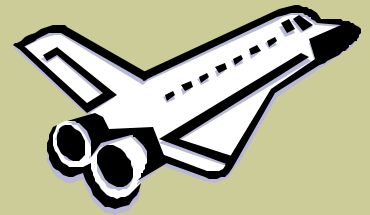


McNair Rocket



University of Washington McNair Scholars Excel in Research

The McNair Program offers students the opportunity to carry out research projects in collaboration with a faculty mentor in their field of study. The goal of the program is to get students involved in the research enterprise at the undergraduate level, to enhance their analytical skills, academic sophistication, and confidence that will make them successful scholars in graduate school.

Over this past summer and during the current academic year, McNair Scholars have been engaged in a variety of projects both on the UW campus and at other universities across the country. The following is a list of this year's UW McNair Scholars, their undergraduate majors, and if applicable, the title of their research project and their faculty mentor.

Fitsum Abraha, Business Administration.

Ricky Aguilar, International Studies/Latin American Studies.

Leslie Byrd II, Materials Science & Engineering, "Non-Destructive Capacitive Sensor for Determining Composition of Paper Pulp, Pharmaceutical Products, and Composites/Plastics," Dr. Alexander Mamishev.

Lorena Chavez, Psychology, "Is the Face Inversion Effect Exclusive to Faces?" Dr. Geoffrey R. Loftus.

Madalene Day, Psychology, "Understanding Racial Biases in Pre-Adoptive Parents," Dr. Anthony Greenwald.

Jennifer Devine, Geography/International Studies, "Rural White

Poverty in the Pacific Northwest," Dr. Victoria Lawson and Dr. Lucy Jarosz.

Oluwatope Fashola, Sociology/American Ethnic Studies, "An Analysis of the 'Burden of Acting White' Hypothesis: Race, Class, Gender, or Immigrant Status?" Dr. Charles Hirschman.

Dangelei Fox, Program on the Environment.

Monique Franklin, Computer Science/Chemistry.

Vincent Gonzalez, International Studies/Comparative History of Ideas, "The Cocalero Movement in Bolivia," Dr. Angelina Godoy.

Barbara Guzman, Latin American Studies/Political Science. "Balancing College Aspirations and Cultural Expectations Among Mexican Female High School Graduates in Manson, WA," Dr. Gabriel Gallardo.

Tess Lang, Bioengineering.

Nhi Nguyen, Psychology/Math, "Cross-situational Consistency in Coaching Behaviors," Dr. Sean Cumming, Dr. Ron Smith, and Dr. Frank Smoll.

Sonca Nguyen, Aeronautics & Astronautics, "Characterization of Plasma Potential near Ion Thruster Discharge Cathode," Dr. John E. Foster.

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From the Director's Desk

This second edition of the McNair Rocket coincides with the beginning of our second funding cycle. During the past four years (1999-2003) the UW McNair Program has worked with some stellar students, some of whom have been admitted to the nation's premier graduate programs (e.g., see page 4 "Fast Facts" for an update on where our graduates have enrolled). Many of our McNair graduates are now further along in a journey that will eventually lead them to a doctoral degree, the ultimate goal that McNair has established to measure our success. We realize that this journey will have some obstacles along the way, but we are confident that our students have the necessary skills and tools to navigate this path. With this as context, much of this McNair Rocket

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Hoang Nhan, Nuerobiology/English.

Zawanblihi Parker, Electrical Engineering/Economics.
“Predicting Future Cost through Power Market Analysis,” Dr. Chen-Ching Liu.

Maria Rodriguez, Materials Science & Engineering,
“Structure, Architecture, and Characterization of the Skeleton found in the Sea Sponge *Euplectella Aspergillum*—Materials Science Aspects,” Dr. George Mayer.

Kwun Wah Wen, Biochemistry, “Gene Candidate Approach to Characterizing the Determinant of IL-4 Commitment,” Dr. Mark Bix.

Derek White, English/American Ethnic Studies, “Public vs Private Schools: Addressing Academic Disparities,” Dr. Rick Bonus.

Keep up the excellent work Scholars!

