



# "THE DOCTOR"

## MCNAIR SCHOLARS PROGRAM

### WICHITA STATE UNIVERSITY

DIVISION OF STUDENT AFFAIRS  
WEBS.WICHITA.EDU/MCNAIR

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### A Note From the Director

Greetings, I would like to take this opportunity to officially welcome all participants to the 2005-2006 Grant Year. This is the third year of a four-year grant cycle and we are excited about the things that lie ahead. We have made some changes to the Program curriculum and raised some expectations of our participants, but only because we know that their capabilities are even greater than they may be aware of.

We have just completed our **10th** year of the McNair Scholars Program, "**A Decade of Achievement, A Celebration of Excellence,**" on the campus of Wichita State University and we consider it to have been quite successful. Over the past ten years we have served nearly **140** students, completed **105** baccalaureate degrees, achieved **25** graduate degrees and obtained **six** doctoral level degrees. We are very proud of our McNair Alums and look forward to making new memories and exceeding all of our expectations with the incoming McNair Scholars.

This is my fifth year as the Director of this Program and I wear that title with much pride. The staff and I move forward with the mindset that although this Program has done great things, "**The Best is yet to Come.**"

Welcome to the next step in your education, in your future and in your life.

*LaWanda Holt-Fields, Director*

### McNair Welcomes the 2005 - 2006 Participants

The McNair Scholars Program is off to a new year with the 2005 -2006 participants. The students will be familiarized with the graduate school process and conducting scholarly research.

*\* indicates returning students*

- |                    |                   |
|--------------------|-------------------|
| * Sadie Bell       | * Christina Bower |
| * Norma Campos     | * VyTara Cross    |
| Phillip Donaldson  | Shelagh Franklin  |
| Meladee Garst      | Emily Heersche    |
| Sierra Jackson     | Nereida Lopez     |
| * Stephanie Kirsch | * Crishel Kline   |
| Cecile McAlpine    | Jan Mead-         |
|                    | Moehring          |
| Janet Milow        | Kayla Nash        |
| * Teketa Paschal   | * Seth Perkins    |
| * Peter Phan       | Sarah Rogers      |



National Hispanic Heritage  
Month Sept. 15 - Oct. 15

&

National Native American  
History Month - November



*The Road to Academic Success*



# Grammatically Speaking

## Major Components of a Research Paper

### 1. Introduction:

Answers...

- **Background:** What is the context of this problem?
- **Rationale:** Why is this research important?
- **Problem Statement:** What is it we don't know?
- **Objectives:** What steps will the research take to try to fill this gap?
- **Scope:** Is the study limited to a special geographical area or to only certain aspects of the situation?

### 2. Methodology:

Answers...

- How was the data collected or generated?
- How was it analyzed?
- Why was a particular method or procedure chosen?

### 3. Results:

Includes...

- **Statement of Results:** Results are presented in a format that is accessible to the reader: *graphs, tables, diagrams, or written text.*
- **Explanatory Text:** All graphs, tables, diagrams and figures should be accompanied by text that guides the reader's attention to significant results. The text simplifies results, and highlights significant trends or relationships.

### 4. Discussion:

Includes...

- **Explanation of Results:** Comments upon whether or not the results were expected and presents explanation for unexpected/unsatisfactory results.
- **References to Previous Research:** Comparison of results with those reported in literature.

- **Deduction:** A claim for how the results can be applied more generally.
- **Hypothesis:** A more general claim or possible conclusion arising from the results.

### 5. Conclusion:

Summarizes...

- What was learned?
- What remains to be learned?  
(*directions for future research*)
- The shortcomings of what was done.  
(*evaluation*)
- The benefits, advantages, applications, etc. of the research.
- Recommendations.

The above outline was excerpted from the Writing Up Research Website. For more detailed information about each research component, be sure to visit the Writing Up Research Website at <http://www.languages.ait.ac.th/EL21OPEN.HTML>

~Emily Christinat  
Writing Tutor

## Food For Thought

“What you get by achieving your goals  
is not as important as  
what you become by achieving  
your goals.”

