

# “The Doctor”

## McNair Scholars Program

Wichita State University

Division of Campus Life and University Relations

[webs.wichita.edu/mcnair](http://webs.wichita.edu/mcnair)



September - November, 2006

Vol. 12 No. 1

### Greetings From The Director:

I would like to welcome our 20 students to a new and exciting year with the Ronald E. McNair Post-baccalaureate Achievement Program, “*The Graduate Formula*.” The Program staff has worked hard to provide a curriculum that will be instrumental in assisting students in successfully completing their baccalaureate degrees and preparing them to make a smooth transition into a graduate program, with the ultimate goal of obtaining a doctoral degree (PhD). I believe that the McNair Scholars Program is indeed the formula that fosters success for first generation, low income and underrepresented students. I know that our students are among the best and the brightest that Wichita State University has to offer and it is my privilege to serve them. Do not hesitate to call on the staff when assistance is needed. The services and resources are here to use, but those who do not use them can not reap the benefits. The 2006-2007 grant year is the last year of a 4-year grant cycle and we will be writing and submitting our grant to the Department of Education for funding for another four (4) years. It is expected that this will be a tough competition year, but with the continued assistance of those from the past and those that will support us in the future we are confident that we will be refunded. This year will hold many new and exciting changes, and I am personally looking forward to connecting with each student as we continue for some and embark with others on this great journey to graduate education. Let’s be focused, persistent and move forward with the purpose of obtaining our goals.

Good Luck and Best Wishes.

LaWanda Holt-Fields, Director

### McNair Welcomes both New and Returning Scholars for the 2006 - 2007 Year

The academic year began early for the McNair scholars who participated in the Program’s annual Student Orientation. Participants were invited to eat pizza prior to the event, which allowed everyone to get acquainted with one another. The staff welcomed the scholars and began orientation with an overview of the history, purpose of the Program and legacy of Ronald E. McNair. They also discussed policy and procedures, research and mentoring components, program resources and other important topics relating to research and graduate study. The following students are the new participants for the 2006 - 2007 grant year: **Donovan Elias, Jerry Elmore, Julia Fallier, Kimberly Grimes, Jessica Hutton, Elizabeth Jackson, Philip Pettis, Mikki Phan, Tayoni Scott and Kim Tran.** Those returning to the Program are: **Jami Bonsall, Christina Bower, Meladee Garst, Nereida Lopez, Jan Mead-Moehring, Janet Milow, Kayla Nash, Seth Perkins, and Sarah Rogers .** The McNair staff looks forward to another year of assisting students with their “graduate formula” towards the PhD.

National Hispanic Heritage Month  
Sept. 15 - Oct. 15  
&  
National Native American History  
Month - November



→ → → → → → *The Graduate Formula* → → → → →

## Grammatically Speaking

### Writing a Literature Review



Every McNair scholar who is involved in the research component this year should be aware that **January 31** marks the date of which the *literature review* is to be completed and handed in. For those of you still uneasy about writing a *literature review*, take comfort in the following suggestions provided by the referenced website.

#### ***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.

#### ***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 work you've read, so don't put writing off until you have "finished" reading--after all, you will probably still be doing some reading all the way through to the end of 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 locating those sources you have read. To avoid this nightmare, always keep this information in your notes as well as put the references into your writing.

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

<http://www.languages.ait.ac.th/EI21LIT.HTM>

## Food For Thought

"Teachers open the doors, but you must enter by yourself."

~ Chinese Proverb

### ***For Your Information:***

#### ***Chronic Stress & Metabolic Syndrome***

According to the *British Medical Journal*, chronic stress may be a factor to Metabolic Syndrome, which may put one at risk for premature heart attacks and stroke. This syndrome is usually associated with abdominal obesity, hypertension, high cholesterol and diabetes and now includes chronic stress--the greater the stress the greater the risk. Changing bad eating habits and including more exercise may help to alleviate stress.