*Now is the time to be
applying for summer
research opportunities!
Stop by the McNair
office for information
or help in applying.*

Hot Links

Everything McNair
<http://www.mcnairscholars.net>

A Comprehensive List of Graduate Schools with McNair Fellowships and Application Fee Waivers for McNair Scholars
<http://www.rochester.edu/College/McNair-Program/AppIncentives.html>

The Grad School Handbook
<http://www.gradschools.com/feedback/hbk.html>

Guides to Graduate School and Beyond
<http://www.theaha.org/perspectives /issues/1999/9912/9912gra.cfm>

“From the Director’s Desk” Continued From Page 1

newsletter is designed to add to our students’ wealth of informational capital; the ensuing articles provide insights into how to succeed in graduate education. The work that we have carried out over the past four years has been an incredibly rewarding experience not only professionally, but also personally. Part of this stems from the fact that we have built bonds with these students and we genuinely care about their academic success. Through this work, I can honestly say that we all feel that we are making a small difference in expanding educational opportunities of students who have traditionally been left out of higher education. This is our challenge and we will keep on doing this work with enthusiasm and energy in the future. Lastly, just as we eventually have to say goodbye to both our McNair scholars and our graduate staff assistants, so too do we periodically have to wish our professional staff well as they pursue new opportunities. This stated, our office is proud to inform you that Vega Subramaniam, our (former) program coordinator, has accepted the position of Executive Director for Chaya, a non-profit, confidential, safe resource for South Asian women. With Vega’s departure, we are equally proud to welcome Dr. Steve Woodard, who has recently accepted the position of Assistant Director here with us. Steve completed his doctoral work at our very own College of Education and he brings to our program his own experiences and thoughts about navigating graduate education. This will be an asset to our students and our staff. We hope you enjoy this second edition of the McNair Rocket.

Sincerely, Dr. Gabriel Gallardo

Words of Wisdom

Steve Woodard, Ph.D., is the new Assistant Director of the UW's McNair program. Here, Steve offers his perspective on the necessity of integrating educational and social spheres.

For multiple and complex reasons, the graduate school experience is steeped in overt and hidden pockets of isolation. Almost without exception, students will encounter moments when they feel intellectually, emotionally, and ideologically distanced; this separation can be from their peers, the literature, the research and inquiry process, or their academic community as a whole. Couple these brief, and at times extended, periods along with the reality that McNair scholars and many other students are often the first in their family to attend college (let alone graduate school) and the loneliness felt may seem unbearable... insurmountable...quite frankly, not

worth it.

Melodrama aside, my thinking and action center on voicing the literal and metaphorical confluence of including one's family life/sphere within her or his academic life/sphere, and vice versa. My intent here is to remind us all that when two streams (viz., worlds) combine, their distinctive power is increased not diminished. The significance of this observation is that the inner-strength harnessed from purposefully interconnecting the home and the academy can help students see beyond the aforementioned intense moments of (self) doubt.

Within my advocacy, I push students to sustain this series of acts (i.e., linking home to university and university to home) by adopting a language of family within their graduate studies. Such a way of being serves two tangible purposes. First, bringing the university into the home

serves to connect one's family to her or his graduate education process. The merit of this act of inclusion is deeply encoded within this (self-quoted) expression of joy: "Happiness is simultaneously and successfully navigating the demands of family and graduate school life. Knowing which one takes precedence – both when, and why."

During my second year of graduate school, my aforesaid recipe for being happy won a UW Bookstore/Clinique cosmetics promotional "contest." Nonetheless, I accept that my topic of discussion here warrants concrete examples. I couch such cases in the clear understanding that in graduate school, you will need to do the work. The work, as it is deemed in the academy, will mean different things to different scholars. Fairly consistently, the work will be a whirlwind of reading, attending classes

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Scholars Extraordinaire

Congratulations! to the following McNair Scholars on their recent accomplishments:

Ricky Aguilar received an IPE Travel Scholarship.

Madalene Day is a Seattle Foundation-Monroe Fund scholar, and was recently promoted to Family Development Coordinator at Antioch Adoptions.

Jennifer Devine has recently been awarded the British Marshall Scholarship to study at the London School of Economics. She is also the recipient of a J. Hall/Rose Glazier Scholarship. Additionally, she was selected to the 2002-2003 Annual Dean's List, received a Distinguished Achievements Award from the Geography Department, and was awarded First Place Presentation for her Honors Thesis by the Association of American Geographers.

