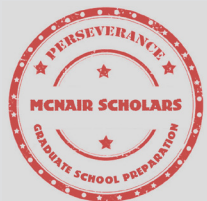




“The Doctor”

McNair Scholars Program



Ronald E. McNair 21st Annual Closing Symposium

On July 29, 2016, McNair Scholars will showcase their research findings before family, friends, faculty, and administration. The Closing Symposium will be held at the Rhatigan Student Center from 8 a.m. to 3 p.m. This event provides skill development in preparation for graduate study in the pursuit of a doctoral degree.

Scholars representing various disciplines commit to 200+ hours of research and work with Wichita State faculty to learn research methodology, test design, literature analysis, and writing techniques. The following students will present their research:

Alissa Bey
Dr. Rhonda K. Lewis

Jose Esquivel
Dr. Yimesker Yibun

Shawna Fitz
Dr. Eveline Kolomo

Vera Gantt
Dr. Eveline Kolomo

Logan Gisick
Dr. Evan Palmer

Jesus Gonzalez
Dr. Anil Mahapatro

Kevontrez Jones
Dr. Elizabeth Berhman

Khoi Lam
Dr. Gary Brooking
Dr. Nils Hakansson

Sanjuana Martinez
Dr. Nils Hakansson

Elizabeth Ramirez
Dr. Barbara Chaparro

Martina Salerno
Dr. Anil Mahapatro

M. Gabriela Valverde
Dr. Nils Hakansson

Anna Wray
Dr. Kyrah Steward-Brown

Alvine Wetiba
Dr. Keith Gray

The McNair Scholars Program extends a heart-felt CONGRATULATIONS to our graduates. May they soar in their endeavors as they pursue their graduate education.

The 2015 - 2016 Graduates are:

- Alissa Bey
- Kerisha Broadus (Fall 2015)
- Nicholus Cox
- Jose Esquivel
- Shawna Fitz
- Joy Foster (Fall 2015)
- Alexus Grace
- Kevontrez Jones
- Khoi Lam
- Sanjuana Martinez
- Rosa Palacio (Summer 2016)
- Zachary Pearson
- Anna Wray



Alumni Graduates

- Kenni Fitzpatrick - MSW
- Lindsey Stillwell - MSW



to those celebrating during the months of June, July and August

Alissa Bey • 6/24

Tameasha Tisdale • 6/25

LaWanda Holt-Fields • 7/2

Timothy Rollings • 7/9

Vera Gantt • 8/4

Shawna Fitz • 8/28

Grammatically Speaking: Avoiding the Personal Prounoun “I”

The general convention in academic writing is to write with minimal reference to yourself as an author. The reason for this lies in a tradition of needing to present your work “objectively”, as the work of a dispassionate and disinterested (that is, unbiased) researcher. One of the features of academic writing is a general absence of the first person pronoun “I”. This can be difficult, as lecturers often say, “tell me what you think”. They do want to know what you think, but presented as a rational, objective argument. For this reason we also avoid using emotive language; instead we let the “facts” - or our reasoned argument - make the point for us.

Academic writing is formal in tone and meant to be objective, using cited sources to support an argument or position. This assumes the focus is not the author, but rather the writing.

Examples of objective statements supported by fact:

“Research suggests that...”

“Authors Smith and Kline (2012) argue...”

The first person point of view is considered informal, and is not encouraged in academic writing. First person can weaken the credibility of the writer in research and argument, as it reads as the writer’s personal opinion.

Examples of personal opinion:

“I believe...”

“I think...”

“In my opinion...”

The third person point of view is often used as an alternative to first person as the “voice” in academic writing.

General examples for changing first person to third person:

Instead of	Write
I argue	The report argues
We researched the issue	The group researched the issue
I used structured interviews	The chosen methodology was
I found that	It was found that
I took a sample	A sample was taken
I surveyed the literature	The literature was surveyed
We administered the questionnaire	The questionnaire was administered

Examples of using effective alternatives to first person:

- *Original example:* I am writing this paper to discuss how I believe climate change is a major problem. (1st person)
- *Stronger example:* Climate change is a significant issue and over time may result in glaciers melting and the accelerated rise of sea levels. (3rd person)

The original example presents a personal opinion of climate change with no supporting facts. The stronger example is more assertive and direct, supporting the claim that “climate change is a significant issue” with facts that can be cited.

- *Original example:* I was reading a study about the rise of feudalism in medieval Europe and I noticed that social class structure seemed to be clearly determined. (1st person)
- *Stronger:* This study about the rise of feudalism in medieval Europe reveals that social class structure was clearly determined. (3rd person)

The original example focuses on the reader of the study, whereas the stronger example refers directly to the study and its findings.