~Zig Ziglar

## Happy Birthday!

The staff would like to wish a **Happy Birthday** to those celebrating Birthdays in September, October and November.



*Cecile McAlpine - September 11*

*Ronald E. McNair - October 12*

*Peter Phan - October 24*

*Sadie Bell - November 1*

*Jan Mead-Moehring - November 7*

## Vocabulary Builder

### *Building on Root Words*

As students began preparing to take the Graduate Record Exam (GRE), they must become familiarized with vocabulary words: root/prefixes, antonyms and synonyms. Below are some examples of prefixes with their meanings and an example:

Root/Prefix	Meaning	Example
a, ab	not, without	apathy, anemia
ab	away from	absent, abstain, aberrant
clud, clus, claus	to close	include, reclusive, claustrophobia
dyn, dyna	power	dynamic, dynamite, dynasty
mis	bad, badly	misinform, misinterpret, misnomer, mistake
mit, miss	to send	transmit, permit, missile, missionary, remit, admit
phon	sound	telephone, phonics, homophone, microphone
retro	backwards	retrorocket, retrospect, retrogression, retroactive
sect	cut	intersect, transect, dissect, section
vert, vers	to turn	convert, revert, versatile, vertigo

To get a full list of root/prefixes, visit  
<http://www.virtualsalt.com> or  
<http://webster.commnet.edu>.

Source: <http://www.virtualsalt.com/roots.html>

SEPTEMBER

## Events to Come

- 2 **Student Group Meeting**  
2 - 3 p.m., Room 206, HC  
Jan Mead, Career Services  
**"Vitae Writing"**
- Research Assembly Meeting**  
3 - 4 p.m., Room 206, HC  
Emily Christinat, Writing Tutor  
**"Writing the Proposal"**
- 6 **Labor Day - No Classes**
- 10 **Faculty-led Seminar**  
10 - Noon, Room 106, DV  
**"Time Management"**
- 16 **Research Proposals Due**
- 23-25 **Heartland Research Conference**
- 30 **Proposal Acceptance**

OCTOBER

- 7 **Student Group Meeting**  
2 - 3 p.m., Room 206, HC  
Sue Webb, Graduate Assistant  
**"Personal Statement Writing"**
- Research Assembly Meeting**  
3 - 4 p.m., Room 206, HC  
Emily Christinat, Writing Tutor  
**"The Literature Review"**
- 16 - 18 **Fall Break - No Classes**
- 22 **Faculty-led Seminar**  
10 - Noon, Room 106, DV  
Dr. Anna Chandler, Ethnic Studies  
**"Lifestyles of People with Doctorates"**
- 26 **Research Mentor Orientation**

NOVEMBER

- 11 **Student Group Meeting**  
2 - 3 p.m., Room 206, HC  
Shukura Bakari-Cozart, McNair  
**"Transitioning Into Graduate School"**
- Research Assembly Meeting**  
3 - 4 p.m., Room 206 DV  
Emily Christinat, Writing Tutor  
**"The Literature Review cont."**
- 19 **Faculty-led Seminar**  
9:00 a.m. - Noon, Room 106, DV  
Deb Byers, Director, Fin. Aid  
Dr. David Wright, Sociology  
**"How to Finance Graduate School" and "Graduate School Application/Admissions Process"**

## Someone Like Me?

### Dr. Joan Esnayra - Geneticist



Growing up in a home filled with alcoholism, domestic violence, sexual abuse and mental illness, **Dr. Joan Esnayra** recalls that she could identify with organisms called *extremophiles*, which live and survive in harsh environments like Antarctica, for she truly is a survivor of extreme conditions.

Esnayra grew up near Olympia, Washington. Her home was always violent and unpredictable, so school became her safe haven and she excelled in her studies. She participated in student government, wrote for the school newspaper, participated in speech and debate and played all kinds of sports. Esnayra was also fortunate to get the opportunity to sail around the world with her father in a small boat. Though he was not a rich man, he was creative. For seven years, during the summer, they would sail to exotic ports. At the end of the summer, they would anchor the boat in a foreign land, fly home on a military jet, where she would return to school.