Oluwatope Fashola is not only a McNair Scholar, but is also the recipient of the Ellen Anderson DeMoise Scholarship, the Coffman Scholarship, the George Newsome Humanitarian Memorial Scholarship, and a

Mary Gates Research Scholarship. She was also named to the University of Washington's Dean's List. She is now in both the University and Sociology Department Honors Program.

Dangelei Fox is the recipient of scholarships from both the Sealaska Heritage Foundation and from the Beaver Village Council.

Vincent Gonzalez has been selected as a 2003-2004 University of Washington Presidential Scholar.

Tess Lang has been selected to participate in the OMA/Classics Rome program this spring.

Hoang Nhan was awarded a Barry M. Goldwater Scholarship, a Mary Gates Research Training Grant, the William and Ruth Gerberding Award, and the University of Washington's Class of 2003 Senior Gift Scholarship. Equally important, she is also first author on a paper that has been accepted by the Journal of Cerebral Blood Flow and Metabolism. This project was funded by the McNair/Presidential Scholar-

ship during 2001-2002.

Nhi Nguyen was named to the University of Washington's Dean's List, is a Renton Rotary Scholar, and has been selected to participate in the OMA/Classics Rome program this spring.

Sonca Nguyen is the recipient of an NSF/CSME scholarship, and a Gates Millennium Scholarship. She has also been selected to participate in the OMA/Classics Rome program this spring.

Zawanblich Parker has been selected to participate in the OMA/Classics Rome program this spring.

Kwun Wah Wan received the Herschel and Caryl Roman Undergraduate Science Scholarship, and has been awarded the Rex J. and Ruth C. Robinson Scholarship Fund in Chemistry.

Derek White has been selected as a 2003-2004 University of Washington Presidential Scholar.

The Scholarly Tip: Challenges in Grad School

Sarah Augustine is a fourth year graduate student in Sociology. Here, she discusses some of the important lessons she learned in coping with grad school.

As a graduate student in my fourth year of study, I want to share with you some challenges I have experienced in Graduate school, as well as coping strategies for dealing with transitions into graduate student life.

The first year of graduate school itself posed challenges for me; I moved to the rain and urban scene of Seattle from the sunny desert of Albuquerque, I was one of the few ethnic minorities in my department, and I felt the pressure of being the first in my family to attend a graduate program. (Some of my relatives teased, “Even *more* school?”). I learned quickly that I was expected to *produce* knowledge (engage cutting edge-theory with my own ideas and generate original writing) rather than consuming it (taking classes and writing summary, research, or response papers). The pressures and academic challenges were quite different from previous experiences, as I confronted the most demanding expectations of my academic career and found that everyone surrounding me was at least as bright and motivated as myself.

I learned that it is OK to ask questions. When terms were used that

I did not understand, or when I did not catch on to statistical methods right away, my cheeks burned with embarrassment and I felt compelled to spend hours in the library or online searching for solutions. Actually, no one knows how to be a professor when they begin graduate school; it is a process of learning, and the program is designed to *help* students. In fact, I learned that it is a waste of time to get behind because I am afraid or embarrassed to ask questions. Often when I asked an “obvious” question in class, most other students would sigh a breath of relief and feel free to contribute themselves.

I learned that time management is important. This may sound like an obvious point. But scheduling for me took away some of the anxiety associated with a heavy workload. I scheduled blocks of study time every day, and tried to work within those blocks. This meant that I learned to read strategically, for specialized information, rather than despairing that I could never finish all of the assigned reading. I also learned to schedule free / recreational time, and consistently honor this time along with study time. In my experience, study in graduate school is much more intense than previous study, since I read original research exclusively, rather than summarized

material common in textbooks. As such, I learned that it is necessary to schedule breaks from study for my own visual and mental health.

I learned that it is OK to feel anxious. A common feeling in graduate school is that you are the only one finding the material difficult, or feeling overwhelmed, or feeling lonely. I felt at first that I had to hide these feelings, and that I would show myself weak or incompetent if I talked about these feelings. Actually, most if not all people feel this way during some part of graduate school. I learned that building a support system is essential. The Instructional Center (1307 NE 40th St) provided a great community for me to share my struggles and fears with other students and staff in an affirming, supportive atmosphere. The IC is outside my department, and I felt free to be myself there. Other universities have places like our IC (winner of the 2001 Brotman Award for Instructional Excellence and the 2001 Brotman Diversity Award). I suggest seeking out a supportive community of people you feel comfortable around right away. It won’t make you “less competitive”; most likely, it will just make you feel more at ease!

