

“The Doctor”

McNair Scholars Program

Division of Campus Life and University Relations

Notes From the Director



Congratulations and welcome to the McNair Scholars Program, 2012 - 2013 grant year, “Educate, Enrich, Empower.”

I am excited to share this journey as you explore the graduate school process, improve writing and test-taking skills, engage faculty to expand your knowledge base and strive for the ultimate destination of attaining a doctoral degree.

The staff and I want to encourage you to take full advantage of this opportunity as you participate in the McNair Scholars Program. It is our intention to challenge, push and guide you on this great journey. We have confidence that you are more than capable of being successful, and we are here to support you through it all.

It is important that you set goals for yourself along this journey and periodically revisit these goals to make sure you stay on track. The McNair Scholars Program is merely a stepping stone to help you get to where you want to be. Please let us know if there is something additional that you need along this journey to help move you closer to your ultimate destination, the Ph.D.

It is my pleasure to serve as your director. The staff and I are here to assist you in any way that we 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 2012 - 2013 Scholars

The McNair Scholars Program is off to an excellent start for the 2012 - 2013 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

- | | |
|--------------------|---------------------------|
| James Allen | Marissa Barnes-Castaneda* |
| Kimberly Beltran | Mahnaz Brooks* |
| Robriana Cole | Sharon Cox* |
| Marcus Crawford | Sarah O. Cummings* |
| Kristina Durham* | Samantha DuQue |
| Cree Enna | Jamie Farrelly* |
| Olivia Graves* | Ator Igalo* |
| Christina Johnson* | Sein Lengeju |
| Rainee Locke | Tammy Lowe* |
| Kia Porter* | Joseph Shepard |
| Monica Williams* | |

Celebrate

National Hispanic Heritage Month

September 15 - October 15





American Indian Heritage Month

November





McNair Scholars Program

• Educate • Enrich • Empower

=



Grammatically Speaking Writing a Literature Review

McNair Scholars involved in the research component should be aware that January 31, 2013 marks the date which the literature review is due. For those that are still unsure 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 you want 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, you should carefully plan how you will organize your work. *Using The Notebook Method*, provided to you, 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.

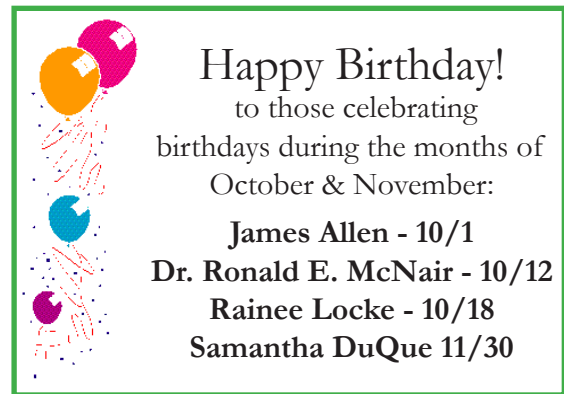
Reading but not Writing: Do not put writing off until you have “finished” reading. Writing can help you to understand and find relationships between the works you have read.

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 locating 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 AIT Asian Institute of Technology Languages Center’s website. For a more comprehensive analysis of a literature review and other writing resources visit the official website:

Source: AIT: Asian Institute of Technology. Literature Review. <http://www.ait.ac.th/education/LanguageCenter/ait-writing-services/guide-book/using-the-literature.html>



Seniors: It’s Time to Plan for Graduate School

As the fall semester begins, seniors should begin to think about their plans for graduate school. Consider the following as you start to plan:

- Name of School
- Geographic Location
- Academic Programs Offered
- Size of the Program
- Assistantships/Fellowships
- Annual Costs
- Admission Fees and Deadlines
- Housing Costs
- GRE Scores
- Application Deadlines

The Graduate School Selection Worksheet, and Admissions Timeline and Checklist located in your WSU McNair Student Handbook, can help scholars keep the above information organized as they begin to search for graduate programs and meet with the Program counselor to discuss graduate school plans.

Talking with Faculty

Many students struggle to establish the important mentoring relationships with faculty which are needed to prepare for research and graduate school. Writer **Dr. Tara Kuther** for *About.com*, suggest that few students make it through college or graduate school without the assistance from a professor at one time or another. Below she offers suggestions to help students take the initiative to speak to faculty.

Why Seek Help?

- You've fallen behind in class because of illness.
- You've failed a test or assignment and do not understand the course material.
- You need advice on the subject of your major.
- You need clarification on policies and/or schedules
- You need mentorship on graduate school and need to establish a mentoring relationship (strong letters of recommendation)

Why Do Students Avoid Seeking Professors' Help?

- Fear of asking a "dumb question".
- Fear of confrontation.
- Shyness
- Discomfort over approaching a professor of a different age, gender, race, or culture.
- Tendency to avoid interactions with those in authority.

