

# “The Doctor”

## McNair Scholars Program

Division of Campus Life and University Relations

### Now Accepting Applications

The McNair Scholars Program is looking for new participants for the 2012 - 2013 academic year. To be eligible for the Program, students must meet the following criteria: have U.S. citizen status, enrolled at WSU full-time with sophomore, junior or senior standing (between 45 - 90 cumulative hours), and have a cumulative GPA of 2.75 or 3.0 in the last 60 credit hours. Students must also be first generation and low income or a member of traditionally underrepresented groups in graduate education (*e.g., African American, American Indian/Alaskan Native, Hispanic/Latino, Pacific Islander/Native Hawaiian.*)

The Program is designed for students who are interested in pursuing a doctoral degree. Support and services for graduate school planning include, but are not limited to: graduate school exploration, tutoring, research opportunities, faculty mentoring, writing assistance, GRE preparation, conferences attendance, and opportunities to be published in a local journal.

The application period is March 1 - April 16, 2012. Students may stop by the McNair Office, located in room 173B, Grace Wilkie Annex to pick up an application. *Faculty and staff may also contact the office with the names of potential candidates.*

### TRIO Day Observance

In 1986, the 99th Congress passed a resolution urging people to celebrate National TRIO Day. This observance calls attention to TRIO programs (initially three programs) and their place in the federal strategy to ensure equal educational opportunity in higher education. These programs enable Americans to successfully enter college and graduate regardless of economic circumstance, race, or ethnic background.

On Thursday, February 9, 2012, the Wichita State University TRIO Programs (**Communication Upward Bound, Disability Support Services, Educational Opportunity Centers Program, McNair Scholars Program, Student Support Services, Talent Search-Project Discovery, Upward Bound Math/Science Regional Center, Upward Bound/Wichita Prep, and Veterans Upward Bound**) along with **GEAR UP**, and **The Office of Disability Services** celebrated National TRIO Day with student speakers, **Shauntel Pearson, Michael McClellan** and **Kimberly Grimes, Mildred Edwards, Ph.D.**, executive director for the Kansas African American Affairs Commission (KAAAC) was the Keynote Speaker.

TRIO Day at the Kansas State Capitol was celebrated on Tuesday, March 6, where TRIO programs from **Kansas State University, Haskell Indian Nations University, Emporia State University, University of Kansas** and **Wichita State University** attended legislative meetings, a panel discussion on education, observed the Senate, was recognized by the House of Representatives by **Senator Oletha Foust-Goudreau** (29th District) and took a group picture with **Governor Sam Brownback**.

**The improvement of understanding is for two ends: first, our own increase of knowledge, secondly, to enable us to deliver that knowledge to others.**

- John Locke

**Enhance Your Knowledge With McNair**



# Grammatically Speaking

## Major Components of a Research Paper



### 1. Abstract:

A paragraph of 200 words or fewer that summarizes the completed research or work in progress. Readers can learn the rationale behind the study, general approaches to the problem, pertinent results, and important conclusions or new questions.

### 2. 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 gaps?
- *Scope:* Is the study limited to a special geographical area or to only certain aspects of the situation?

### 3. Methodology:

Answers...

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

*Avoid...*

- Listing materials and methods as part of procedure or process.
- Including all explanatory information (save for discussion).
- Including irrelevant information (color of ice bucket you used).

### 4. 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.

*Avoid...*

- Discussing or interpreting your results, or attempting to explain the results.
- Presenting the same data more than once.
- Text should compliment any figures or tables and not repeat the same information.
- Confusing figures with tables - there is a difference.

### 5. Discussion:

Includes...

- *Explanation of Results:* Comments on 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.
- Try to offer alternative explanations if reasonable alternatives exist.
- You may suggest future directions, such as how the experiment might be modified to accomplish another objective.

*Avoid...*

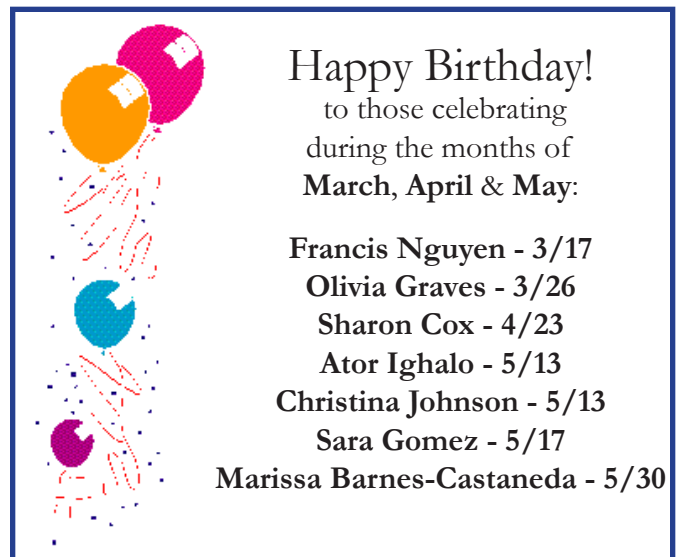
Discussions that present superficial interpretations of the results. In order to discuss the why of the results, focus on the mechanisms behind the observations in the experiment, focus group, questionnaire or instrument from the methods section.