Sarah Augustine

Fast Facts

- ◆ *This Autumn, nine of our 19 McNair Scholars were named to the University of Washington’s Dean’s List.*
- ◆ *This Autumn, our McNair Scholars averaged a 12 credit workload, while maintaining an average GPA of 3.4 for the term.*
- ◆ *Over half of the University of Washington’s former 35 McNair Scholars are now enrolled in graduate programs. Some of the schools that they are currently attending include U California-Berkeley, UCLA, Emory University, Harvard U, Johns Hopkins U, U Michigan, U North Carolina-Chapel Hill, U Arizona, U Penn, and U Washington.*

Meet the UW McNair Staff

EIP & McNair Program Director, **Gabriel Gallardo, Ph. D.**, earned his doctorate in Geography from the University of Washington in 2000. His research interests include the geography of race and ethnicity, Latino settlement in the U.S., and the socio-spatial dimensions of ethnic economies. His dissertation research focused on the social, economic, and geographic dimensions of African American, Chinese, Korean, and Mexican entrepreneurship. He is also interested in minority student access to graduate education and graduate retention issues.

Steve Woodard, Ph. D., EIP & McNair Program Assistant Director, earned his doctorate in Educational Leadership and Policy Studies. His research interests include the examination of un/written academic policies disproportionately impacting first-generation college attending students, low-income students, and/or students of color, as well as multicultural and feminist approaches to understanding a

The McNair Staff. *From left to right: Dr. Gabriel Gallardo (Director), Sarah Augustine (Graduate Advisor), Alyson Brooks (Graduate Advisor), Rahel Bisetegne (Graduate Advisor), Dr. Steve Woodard (Assistant Director), Greg Yamashiro (Graduate Advisor).*



student's developing sense of self. His research also includes poetry/poetic voice as a transformative form of educational inquiry.

There are four graduate students in our office who work with students as advisors.

Sarah Augustine is a fourth year Ph.D. student in the department of Sociology. She is interested in how international economic institutions effect individual nations, social movements, and labor studies. Her substantive areas of focus are Institutional Analysis, Comparative sociology, and Demography.

Rahel Bisetegne is a graduate student in the School of Public Health and Commu-

nity Medicine. Her research interests are numerous but she intends to focus on one or both of the following: 1) Health care disparities in immigrant populations, or 2) the educational and medical needs of the growing population of AIDS orphans in Africa.

Alyson Brooks is a Ph.D. student in astronomy. Her research uses stars to trace the evolution of elemental/chemical abundances in the history of galaxies, in order to understand galaxy formation and the earliest stages of the Universe.

Greg Yamashiro is a Ph.D. student in Social Work. His research focuses on the use of culture and temporality in research methods, psychology, and social work.

“Wisdom,” continued from page 3

(including library time), studying, early morning through late night writing, theorizing, conducting extensive fieldwork/lab work, involving yourself in community service, conferencing, publishing, and a lot more reading. This fluid cycle of teaching and learning is as challenging as it is seductive. However, skillfully balancing family and one's work is not as complex as we often choose to believe. Specifically, the equilibrium is managed and maintained through simple acts; please know that simple acts often have the greatest and longest lasting impacts.

The all too real daily and historical pressures (e.g., the cultures of learning we encounter) that shape our sense of self directly and indirectly influence our desires to achieve or not. Thus, to liberate your thoughts, especially about simple acts, I must first push upon your sensibilities. In this regard, your receptiveness to my forthcoming suggestions will

depend upon your ability to unlearn a message (viz., a discourse) that has surrounded you in this country since birth. Summarily speaking: that misleading message says nothing is ever simple or easy, if it is of any worth. With this as context, the unifying theme in my ensuing concrete examples is that the work will still be there when you get back, although you will be stronger for taking the time to strengthen your family connections.

