichita State students who were selected to present their research on February 18, 2016.

Gisick presented information regarding “Medication Vial Search: Identifying Guiding Attributes in a Lateralized Visual Search Task.” Wray presented “A Qualitative Study of Woman’s Informal Sources of Information about Preconception.”



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

Khoi Lam • 3/13

Jasmine Mayorga • 5/11

Elizabeth Ramirez • 4/2

Kevontrez Jones • 5/13

Logan Gisick • 4/7

April Faculty-Led Seminars

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

Location: Devlin Hall 106

April 16: Dr. Robert Weems
“What it Took to Get my Doctorate”

April 30: McNair Alumni
“McNair Alumni Panel”

Grammatically Speaking: 5 Tips to Improve Your Academic Writing

Wanting to improve your writing should be a top priority for all aspiring graduate students. Your research might be sound, but if you are unable to write clearly, you will not succeed in academia. It's not enough to have a good idea, you have to demonstrate it in writing. A paper full of spelling mistakes does not convey a positive image.

1. Clear, Concise, and Well-constructed Language

Legibility takes precedence over everything else.

Text needs to be grammatically sound and appropriately framed in order to be surmised by the intended audience without an effort. The reader must not go through the hassles of deducing the content because it is not competently framed.

Practice economy in writing: avoid colloquial phrases, contractions, run-on sentences, and extreme verbosity in language. Try not to digress away from the topic.

Maintain a temperate and clinical tone. Any inclusion of amusing subtext will be frowned upon in academic circles.

2. Construct Veritable Content

Make sure content is well-founded and in keeping with established facts.

Fortify your content with substantiated statements. For example, the statement, *"Today's children are not as healthy as those in the previous generation,"* sounds very cursory without any citations. The same statement evidenced by the empirical research that went behind it and/or a mention of the correct statistical numbers contrasting two generations would make it more clear and definitive. Further, using evidence to support your writing will help keep the undesirable controversies at bay.

If you speak about topics you don't know about, you will damage your reputation and credibility in topics on which you are an expert.

3. Plagiarism: Stay Away From It

In academic writing, there are few intellectual offenses with greater consequences than passing off someone else's content as your own. Plagiarism is the greatest assault on a researcher's credibility and may result in expulsion and loss of professional standing.

It is okay to take a leaf from previous authors' research and opinions, but do not merely rehash the content without ac-

knowledging its origin. Academic writing stresses the importance of documenting sources of words, images, and ideas. Make sure that sources are correctly cited.

4. Avoid Over-quoting

Word for word quoting is legitimate in certain situations, but over-quoting makes the content seem borrowed. Insert direct quotations only when you cannot possibly express the equivalent meaning in your own words.

For a major chunk of your document, paraphrasing is suggested. Paraphrasing simplifies a selection, but may not necessarily condense it. Further, ensure that the paraphrased content is attributed to its original source.

Wanting to improve your academic writing should be a top priority for all aspiring graduate students.

5. Summarize

Confining your paper to an allocated number of words is one of the most daunting tasks in academic writing. Summarizing simply means doing away with all the extraneous content without sacrificing the kernel of the topic.

Ensure that your final product is terse and focused. This may entail mentioning just eight case-studies instead of the 32 you have or pruning the document to a third of its original size, but it is more important for your manuscript to meet academic tenets.

Source: <http://www.nextscientist.com/tips-improve-your-academic-writing/>

Texas National McNair Conference



Zach interacts with a graduate school recruiter during the grad fair session.

Three McNair Scholars attended the Texas National McNair Conference at the University of North Texas on February 19th, 2016.

Alissa Bey, Khoi Lam, and Zachary Pearson attended a graduate school panel discussion and grad fair among other activities. Each student also had the opportunity to present his/her own research during the conference.

Writing Styles

One way to avoid loaded and value-laden wording is to use a thesaurus. I use one daily, for the purpose of changing the tone of my sentence, and to create better diction through word choice.

Diction, formal and informal, or technical and plain, fits into all types of writing and has rules according to the field. The best way to improve one's diction aside from using a thesaurus is to determine the types of emotions or mindset that your writing evokes.

I do this when writing personal statements. I ask myself the following questions: Are my words putting too much stress on my reader? Does this word bring about a negative response in my reader? Will this sentence elicit the emotion I want?

When I review my sentences in my writing for diction, I keep a mental inventory of my reactions to what I am reading and align them to my writing, and the state that I want to put my reader in.

