

“The Doctor”

McNair Scholars Program

Division of Campus Life and University Relations

Notes From the Director

Congratulations and Welcome to the 2010 - 2011 grant year of the McNair Scholars Program. I am excited to share this journey with you as you find the **“Keys to Success in College and Life.”** With this as our theme for the academic year, we will move through this process together where we will explore the graduate school application process, improve writing and test taking skills, engage faculty to expand your knowledge base as you strive for the ultimate goal of attaining a doctoral degree.

The staff encourages you to take full advantage of this opportunity as you partake in the McNair Scholars Program. It is our intention to challenge, push, guide and provide you with the tools and resources to **unlock** the mysteries of graduate education. We have full confidence that you are more than capable of being successful, so we are here to support you.

It is important that along this journey you set goals for yourself and periodically re-visit these goals to make sure that you maintain your focus. The McNair staff will offer you assistance and help you stay on track, the McNair Scholars Program is merely a stepping stone in helping you get to where you want to be. Please let us know at any time if there are additional **keys** that you will need to help you unlock a door along the way.

It is my pleasure to serve as your director, I am here to assist you in any way that I can. I only have one request from you, put your best foot forward and do all that you can and I will meet you where you are to assist you in getting to where you want to be.

LaWanda Holt-Fields,
Director

McNair Welcomes the 2010 - 2011 Scholars

The McNair Scholars Program is off to an excellent start for the 2010 - 2011 academic year, with students participating in activities to become familiarized with the graduate school process and scholarly research. The McNair staff welcomes the following scholars:

* indicates returning students

*Marissa Barnes
*Traniece Bruce
*Sarah Cummings
*Veronica Ealey Pyles
*Sara Gomez
*Nicole Hill
*Rachel Jacobs
*Sophia Johnson
*Cierra King
*Philip Levy
Francis Nguyen
Rebecca Rodriguez
*John Williams

*Joi Bell
*Yolanda Byers
*Jeanette De La Torre
*Elka Garcia
Malinda Guapo
Lauren Hudson
*Christy James
Christina Johnson
*Carla Lee
*Antony Ngicu
*Carnell Roberts
Immanuel Thompson
Monica Williams

Celebrate!



Hispanic Heritage
Month
Oct. 15 - Nov. 15

American Indian
Heritage Month
November



McNair Scholars Program:
Keys to Success in College and Life

Grammatically Speaking Writing a Literature Review

Every McNair Scholar planning to be involved in the research component should be aware that January 31, 2011 is the due date for the literature review. For those who are still uneasy about writing a literature review, take comfort in the following suggestions.

How Can I Write a Good Literature Review?

Remember the Purpose:

You are not writing a literature review just to tell your reader what other researchers have done. Your aim should be to show why your research should be carried out, how you came to choose certain methodologies or theories to work with and how your work relates to research previously conducted.

Read with a Purpose:

You should summarize the work you read, but you must decide which ideas or information to add to your research (*so you can emphasize them*), which are more important and cover them briefly in your review.

Write with a Purpose:

Your aim should be to evaluate and show the relationship between the research previously done and your current research. In order to do this effectively, carefully plan how you will organize your work. Using *The Notebook Method* is an excellent way to stay organized.

Some Traps to Avoid

Trying to Read Everything:

If you try to be comprehensive you will never be able to finish the reading! The idea of the literature review is not to provide a summary of all the published work that relates to your research, but a survey of the most relevant and significant work.

Reading but not Writing:

Writing can help you to understand and find relationships between the works you have read, so do not put writing off until you have “finished” reading--after all, you will probably continue reading throughout your research project.

Not Keeping Bibliographic Information:

The moment will come when you have to write your reference page. . . and then you realize you have forgotten the information you needed; you failed to put the references in your work. The only solution is to spend a lot of time in the library relocating those sources you have read. To avoid this nightmare, always keep this information in your notes as well as placing the references in your writing.

**The above suggestions are excerpts from the Language Center's Writing Up Research website. For a more comprehensive analysis of a literature review, visit the official website:*

Source: <http://www.languages.ait.ac.th/EL21LIT.HTM#good%20one>

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Raise Your Awareness: *Are You?*

Bringing on bad habits?

Stress often times leads to overeating, smoking or using drugs and alcohol. These behaviors may make one more susceptible to stress. Ask yourself why you feel the need for these unhealthy habits and find positive ways to cope. If you feel overwhelmed by changes you cannot control, close your eyes and picture a quiet scene--a mountain top, meadow or lake--and breath deeply. **Take Control.**

Not getting enough oxygen into your body? Bad breathing habits can accompany stress. Your body benefits most from breathing that reaches down into your abdomen, referred to as belly breathing, then released out through the mouth. **Practice Daily.**

Feeling out of sorts?