Here is a short list of simple acts to help prompt your own thinking and action: (a) encourage a family member to read an article with you and discuss the terminology and implications of the message together, (b) invite a family member to attend a campus-wide colloquia and discuss it afterwards together, (c) share drafts of your writing with a family member and show her or him how you've incorporated aspects of his or her feedback into your work, (d) take a night or a weekend “off” and devote that time to doing something that the family member wants to do. Upon hearing this incom-

plete list, my life partner offered another simple act for y/our consideration. In essence, Liz informed me that connecting her to the families of other scholars helped her understand that she wasn't alone with her frustrations of supporting me (i.e., our family) through graduate school.

Central to my ideas here, it is important that we never forget that I am speaking from a particular social location; I am African-American, male, affluent, married, and a father, to name but a few of my subject positions. Even so, a call for deliberate unification is embedded within each of my suggestions. Additionally, these and other strategies require timing, empathy, and above all else, patience – both with yourself and with each other. This latter point also frames my conversation about the second tangible purpose associated with adopting a language of family within one's graduate studies. Specifically, bringing the home into the university serves as a constant reminder that you cannot walk away from the strug-

“Wisdom,” Continued from page 5

gle that is the work. The struggle means that the graduate school process is bigger than any one person. Yes, most of us enter graduate education for ourselves. However, we are also there for the betterment of a community – regardless of whether or not we claim that community, and regardless of whether or not that community claims us. It is critical that in this discussion we never forget that community is (and always has been) plural.

Recognize that graduate school is a constant negotiation between feeling like a colleague/authority and feeling like an impostor/charlatan. However, at this advanced level of education, it is no longer about doing school well. It is about doing well by one’s community. To do well by your community you must make sure that very different, yet thoughtful questions get asked about two of the fundamental features of graduate education: (1) what is worthy of focused specialized study, and (2) whose voice gets heard as the answer to this question is sought. A concrete example here is does your discipline privilege a language of research subjects or a language of research partici-

pants? If you say the latter, is your research participatory in name only? Be forewarned that these are not mere issues of semantics as the responses carry deep implications for how knowledge is generated within the differing academic domains.

Doing well by one’s community also means that you must systematically push upon the limits of how knowledge gets communicated to and within your community. A suggestion here is to create inviting ways in which to share such insights with others; in turn, these very folks will be positioned to one day perhaps also ask very different, yet thoughtful questions about the two aforementioned fundamental features of graduate education. As a closing reminder, please note that I advocate for the blending of family life and academic life as a means for seeing these “bigger picture” issues, which can be blurred or lost during the moments of isolation associated with the graduate school experience. I welcome your feedback, critique, and/or general comments. Live well.

Dr. Steve Woodard

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TRIO

The Ronald E. McNair Post-baccalaureate Achievement Program operates as a part of the TRIO programs, which are funded by the U.S. Department of Education. The program is also supported by the Office of Minority Affairs and the Graduate School at the University of Washington.

Calendar of Upcoming Events

Be sure to keep the following dates in mind:

Upcoming Events

EIP social in the ECC Native room, **Feb 18** at 3:30.

Seventh Annual Undergraduate Research Symposium at the University of Washington, May 14. Abstracts due **March 1**.

McNair/EIP Annual Spring Research Symposium, **April 30/ May 1**.

EIP Presidential Research Scholarships. Deadline **May 2004**.

Research Opportunities

Social Development Research Group summer internship at the

University of Washington. Deadline **Feb 28**.

Penn State REU in Biology and Chemistry of Nutritional Process. Deadline **March 1**.

U Wisconsin Dept of Plant Pathology, Symbiosis Summer Program Research Scholarships. Deadline **March 1**.

Stanford Summer Research Program in Biomedical Sciences. Deadline **March 1**.

Minority Medical Education Program. Deadline **March 1**.

Yale Summer Medical Education Program (SMEP). Deadline **March 1**.

University of Michigan’s Summer Internships in Health Administration and Policy. Deadline **March 15**.

Temple University School of Dentistry and Medicine Summer Program. Deadline **April 16**

Our office also has information regarding fellowships in specific fields (such as biomedical sciences, crime, communications, etc.) **Stop by and take a look!**

*Share McNair!
The McNair Rocket
is available on-line at
[http://depts.washington.edu/
uwmcnair/rocket.pdf](http://depts.washington.edu/uwmcnair/rocket.pdf).
Print out a few and share them
with your family, mentors,
and friends.*

*Thanks to
Alyson Brooks
for her hard work
in compiling
this newsletter!*