Esnayra started college at the University of Washington where she majored in Philosophy even though she wanted to be a scientist or a medical doctor. She enjoyed reading the works by Plato and Socrates but wanted to know how she could balance the love of philosophy and the passion for the sciences. She began asking her professors how she could find a balance, they recommended that she pursue the zest for philosophy while taking the minimum pre-medical requirements. However, they warned that once she started studying science at the upper level, it would be hard to find time for anything else, such as philosophy--she ended up choosing biology and entering graduate school at the University of California, San Diego.

It was at the graduate school level where Esnayra experienced discrimination for being a [mentally] disabled Native American woman. On top of the rigors of being a graduate student, Esnayra found that she was unable to defend herself and began to doubt her capabilities. She felt insecure and unintelligent and found herself in the role of victim due to the trauma of her childhood. However, through her challenges of racism, sexual harassment, disability discrimination and mental illness (bipolar disorder) she has learned to cultivate a sense of strength and self-worth and to take back the power that was taken from her at a young age.

Through many years of education and personal healing, Esnayra earned her PhD in Biology in 1999, nine years after entering graduate school. While in graduate school, she studied genetics and her research was about how to create policies for developing new drugs. Currently, she works for the National Academic of Science (NAS) in Washington D.C. where she manages committees of scientists who advise the government on matters of science and technology policy. She has found her balance of philosophy and science and how it impacts society and culture.

## **The Interdisciplinary Program: A Creative Option for Pursuing your Research Passions**

As students consider options on what type of doctoral studies they want to pursue, many find themselves struggling between two or three areas of concentration or disciplines. Many graduate programs are now offering Interdisciplinary Programs as an option for getting the doctorate. The Interdisciplinary PhD provides the students opportunities for creative academic programming and research that cross the boundaries of traditional disciplines. Instead of being supported by an individual department, school or college, each student's program is administered by a faculty committee, which represent the chosen disciplines. For example, the MD/PhD and the JD/PhD are examples of popular dual degrees. However, more universities are realizing that there are "complimentary" disciplines in which students can combine to achieve unique research experiences. The following is a small list of universities that offer Interdisciplinary Programs: (source: Marquette University, College of Communication 2004. <http://www.mu.wdu/comm/grad/interdisciplinary.html>)

**The City University of New York, CUNY, John Jay College of Criminal Justice**  
Specializations include: criminology and deviance, forensic psychology, law and philosophy, public policy and organizational behavior (can be tailored made)  
[www.jjay.cuny.edu](http://www.jjay.cuny.edu)

**University of Missouri, Kansas City (UMKC), School of Graduate Studies:**  
*Interdisciplinary PhD Programs*  
Too many possibilities to list!  
[www.umkc.edu/sgs](http://www.umkc.edu/sgs)

**Harvard University, Kennedy School of Government, PhD in Government and Social Policy and PhD in Sociology and Social Policy**  
These programs are designed for students whose research interests embrace questions of economic inequality, neighborhoods and spatial segregation, poverty, changing family structures, immigration, race, educational access and quality, or historical and comparative studies of social policy, particularly in the U.S. and other advanced industrial countries.  
<http://www.ksg.harvard.edu/inequality/PhD/PhDIntro.htm>

**University of California, San Francisco, Department of Biopharmaceutical Sciences, PharmD/PhD**  
The combined PharmD/PhD degree will make you uniquely qualified to translate basic research into clinical applications.  
[www.ucsf.edu/dbps/degreeprograms/pharmdphd.html](http://www.ucsf.edu/dbps/degreeprograms/pharmdphd.html)

This is just a sample of interdisciplinary programs with regard to obtaining a doctorate degree and also illustrates the flexibility some graduate programs offer to assist students in creating research ideas that combine disciplines so they can pursue their passion and interests.