## ***Happy Birthday!***

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



***Elizabeth Jackson - 9/19***  
***Jan Mead-Moehring - 11/7***  
***Jerry Elmore - 11/20***  
***Kim Tran - 11/28***

## Compound Words: When to Hyphenate

A compound word is a combination of two or more words combined to create a new word. Regarded as a unit, they may take one of three forms:

- When written as one word:  
*masterpiece (solid compound)*
- When hyphenated:  
*trade-off (hyphenated compound)*
- When written as two words:  
*air bag (open compound)*

### Usually written as one word:

- down (breakdown)
- out (handout)
- over (stopover)
- back (drawback)
- about (layabout)

### Usually hyphenated:

- in (run-in)
- on (hanger-on)
- rhyiming (yo-yo, no-no, culture-culture)
- phrases of three or more words (in-the-bag)

Do not hyphenate when the words that make up a compound appear in regular order and the hyphen is not needed to clarify sense or pronunciation.

*soft goods*  
*health food*  
*trundle bed*

In an expression derived from a compound, retain the solid or hyphenated form of the original compound.

*ill-humoredly (ill-humor)*  
*trustworthiness (trustworthy)*  
*footnoting (footnote)*  
*V-shaped (V-shape)*

Except in words beginning with the short prefixes co-, de-, pre-, non-, pro-, post-, and re-, which are generally spelled solid (one word), use a hyphen to avoid doubling a vowel or tripling a consonant. (There are many exceptions to this rule; consult your dictionary when in doubt.)

*cooperation*  
*de-emphasis*  
*hall-like*  
*anti-inflationary*

Sources: [Grammar? No Problem](#). Dave Davies 1997.  
University of Minnesota Style Manual:<http://www1.umn.edu/urelate/style/hyphens.html>

## Events to Come

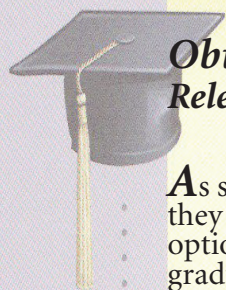
- 1 Request for Tutors
- Student Group Meeting**  
2 - 3 p.m., Room 206, Heskett Center  
**Jan Mead, Career Services**  
“*Vitae Writing*”
- Research Assembly**  
3 - 4 p.m., Room 206, Heskett Center
- 4 **Labor Day - No Classes**
- 15 **Research Proposals Due**
- 16 **Faculty-led Seminar**  
10 - Noon, Room 106, Devlin Hall  
**Dr. Deema de Silva, Director,**  
Student Support Services  
“*Doctoral Study Tenets and Time Management*”
- 29 Notification of Research Proposal Acceptance
- 
- 13 **Student Group Meeting**  
2 - 3 p.m., Room 206, Heskett Center  
**Bryan Flores, Instructor**  
“*Personal Statement Writing*”
- Research Assembly Meeting**  
3 - 4 p.m., Room 206, Heskett Center  
**Angela Paul, Library Research Tour**
- 15 - 17 **Fall Break - No Classes. Enjoy!**
- 19 **Birthday of Ronald E. McNair**
- 21 **Faculty-led Seminar**  
10 - Noon, Room 106, Devlin Hall  
**Dr. Anna Chandler, Ethnic Studies**  
“*Lifestyles of People with Doctorates*”
- 
- 10 **Student Group Meeting**  
2 - 3 p.m., Room 206, Heskett Center  
**Shukura Bakari-Cozart**  
“*Transitioning into Graduate School*”
- Research Assembly Meeting**  
3 - 4 p.m., Room 206, Heskett Center
- 11 **Faculty-led Seminar**  
10 - Noon, Room 106, Devlin Hall  
**Dr. David Wright, Sociology**  
“*Graduate School Application/Admission Process*”
- 15 McNair Cultural Feast (11 - 1 p.m.)
- 22 - 26 **Thanksgiving Holiday - No Classes**

SEPTEMBER

OCTOBER

NOVEMBER

# GRAD-CONNECT



## ***Obtaining a Ph.D.: Entering into a Doctoral Program*** ***Relevant Questions to ask Graduate Schools, Departments, and Programs***

As students begin preparing to apply to and consider which graduate programs will be a good fit, they must also keep in mind that not all graduate institutions offer the same benefits or options. Below are questions to think about and to ask when gathering information about a graduate program:

### ***Time to Degree***

1. What is the average departmental time to degree (TTD) for Ph.D.'s?
2. If a student enters the program with a Master's degree, how long is the TTD?
3. What is the time line of completion (including course work, comprehensive exams, and dissertation milestones)?
4. What is the attrition rate?