Sources:

<http://blogs.ubc.ca/writingcentre/files/2013/01/Tutor-project-Avoid-First-Person-POV.pdf>

<http://www.monash.edu.au/lls/llonline/writing/arts/sociology/2.3.1.xml>

Summer Research Assembly Meetings



Friday, June 3:
"Writing and Editing"
Matthew DeAngelis
2 p.m. to 3 p.m.
Devlin Hall 106



Friday, July 8:
"Presentation Skills"
LaWanda Holt-Fields
2 p.m. to 3 p.m.
Devlin Hall 106

Undergraduate Research and Creative Activity Forum



Alissa Bey and Martina Salerno display their certificates at the Wichita State Undergraduate Research and Creative Activity Forum.

Alissa Bey (Social Sciences) and Martina Salerno (Engineering) took second place at WSU's Undergraduate Research and Creative Activity Forum (URCAF) for their oral presentations in the Social Sciences/Humanities and Natural Sciences/Engineering categories. Khoi Lam (Engineering) and Anna Wray (Social Sciences) participated in the poster presentations.

URCAF provides an opportunity for undergraduate students at Wichita State University to present their scholarly and creative activity to a faculty, student, and community audience, while competing for cash awards. Each student's work at the forum is presented under the mentorship of a WSU faculty member.

Events to Come

JUNE	3	Devlin Hall, Rm 106 (2 - 3 p.m.) Research Assembly Meeting Matthew DeAngelis, <i>"Writing and Editing"</i>
		Abstract Due
	6 - 8	Hubbard Hall 320 (2 - 3 p.m.) Research Seminar Series Dr. Schommer-Aikins, CESP
	9 - 10	Ablah Library, Rm. 217 (2 - 3 p.m.) Library Database Tour Angela Paul
	10	Final Abstract Due
	15	Devlin Hall, Rm 106 (1 - 5 p.m.) Matthew DeAngelis, <i>"GRE Review"</i>
	22	Devlin Hall, Rm 106 (1 - 3 p.m.) Matthew DeAngelis, <i>"GRE Review"</i>
	6/27	Manuscript Due
	29	Devlin Hall, Rm 106 (1 - 3 p.m.) Matthew DeAngelis, <i>"GRE Review"</i>
	1	Final Manuscript Due
JULY	6	Devlin Hall, Rm 106 (1 - 3 p.m.) Matthew DeAngelis, <i>"GRE Review"</i>
	8	Devlin Hall, Rm 106 (2 - 3 p.m.) Research Assembly Meeting LaWanda Holt-Fields, <i>"Presentation Skills"</i>
		Summary Due
	11-22	Mock Presentations
	15	Final Summary Due
AUGUST	18	Posters Due
	7/27	All Materials Due
	29	Rhatigan Student Center Closing Symposium (8 a.m. - 3 p.m.)
	19	Devlin Hall, TBD Student Orientation (10 a.m. - 2 p.m.) LaWanda Holt-Fields

Someone Like Me

Joyce Bell, Ph.D., Assistant Professor of Sociology at the University of Pittsburgh



Joyce Bell is a historical sociologist whose primary work examines the impact of the Black Power Movement on the professions in the United States. She received her Ph.D. in Sociology from the University of Minnesota in 2007 after earning an undergraduate degree in sociology and Spanish at the University of St. Thomas.

Bell served as an assistant professor of sociology and African American studies at the University of Georgia from 2007-2010 before joining the sociology faculty at the University of Pittsburgh in 2010.

Her first book, “The Black Power Movement and American Social Work” (forthcoming with Columbia University Press) details the impact of the Black Power Movement on the profession of social work. Relying on extensive archival research and oral history interviews, the book presents the case that the rise of black professional association life from 1966-1976 was a direct outcome of the Black Power Movement. The book requires a rethinking of how the movement has been characterized in extant historical and social science treatments and a reworking of the theoretical and conceptual tools that sociologists have used for studying radical movements. She is currently doing research for her second book: “Black Power Lawyers: Unique and Unorthodox Methods.”

Bell also researches the role of diversity discourse in institutions, higher education policy, and in the law. Her

work has been published in the *American Sociological Review*, *Critical Sociology*, and the *Journal of Race & Public Policy*. She has presented her work at many diverse venues including the annual meeting of the American Sociological Association, Social Science History Association, Association for the Study of African American Life and History, and the National Council for Black Studies.

Bell is also an expert in the area of faculty training, curriculum development and transformation, and higher education policy related to issues of diversity. She is an instructor for the University of Pittsburgh Provost’s Faculty Diversity Seminar and has published on the subject of teaching about race.

Bell was recently honored by the Pittsburgh New Courier with one of their “40 Under 40” awards honoring young leaders and professionals. Bell is an alumna of the Federal TRIO Programs (Upward Bound and McNair Scholars Programs, University of Minnesota-Twin Cities) and was the recipient of the National TRIO Achievers Award in 2011. She has been awarded fellowships from the National Humanities Center, the University of Connecticut Humanities Institute, and the University of Pittsburgh Humanities Center. She serves on the council of the American Sociological Association’s Section on Racial and Ethnic Minorities and sits on the editorial boards of *Race and Social Problems*, *Sociological Focus*, and *Sociology of Race and Ethnicity*.