### 6. 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.

Source: [http://Experimental Biosciences, Writing Research Papers.//www.ruf.rice.edu/~bioslabs/tools/report/reportform.html](http://ExperimentalBiosciences.com) & [Experiment-Resources.com. http://www.experiment-resources.com](http://Experiment-Resources.com)



## McNair Scholars Recognized for Academic Achievement

On Thursday March 1, the Wichita State Office of Multicultural Affairs recognized undergraduate and graduate students with GPAs of 3.25 and above for their academic achievements. McNair alumni who currently are enrolled in WSU graduate programs were **Temperance Acquistapace, Parker Daniel, Carmen Hytche, Danille Lewis, Jan Mead-Moehring, Mikki Phan, Veronica Pyles, Shondella Umeh and John Williams**. Undergraduate scholars included **Michelle Asombwile, Ashanti Carr, Kei-Ashia Cosey, Sarah Cummings, Ehijator (Ator) Ighalo, Tammy Lowe, Kia Porter, Rebecca Rodriguez and Monica Williams**. Awardees received a medal and a certificate for their accomplishments.

### The Number of Doctorates Continues to Grow

According to the National Science Foundation, the number of doctorates awarded continued to grow in 2009.

- **49,562** research doctorates were awarded in **2009**, up **1.6%** over the **2008** total.
- Doctorates awarded in science and engineering (S&E) fields were up **1.9%** over **2008**, owing
- entirely to growth in numbers of female S&E doctorate recipients.
- **4,719** doctorates were earned by U.S. citizens and permanent residents who are members of racial/ethnic minority groups. Their numbers grew by **6.4%** over the **2008** totals and continues to grow faster than the number earned by their white recipients.

Doctorates Awarded, by select characteristics		
	2008	2009
<b>S &amp; E Doctorates</b>	32,825	33,442
<b>Male</b>	19,854	19,849
<b>Female</b>	12,971	13,593
<b>American Indian/ Alaskan Native</b>	59	75
<b>Hispanic</b>	1,085	1,093
<b>Native Hawaiian/ Pacific Islander</b>	48	46
<b>White</b>	13,910	14,754
<b>African American</b>	825	947
<i>National Science Foundation, 2009 survey earned doctorates</i>		

Source: National Science Foundation. NSF 11-305, November 2010. Fiegenger. Mark. K. <http://www.nsf.gov/statistics/infbrief/nsf11305/>.

## Events to Come

- MAY
- 6 **Grad Prep** (2 - 3 p.m.)  
Devlin Hall, Rm. 106  
*"Stress Management"*  
Dr. Gregg Buell, Counseling and Testing Center
  - Research Assembly Meeting** (3 - 4 p.m.)  
Devlin Hall, Rm. 106  
*"5-Slide Presentation and Research Concerns"*  
McNair Staff
  - 13 **Communication Fitness** (2 - 3 p.m.)  
Devlin Hall, Rm. 106  
*Introduction to APA and MLA Writing Style*  
Rebecca Rawls, GTA, English Department
  - 14 **Faculty-Led Seminar** (10 a.m. - Noon)  
Devlin Hall, Rm. 106  
*"Graduate School Panel"*
  - 20 **Grad Seminar** (2 - 3 p.m.)  
Devlin Hall, Rm. 106  
*"Managing your Debt while in Grad School"*  
JoLynn Bright, EMPAC
  - .....
  - 3 **Last Day of Classes**
  - 4 **McNair Cookout** (11:00 a.m. - 1:00 p.m.)
  - 5-11 **Final Exams**
  - 13-14 **Spring Commencement**
  - 30 **Memorial Day**

Education is the power to think clearly, the power to act well in the world's work, and the power to appreciate life.

- Brigham Young

## Someone Like Me?



### **Russell Stands-Over-Bull, Ph.D. - Geologist Montana State University - Bozeman**

“Education is your most powerful weapon,” said **Chief Plenty Coups**, one of the last Crow Indian war chiefs. “With it, you’re the white man’s equal. Without it, you become his victim.” Chief Plenty Coups led **Dr. Russell Stands-Over-Bull’s** tribe before the United States settled the West, and continued to lead it into the transition of living on a reservation.

Stands-Over-Bull is a full blood member of the Crow tribe of south-central Montana. Growing up, he was immersed in tribal culture and conduct, and spoke the Crow language before learning English. American culture was foreign to him. He had extended families in his tribal communities, where aunts were respected as mothers, and cousins were like brothers and sisters. Grandmothers would tell the history of his people and how they survived the wars and smallpox epidemics. He embraces his identity as survivors and the host people of this country.

Chief Plenty Coups’ words were important in Stands-Over-Bull’s family. There were generations of teaching experience, his grandmother was the first Crow Indian to get a four-year degree in teaching, his mother, a principal, administrator, and teacher for over thirty years, and his father taught high school, was also a tribal leader. As Stands-Over-Bull encouraged his children to go to college, his father also ingrained in him the understanding that there would come a time when the tribe would call upon him and his specific skills he learned from college to return home to help. Stands-Over-Bull wanted to help by becoming a scientist or physician. Knowing it would take extra effort, he worked hard in all his science and math classes. During, his junior year in high school, he was part of a summer internship program for native youth at *Montana State University (MSU)*.