### ***Mentoring***

5. What are the guidelines, if any, for faculty mentoring?  
How does a student find a mentor?  
How many times per year do doctoral advisors meet with students to monitor progress?  
What has the advisor published?  
Is the advisor actively involved in research? What is the advisor's reputation as a teacher?  
To what extent is the advisor willing to involve students in his/her research?  
To what extent does the advisor show interest in or support the student's own research?
6. Can mentors/advisors/committee members be selected and appointed from outside the university?

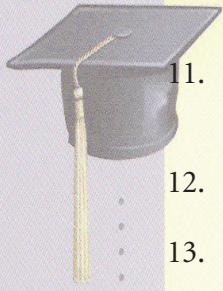
### ***Program Options***

7. Are joint dissertations possible?
8. What interdisciplinary or multidisciplinary opportunities are available?
9. What types of teacher training are available for both academic and nonacademic careers?
10. What types of internships or externships are available?

→ → → → → → ***The Graduate Formula*** → → → → →

Tangent  
 $\frac{dy}{dx} = \frac{1}{2}$   
 $2(ab-1) > 3(c+3)$   
 $\text{CO}_2$   
 $\text{H}_2\text{O}_2$





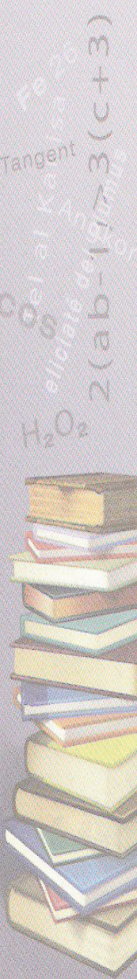
11. Are there electronic portfolio tools available to gather information about/products of the degree process?
12. What is departmental governance? Are the students actively involved?
13. What types of teaching, research, or administrative assistantships are available?
14. Are there opportunities and training in grant-writing, and publishing?
15. Is there exposure to disciplinary associations, publications, and conferences?

### ***Benefits***

16. What types of funding are available? For how long?
17. What types of health care benefits are available to graduate students?
18. What types of childcare options are available?

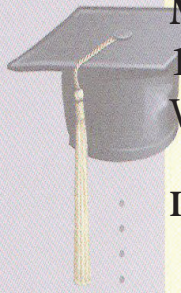
### ***Career Planning***

19. What types of professional development activities (groups, colloquia, seminars, etc.) are organized for/by the students?
20. Are there any opportunities for networking/training with outside professionals (both in various types of institutions and outside the academy)?
21. What types of positions (academic and nonacademic) do students find after graduation and what is the percentage of student getting placed?
23. Can the department/program provide accounts of graduates' job experiences after graduation?
24. What are the salary expectations/scales?
25. Does the department/program keep track of its alumni, and have any of the alumni offered to be contacts for current doctoral students?



Source: The University of Washington Re-envisioning the Ph.D.  
[http://www.grad.washington.edu/envision/phd/obtaining\\_phd/program\\_questions.html](http://www.grad.washington.edu/envision/phd/obtaining_phd/program_questions.html)

Wichita State University  
**McNair Scholars Program**  
1845 N. Fairmount  
Wichita, KS 67260-0199



**Inside....**

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*“Success is a journey, not a destination.”*

*~Ben Sweetland*

The Wichita State University McNair Scholars Program has served 148 students since 1995, of which 135 students have graduated with bachelor's degrees and 43 students with master's degrees. Six students are currently enrolled in doctoral programs and 8 students have graduated with doctorate degrees.

**McNair Facts  
Did You Know?**



Ronald E. McNair

**“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](mailto:shukura.cozart@wichita.edu)  
Shukura Bakari-Cozart, Editor  
web site: [webs.wichita.edu/mcnair](http://webs.wichita.edu/mcnair)

**Staff:**

LaWanda Holt-Fields, Director  
Shukura Bakari-Cozart, Program Counselor  
Sheri Daniel-Washington, Administrative Assistant

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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 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.

→ → → → → *The Graduate Formula* → → → →