A major life change can cause anyone to feel out of sorts. Focus on things in your life that have not changed. Call a good friend, read a favorite book, rent a movie or spend time in a place where you have always felt comfortable. You will see change in a more positive light when you feel grounded in the familiar. **Get Grounded.**

Isolating yourself or “bottling up” your problems?

When you are feeling overwhelmed, call a friend, family member, co-worker or counselor for help. If you are religious, a minister, rabbi or other persons from your religious community can be a source of support. Your health care provider can also help. **Ask for Help.**

Happy Birthday!

The staff would like to wish a Happy Birthday to those who are celebrating birthdays during the months of October & November.

Dr. Ronald E. McNair - 10/12



10 Mistakes Students Make When Applying to Graduate School

As students begin the process of applying to graduate school, they should be aware of the common mistakes that may prevent them from making the cut.

1. Failing to include all support materials for the application and to follow up after the application has been submitted.
2. Applying for assistantships in your major department only. Apply to places where you have worked in the past. (*accounting-bookstore, biology-plant lab, nutrition-university food service; be creative*).
3. Not sending the application fee.
4. Applying late for funding purposes.
5. Not typing the application; and writing see resume on assistantship application.
6. Failing to research major areas of concentration offered by an institution.
7. Applying to only one graduate school in the country; or applying to only “top ten” schools--ask the question “Am I a top ten student?”
8. Assuming graduate schools need to fill a minority quota.
9. Writing a career statement that does not match your professional and career goals as it pertains to the graduate program you are applying to.
10. Requesting personal recommendations from those that do not know your academic or professional abilities.

Source: Top 10 Mistakes People Make in Applying to Graduate School. jperkins@niu.edu

Events to Come

- 1 **Grad Prep & Seminar** (2 - 3 p.m.)
Devlin Hall, Room 106, Staff
“Graduate School Terminology Bingo”
- Research Assembly Meeting** (3 - 4 p.m.)
“Library Research Database Tour”
- 8 **Communication Fitness** (2 - 3 p.m.)
Devlin Hall, Room 106
Rebecca Rawls
- 14-17 Fall Break - Enjoy!
- 22 **Grad Seminar** (2 - 3 p.m.)
Devlin Hall, Room 106
Jill Pletcher, Career Services
“Etiquette Workshop”
- 30 **Faculty-led Seminar** (10 a.m. - Noon)
Devlin Hall, Room 106
Mike Hepler, Oklahoma State University
“Personal Statement Writing”

31 **Halloween**



- 5 **Grad Prep & Seminar** (2 - 3 p.m.)
Devlin Hall, Room 106,
Dr. Marche Fleming-Randle, LAS
“Me, Myself & Graduate School”
- Research Assembly Meeting** (3 - 4 p.m.)
“Methodology/ Data Collection”
- 12 **Communication Fitness** (2 - 3 p.m.)
Devlin Hall, Room 106
Rebecca Rawls
- 13 **Faculty-led Seminar** (10 a.m. - Noon)
Devlin Hall, Room 106
Dr. David Wright, Sociology
“Graduate School Application/ Admissions Process”
- 17 McNair Cultural Feast (11 - 1 p.m.)
- 19 **Grad Seminar** (2 - 3 p.m.)
Ablah Library, Staff
“Searching for Graduate School Funding”

24-28 Thanksgiving Recess





Someone Like Me?

Carlos Catalano, PhD

Pharmacist/Biochemist, University of Colorado Health and Science center, School of Pharmacy

As a middle school student in Corona, California, Carlos Catalano was fortunate to have Mr. Schultie for his science teacher. When Catalano would ask a question, Schultie would answer, “I don’t know, I have often wondered about that myself.” Schultie had a library in the back of his classroom, and would suggest that Catalano look for the answer and let him know what he had found. For the longest time Catalano thought his teacher was ignorant. Finally, he realized that Schultie was teaching him a very important lesson: he could find an answer to any question on his own. It was wonderful to have someone point him in the right direction. Many times throughout Catalano’s education, he had been fortunate to have someone guide him by pointing the way.

Catalano attended *California State University, San Bernardino* after he finished high school. He was not ready for college at that time, so he quit and worked as a buyer at Circle City Hospital for two years. That work experience convinced him that he was still very interested in science, and that an education would provide him with the necessary tools to become a successful scientist, so he returned back to school attending *California State University, Fullerton*, finding chemistry to be his favorite subject. Catalano recalled a conversation he had with his organic chemistry professor who told him that no one understood how aspirin worked. Catalano was dumbstruck and thought how could people be so uninformed about such a common, over-the-counter drug? This started his interest in the chemistry of drugs, which continues to this day.