- Shawna Fitz, McNair Scholar

Events to Come

MARCH

4 Devlin Hall, Rm 106
Grad Seminar (2 - 3 p.m.)
 Kaylee Nungesser, *"Managing Graduate School Debt"*

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

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

1 Devlin Hall, Rm 106
McWrite Meeting (2 - 3 p.m.)
 Noah Trammell, *"Writing in Review"*

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

APRIL

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

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

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

Research Deadlines

5/20 **Final Literature Review Due**

6/3 **Abstract Due**

6/10 **Final Abstract Due**

6/27 **Manuscript Due**

7/1 **Final Manuscript Due**

7/8 **Summary Due**

7/11-22 **Mock Presentations**

7/15 **Final Summary Due**

7/18 **Posters Due**

7/27 **All Materials Due**

Someone Like Me

Debra Joy Pérez, Ph.D., Vice President, Research, Evaluation and Learning for the Annie E. Casey Foundation



Growing up in Trenton, New Jersey, Debra Joy Pérez was one of nine children in a low-income Puerto Rican family, living in a neighborhood where outcomes for kids like her were not promising. She had no thought of a college education. She recalls how the kind act of a guidance counselor, who paid for her \$25 college application fee, set in motion an educational journey that culminated in two master's degrees and a Ph.D. from Harvard University.

Pérez has devoted her philanthropic career to helping to level the playing field for low-income and minority populations to receive quality education and services. Among her extensive list of honors and accomplishments as a leader who has established new areas of research as well as overseen millions of dollars in grants to nonprofits, Pérez's proudest endeavor is the "\$25 Fund," which she launched at the Princeton Area Community Foundation to provide "whatever it takes" to help talented youth of color get to college and succeed.

Pérez specialized in research and evaluation for the Robert Wood Johnson Foundation. In 2013, Pérez became vice president of research, evaluation and learning at the Annie E. Casey Foundation, where she provides leadership and direction for performance measurement, evaluation, policy research, data development, knowledge management and organizational learning. The Annie E. Casey Foundation is devoted to developing a brighter future for millions of children at risk of poor educational, economic,

As the first person in her family to attend and graduate from college, Pérez is particularly proud of her work mentoring young people and midcareer professionals of color to help establish them as public leaders.

social and health outcomes. As a private philanthropy based in Baltimore and working across the country, we make grants that help federal agencies, states, counties, cities and neighborhoods create more innovative, cost-effective responses to the issues that negatively affect children: poverty, unnecessary disconnection from family and communities with limited access to opportunity. In partnership with Casey's Senior Leadership Team, Pérez leads the development of a Foundation-wide performance management system.

When it comes to research and evaluation in communities, "I don't believe in the 'rank them and spank them' approach, but in using evaluation to add value," Pérez says. "It's about asking how can we be helpful to the programs and the community we are intending to impact by making sure what we do achieves its intended result."

As the first person in her family to attend and graduate from college, Pérez is particularly proud of her work mentoring young people and midcareer professionals of color to help establish them as public leaders.



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 27, 2016.

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.

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 until they find it.

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. Students reviewed three sample abstracts and worked as groups to

determine the strengths and weaknesses of each. Redmond cautioned students to ensure that their abstracts are well written because sometimes editors will not look further at a submission if they do not find the abstract up to par. Redmond reviewed the content that should be included in the introduction, methodology and discussion sections.

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



Sanjuana and Gaby attended the January's First Generation Mixer cosponsored by McNair, Student Support Services, and Disability Support Services.



Shawna served as a TRIO student ambassador during the 2016 TRIO Day Celebration.



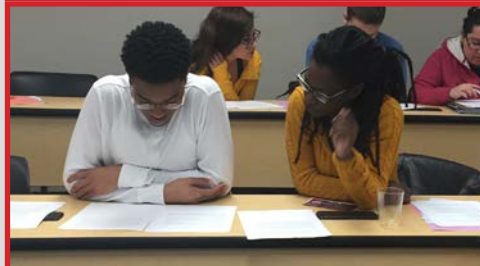
Martina spoke with Vice President of Student Affairs Eric Sexton while serving as a student ambassador during the 2016 TRIO Day Celebration.



Khoi met with graduate admissions representatives during the Texas National McNair Conference in Denton, TX.



Dr. Michelle Redmond from the KU Medical Center presented informaton about “Writing for Publication.”



Brandon and Shawna work on a group excersise during February's Faculty-Led Seminar “Writing for Publication.”

McNair Scholars Program

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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:

The University of California at Berkeley

At The University of California, Berkeley, a graduate application fee waiver is provided to McNair Scholars who apply for graduate admission. While they do not offer a fellowship solely for McNair students, they do offer departmental fellowships and fellowships designed to promote student diversity. Below are two examples. See the University website for more details: <http://grad.berkeley.edu/admissions/apply/fellowships-entering/>

Berkeley Fellowships – awarded to outstanding applicants to doctoral programs in all fields;

Chancellor's and Cota Robles Fellowships – awarded to exceptional applicants who also advance the Regents' goals for diversification of the academy.

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McNair Facts: Did You Know?

Following graduation from MIT in 1976, McNair became a staff physicist with Hughes Research Laboratories in Malibu, California.



He conducted research on electro-optic laser modulation for satellite-to-satellite space communications, the construction of ultra-fast infrared detectors, ultraviolet atmospheric remote sensing, and the scientific foundations of the martial arts.

Notice of Nondiscrimination

Wichita State University does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, marital status, political affiliation, status as a veteran, genetic information or disability.

The following person has been designated to handle inquiries regarding nondiscrimination policies: Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0205; telephone (316) 978-3186.