Stands-Over-Bull worked a summer job at a coal mine after he graduated high school. Working with geoscientists, he was intrigued by their expertise in mapping coals and directing mining operations. Stands-Over-Bull was very interested in the geoscientists’ ability to predict where the coals was underground. When he learned that he could identify hidden deposits of oil and gas, even gold or silver or diamonds, Stands-Over-Bull knew what he wanted to study.

Stands-Over-Bull started college dreaming only of a bachelor’s degree in geology. By his senior year, he realized his salary would not be what he was hoping for. He decided to get a master’s degree at *Colorado School of Mines*, yet he was not thinking about a Ph.D. “That’s the way dreams are,” he states. He learned to take one step at a time—each step leading him to the next. Eventually he found himself saying, “Well, there are very few Natives with a Ph.D., why don’t you be the one who breaks the trail?”

The Ph.D. program at *Colorado School of Mines* required steel discipline. Stands-Over-Bull worked full time in the oil industry and then came home to work on his dissertation. After staying up late, he woke up each morning to another long day. He also had two children by then. What kept Stands-Over-Bull going was his ability to dream, and having enough passion, determination, and faith to chase his dreams.

In 2001, Stands-Over-Bull was called home, as his father predicted. He developed Arrow Creek Resources, to provide geoscience expertise to the Crow and other tribes. During his time with Arrow Creek Resources, Stand-Over-Bull helped tribes understand the value of their natural resources, and the steps for making informed decisions when dealing with outside companies.

In 2006, Stands-Over-Bull returned back to Montana and continues to work on projects throughout the U.S. He also serves part-time as an adjunct professor in the Department of Earth Sciences at *Montana State University-Bozeman*, and is involved in Native support services. Becoming a geoscientist positioned him to contribute significantly to the tribes. He states, “Whether it’s the science, medical or computer industry, you’ll make the biggest impact by becoming a champion in your particular field, so you can answer the call of your people when it comes.

# **GRAD-CONNECT**

## **Senior Rule: An option for Graduate School**

As students get closer to completing their bachelor's degree and preparing for graduate school, Senior Rule is an option to get a head start on a graduate education.

### **What is Senior Rule?**

Most universities offer qualifying seniors the option to take graduate courses and receive credit while still an undergraduate. At Wichita State University, the Senior Rule option allows students who are within 10 hours of graduating and who have a 3.0 or above GPA in their major and upper division courses to take graduate level courses. This is done in addition to the requirements for receiving the bachelor's degree. Students who take these courses will receive graduate credit upon completion of their bachelor's. This gives the student a "heads up" because they have completed some graduate courses prior to entering a graduate program.

### **How does one apply for Senior Rule?**

- Submit an application to the Graduate College as well as a Senior Rule Application no later than two weeks prior to the intended semester Senior Rule is to be applied.
- Approval is needed from the student's major advisor, the department chairperson and or the graduate coordinator for the department for which the work is to be taken.
- Approval is needed from both undergraduate and Graduate School deans before courses can be taken as graduate credit.

### **Does one pay undergraduate tuition for graduate courses?**

No, the courses that are specifically geared for graduate credit will be charged graduate tuition. However, all undergraduate courses will be assessed undergraduate tuition.

### **Can students transfer graduate credits under Senior Rule to another institution?**

Most graduate courses are transferable to other universities. However, students must contact the institution they plan to attend to find out what courses are transferable.

For more information:

The Graduate School  
Wichita State University  
1845 Fairmount  
Wichita KS 67260-0004  
316) 978-3095  
[www.wichita.edu/gradschool](http://www.wichita.edu/gradschool)



WICHITA STATE  
UNIVERSITY  
TRIO PROGRAMS  
*McNair Scholars Program*

## McNair Scholars Program

1845 N. Fairmount  
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### "The Doctor"

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### McNair Facts: Did You Know?

The Ronald McNair  
Post-Baccalaureate  
Achievement Program  
is dedicated to providing  
research-related experienc-  
es and academic support  
to undergraduates who are  
interested in pursuing a  
doctoral-level degree.



#### NOTICE OF NON-DISCRIMINATION

1. It is the stated policy of Wichita State University to prohibit discrimination in employment and in educational programs and activities because of race, color, religion, gender, age, marital status, national origin, sexual orientation, political affiliation, disabled/Vietnam-era veteran status or physical or mental disability.
2. In working to achieve and maintain a welcoming and discrimination free environment, it is necessary and appropriate that employees and students be encouraged to make complaints and concerns about perceived discriminatory behaviors known to University supervisors and officials.
3. Any University employee or student who engages in retaliatory conduct against a University employee or student who has filed a complaint alleging discrimination or otherwise exercised their rights and privileges against illegal discrimination will be subject to disciplinary actions pursuant to establish University procedures up to and including termination of employment or student status.
4. This prohibition against retaliatory conduct applies regardless of the merits of the initial complaint of illegal discrimination.