If you're going to progress as a student -- and especially if you wish to attend graduate school, you must set your intimidation aside and ask for the help that you need.

Approaches to consider:

- Contact: Determine the professors preferred mode of contact (phone, office hours, e-mail).
- Ask for a one-on-one meeting with your professor in his or her office to discuss concerns or graduate school options.

Meeting:

- Be prepared with materials, ideas or questions to talk with your professor.
- Be punctual.
- Address professors with appropriate titles (Dr., professor) and last name, unless otherwise indicated.
- Express gratitude. Always thank your professors for the time they provided.

Source: About.com: Graduate School. <http://gradschool.about.com/cs/survivaltips/a/helpprof.htm>

Events to Come

OCTOBER

- 5 **Grad Prep & Seminar** (2 - 3 p.m.)
Devlin Hall, Rm. 106, Staff
"Graduate School Terminology Bingo"
- Research Assembly Meeting** (3 - 4 p.m.)
Angela Paul, Reference Librarian
"Library Research Database Tour"
- 12 **Communication Fitness** (2 - 3 p.m.)
Devlin Hall, Rm. 106
Robynn Sims, English Department
"The Research Process"
- 22 - 23 Fall Break - Enjoy!
- 26 **Grad Seminar** (2 - 3 p.m.)
Devlin Hall, Rm. 106
Jill Pletcher, Career Services
"Etiquette Workshop"
- 27 **Faculty-led Seminar** (10 a.m. - Noon)
Devlin Hall, Rm. 106
Mike Heppler, Education Consultant
"Personal Statement Writing"

NOVEMBER

-
- 2 **Grad Prep & Seminar** (2 - 3 p.m.)
Devlin Hall, Rm. 106, Staff
"Ten Tips for Graduate School"
- Research Assembly Meeting** (3 - 4 p.m.)
"Methodology/ Data Collection"
- 9 **Communication Fitness** (2 - 3 p.m.)
Devlin Hall, Rm. 106
Robynn Sims, English Department
"The Literature Review"
- 10 **Faculty-led Seminar** (10 a.m. - Noon)
Devlin Hall, Rm. 106
Denise Canoles, Sociology
"Graduate School Application/ Admissions Process"
- 14 McNair Cultural Feast (11 a.m. - 1 p.m.)
- 21-25 Thanksgiving Recess - Enjoy!
- 30 **Grad Seminar** (2 - 3 p.m.)
Ablah Library, Staff
"Searching for Graduate School Funding"
- Research Assembly Meeting** (3 - 4 p.m.),
Ablah Library, Room 217
Janet Brown, Education Librarian
"End Note Training"

Someone Like Me?



Donna Nelson, Ph.D. - Chemist **University of Oklahoma**

When **Donna Nelson** was a child her parents taught her to believe that she could do anything she wanted. However, when she arrived to the *University of Oklahoma* to be a professor of chemistry, she began to have her doubts. She was a young scientist, a mother, and the only woman and Native American in her department. Nelson thought it would have been helpful to have someone to teach her how to be a scientist and a mother at the same time, and how to survive being “the only one.”

Nelson’s decision to attend college was an easy one. Her parents and teachers were excited for her, and after a little deliberation, she decided to major in chemistry. However, growing up in a community like Nelson’s, it was strange to leave that environment and find out that she was suddenly in the minority. At first, Nelson did not realize how different she felt. She thought it was just because she was quiet or shy. Later, she began to understand that the differences between herself and her classmates were cultural. Before arriving at the *University of Oklahoma* as an undergraduate, Nelson never felt out of place. She grew up in Eufaula, Oklahoma, the capitol of the Creek Nation. She did not believe there was anyone in town that was not at least part Indian. It was a huge shock for Nelson those first few days of college when suddenly she was the only Native American and almost the only woman in all of her science classes.

Nelson particularly noticed the cultural differences when she became a graduate student and a professor at the *University of Texas at Austin*, where she received her Ph.D. She noticed that many people thought they had to promote themselves constantly in order to further their careers. This kind of self-promotion was not part of Nelson’s culture; she wanted to rely on her performance in science and teaching to advance her career. However, in the culture of sciences, people can often assume that if one is quiet that one has no accomplishments! Despite the pressure to conform, Nelson remained true to herself and her cultural heritage. In 1983, she joined the *University of Oklahoma* faculty in the department of chemistry.

There were no Native Americans like Nelson in person she could talk to, so she turned to history and learned about a woman named **Madame Marie Curie**. Curie was the first women in France to receive a Ph.D. in science and the first woman to lecture at the prestigious *Sorbonne University*. Curie won Nobel prizes in physics and chemistry, and became the first person to receive this award twice. On top of these accomplishments, Curie was also a mother. Like Curie, Nelson wanted to spend as much time as possible with her child, but needed to focus on her career as well. Since she was a new faculty member, she decided to take her son to the office while she worked in the lab next door. Nelson’s son soon became comfortable in the world of science, and is currently in college majoring in chemical engineering.