Catalano moved to San Francisco and completed his Bachelor of Science degree in biochemistry at *San Francisco State University*. He still had an interest in drug chemistry, but sought financial security in another profession. He did not know how to make a decent living in chemistry. Catalano did not know of the many interesting and lucrative opportunities that actually existed. Nevertheless, he enrolled in the *School of Pharmacy at the University of California, San Francisco*. At that critical point in his career, he was again fortunate to have someone point the way. Dr. Neal Castagnoli, who told Catalano that he could study pharmacy while continuing his studies in chemistry--which is exactly what he did. Catalano received a **Doctor of Pharmacy (Pharm.D.)** degree in 1983 and a **Ph.D. in Pharmaceutical Chemistry** in 1987.

Catalano moved to *Pennsylvania State University* for a post-doctoral fellowship, and after all the training and hard work, he accepted a faculty position at the *University of Colorado Health Sciences Center School of Pharmacy*, in 1989. Although he no longer practices pharmacy, he teaches pharmacy students biochemistry and how the biochemistry of a cell is changed by drugs. Catalano shared that the pharmacist’s role in society is going through radical changes. In the last century, the pharmacist’s role was mainly to dispense medicine. Today, pharmacists are receiving more intensive training, leading to the Doctor of Pharmacy degree. Pharmacists are now expected to take a more active role in helping patients.

Catalano’s favorite part of his job is conducting research on viruses. His laboratory is interested in how tiny infectious particles enter a cell, “taking over”, to make more viruses by replicating inside of a cell. Catalano’s research tries to understand how the virus puts itself together, making virus pieces from the cell’s pieces--he is still interested in chemistry, the chemistry of life. The lessons that Catalano has learned from his teachers as well as his students and peers has made him even more curious about how life works. He states, “If I can have it my way I will continue to be a student for the rest of my life.”

GRAD-CONNECT

Graduate School: What it Takes to Get the Ph.D.?

A recent Ph.D. graduate, **Ronald T. Azuma**, shared his journey on getting the doctorate. He came up with a few survival tips and guidelines he wished he had known before he started his graduate degree. According to Azuma these are skills needed to successfully obtain the doctorate.

“Being a graduate student is like becoming all of the Seven Dwarves. In the beginning you’re Dopey and Bashful. In the middle, you’re usually sick (Sneezy), tired (Sleepy), and irritable (Grumpy). But at the end, they call you Doc, and then you’re Happy.”

Know why you want the Ph.D.:

What ever the reason may be, make sure that you believe in it passionately. If you do not have an answer, then save yourself a lot of grief and do not pursue the Ph.D.

Initiative:

The dissertation represents a focused, personal research effort where you take the lead on your own unique project. If you expect the advisor to hold your hand and tell you what to do every step of the way, you are missing the point of the dissertation. Ph.D. students must show initiative to successfully complete the dissertation. You will receive guidance at a high level but not at a micromanaging level. If you never do any task except those your professor tells you, then you need to work on initiative.

Tenacity:

Tenacity means sticking with things even when you get depressed or when things are not going well. Part of the Ph.D. is building a “thick skin” so you are not so fragile that you give up at the first sign of difficulties.

Flexibility:

Flexibility means taking advantage of opportunities and synergies, working around problems and being willing to change plans as required. Events can be good as well as bad. The difference between the highly effective graduate student and the average one is that the former recognizes those opportunities and takes advantage of them.

Interpersonal Skills:

Your success in graduate school and beyond depends a great deal upon your ability to build and maintain interpersonal relationships with your advisor, your committee, research and support staff and your fellow students--you need these people to get your research done.

Organizational Skills:

As a Ph.D. student, a lot will be asked of you on top of completing your dissertation (*attend conferences and meetings, meet and greet visitors and get projects done on time.*) Time management and organization are a must. “Failing to plan is planning to fail.”

Balance and Perspective:

Earning a Ph.D. is like running a marathon. You have to learn to pace yourself and take care of your body if you want to reach the finish line. Unfortunately, students often act like sprinters. They are highly productive for awhile, but then they fall by the wayside because they are not eating correctly, exercising and taking time to recharge their batteries. Take time to recharge yourself. Keeping your health and sanity intact are vital to achieving your primary goal of getting finished and graduating.



WICHITA STATE
UNIVERSITY
TRIO PROGRAMS
McNair Scholars Program

McNair Scholars Program

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"The Doctor"

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McNair Facts: Did You Know?

The Wichita State
University McNair
Scholars Program has
served **209** students since
1995, of which:
173 have bachelor's degrees
53 have master's degrees
12 have doctorate degrees
7 are currently enrolled in
doctoral programs.



NOTICE OF NON-DISCRIMINATION

Wichita State University does not discriminate in its educational programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, political affiliation, Vietnam-era veteran status or physical or mental disability.

The following person has been designated to handle inquiries regarding nondiscrimination policies:
Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita, KS
67260-0205; telephone (316) 978-6791.



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