TRiO
WORKS!

Grad Connect: *Managing Graduate School Debt*

On Friday, March 4, 2016, Jacob Highfill, peer financial coach for the Office of Student Money Management (OSMM), presented information about managing debt while in graduate school. Highfill reviewed the different types of debt and how interest rates affect the total costs students will have to pay. Student loans and mortgages have relatively low interest debts. Whereas credit cards, lease to own contracts, and payday loans can cost students substantially more in the long run.

In order to comfortably manage repayment, students should borrow no more in total student loan debt than they expect to make on average once they graduate. Total student loan debt includes principle plus interest over the loan term. Highfill recommended that students research what their prospective income might be and to use that as a guideline for how much debt they can easily repay after graduation.

Highfill used charts to illustrate the maximum amount students can borrow as undergraduates and graduate students and how much they will eventually pay back according to current interest rates. He also discussed the

types of loan repayment plans and the public service loan forgiveness program.

Finally, Highfill encouraged students to complete a budget and planning worksheet, which he provided. OSMM provides services to prospective, current, and previous Wichita State students. Financial coaches are available to help students identify and track their expenses, create a financial plan, and create a repayment plan for student loans and personal debt. OSMM coaches will also work with students individually to identify financial resources such as scholarships or fellowships that they may be eligible for.



Contact OSMM:

316-978-3254 • OSMM@wichita.edu
115 Neff Hall

McNair Events



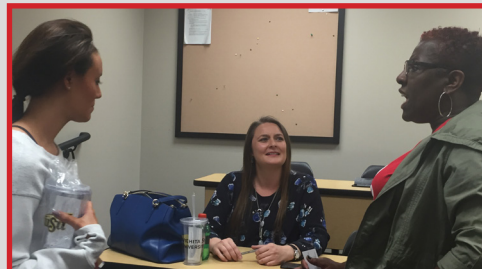
Thirteen McNair Scholars graduated during the 2015 - 2016 academic year (Nick and Jose are pictured left).



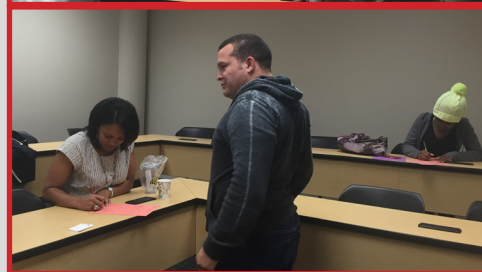
Logan, Martina, Anna, and Kevontrez presented their research at the University of Maryland Research Conference in March 2016.



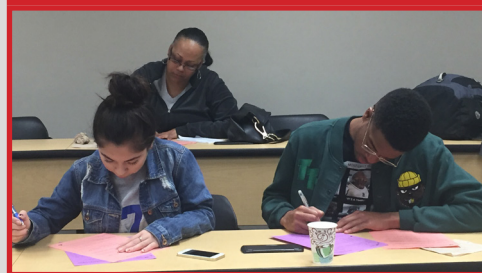
Dr. Robert Weems shared his experiences pursuing a PhD at the April Faculty-Led Seminar "What it Took to Get My Doctorate".



Janelle Petrisor, Lindsey Sitllwell, Kerry Grosch, PhD, and Brandy Newry participated in the McNair Alumni Panel.



Nephi speaks to McNair Alum Brandy Newry after the McNair Alumni Panel.



Students complete reflections on the concepts they learned during the McNair Alumni Panel.



WICHITA STATE
UNIVERSITY

TRIO PROGRAMS

McNair Scholars Program



McNair Scholars Program

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Wichita, KS 67260-0199

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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 Connecticut

As part of the Multicultural Scholars Program, the Graduate School makes available a limited number of awards to incoming doctoral students who represent the very best of the entering graduate student class. The expectation is that these students will enhance the diversity of these graduate programs. Eligibility for support is based on the student's academic qualifications, U.S. citizen or permanent resident status, and the demonstrated need for increased cultural diversity within the field of study.

The award consists of an annual service-free fellowship, equivalent to a half-time academic-year graduate assistantship that is paired with a half-time academic year graduate assistantship and a \$2000 summer stipend. This is guaranteed for up to three years.

“The Doctor”

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Neshia Greene, Senior Administrative Assistant

Ashley Cervantes, Program Counselor

McNair Facts: Did You Know?

Ronald Erwin McNair was born October 21, 1950, in the small community of Lake City, South Carolina. He was a studious child who began school at the age of four and at the age of nine successfully challenged the “whites-only” borrowing privileges at the local library. Ronald’s mother (a teacher) and father encouraged him and his brother, Carl, to set high academic standards.



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.