The female graduate students in the chemistry department at *OU* admired Nelson for the example she was setting. She showed these students that it is possible to be a female chemist and have a family. While Nelson was happy to provide some guidance because she understood what it felt like to be isolated, she still struggled to find a community of females, Native Americans, and other minority [women] in the sciences. In 2001, Nelson created the *Nelson Diversity Survey*, which surveyed tenured faculty from STEM disciplines. The data revealed the low numbers of tenured minority women in the STEM fields and has been used to generate women’s access opportunities in the sciences.

Though Nelson is still the only Native American and one of three women in the chemistry department at *OU*, she has found that she is not the “only one” in the world of science. Today, she is working on creating a network of minority scientists across the country, encouraging universities to hire more scientists of color, and educating minority students on how to choose a school that will best support them. It is Nelson’s goal that future minority women scientists will not have to turn to history books to find a role model - instead they will find role models all around them.

GRAD-CONNECT

Creating Interdisciplinary Options for Pursuing Graduate Education

As students consider options for the type of doctoral studies they want to pursue, many struggle to choose between two or three areas of concentration or disciplines. Many graduate programs are now offering Interdisciplinary Programs. The Interdisciplinary Master's or Ph.D. provides students opportunities for creative academic study 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 represents the chosen disciplines. For example, the M.D./Ph.D. and the J.D./Ph.D. are examples of traditional dual degrees. However, more universities are realizing that there are complimentary disciplines which students can combine to achieve unique research experiences. The schools featured below offer unique interdisciplinary opportunities:

Vanderbilt University: Medical Scientist Training Program (MSTP) & Medical Scientist Training Program - Clinical Investigation Track (MSTP -CIT)

- Both programs offer the M.D./Ph.D.

contact: https://medschool.vanderbilt.edu/mstp/prospective_students

- Part of VU-Edge (Enhancing diversity in graduate education) providing funding opportunities
- contact: <http://www.vanderbilt.edu/edge/>

University of Louisville: SIGS - School of Interdisciplinary and Graduate Studies
Interdisciplinary MA, MS and Ph.D. Programs

contact: <http://louisville.edu/graduatecatalog/programs/degree-programs/academic/gi>

Iowa State University: Graduate College Interdisciplinary Graduate Studies (IGS)

- Allows for flexibility of choosing 3 areas of study for MS and MA degrees
- Arts and Humanities
- Community Development
- International Development Studies
- Biological and Physical Sciences
- Social Sciences

contact: <http://www.grad-college.iastate.edu/igs/>

University of California, Irvine: Culture & Theory Interdisciplinary Doctoral Programs

- The Ph.D. in Culture and Theory provides a strong theoretical and critical approach to race, gender and sexuality studies

contact: <http://www.humanities.uci.edu/cultureandtheory/program/index.php>

Michigan State University: Ecology, Evolutionary, Biology and Behavior IGP:
(EEBB Affiliated Programs)

- Anthropology
- Crop and Soil Science
- Fisheries and Wildlife
- Geography
- Horticulture
- Philosophy
- Plant Pathology
- Statistics & Probability
- Computer Science and Engineering
- Entomology
- Forestry
- Geological Sciences
- Microbiology and Molecular Genetics
- Plant Biology
- Psychology
- Zoology

contact: <http://eebb.msu.edu/departments.php>

This small sample of interdisciplinary programs illustrates the vast variety available for students to explore for graduate school options. Institutions now allow students creative ways to do research by combining disciplines so students can pursue their passions and interests.



WICHITA STATE
UNIVERSITY
TRIO PROGRAMS
McNair Scholars Program

McNair Scholars Program

1845 N. Fairmount
Wichita, KS 67260-0199

Inside....

From the Director
2012 - 2013 Students
Grammatically Speaking
Talking with Faculty
Someone Like Me?
Grad-Connect
Events to Come

"The Doctor"

McNair Scholars Program
Wichita State University
Grace Wilkie Annex, Room 173B
Campus Box 199
Wichita, KS 67260-0199
Phone: (316) 978-3139
Fax: (316) 978-3439
E-mail: shukura.cozart@wichita.edu
Shukura Bakari-Cozart, Editor
Website: webs.wichita.edu/mcnair

Staff:

LaWanda Holt-Fields, Director
Shukura Bakari-Cozart, Assistant Director/Counselor

Ronald E. McNair received numerous honors, including North Carolina A&T's Presidential Scholar, Ford Foundation's Fellow, National Fellowship's Fund Fellow, NATO's Fellow, Omega Psi Phi's Scholar of the Year, AAU's Karate Gold Medalist, and National Society of Black Professional Engineers Distinguished National Scientist Award.

McNair Facts Did You Know?



Notice of Nondiscrimination

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

The Vice President and General Counsel and the Office of Human Resources shall have primary responsibility for publication, dissemination and implementation of this University policy.

