

“The Doctor”

McNair Scholars Program

Wichita State University

Division of Campus Life and University Relations

webs.wichita.edu/mcnair



Putting the Pieces Together with McNair

December, 2008 - February, 2009

Vol. 14 No. 2

Well Under Way

The academic year is well under way for the McNair scholars. Mandatory activities have begun, and the scholars have started their research projects. The following scholars are conducting research for the 2008 - 2009 academic year:

Temperance Acquistapace

Dr. Galen Vesey - *EPSCOR*

Krystal Brack

Dr. James Snyder - *Psychology*

Jared Bennett

Dr. Andra Bannister - *Criminal Justice*

Diane Brown

Dr. Brian Withrow - *Criminal Justice*

Sheila Cubbage

Dr. Abel Winn - *Economics*

Christina Eaves

Dr. Linnea GlenMaye - *Social Work*

Margery Hannah

Dr. Chinyere Okafor - *Women's Studies*

Danille Lewis

Dr. Curtis Proctor - *Social Work*

Kristal McGhee

Dr. Brian Withrow - *Criminal Justice*

Kate Page

Dr. Robert Owens - *History*

Adella Rucker

Dr. Brian Withrow - *Criminal Justice*

Jason Ware

Dr. Marlene Schommer-Aikins - *Counseling Educational School Psychology (CESP)*

Darnell Webb

Dr. Paul Rillema - *Chemistry*

John Williams

Dr. Gwen Mukes - *Education*

Health Alert: Are You Overstressed?

Students feel stressed all the time. However, when stress builds up over time and begins to interfere with everyday functioning, chronic levels of stress can lead to a condition called *overstress*. When not managed well, *overstress* can result in physical illness as well as anxiety and depression. Being *overstressed* is like running a nuclear reactor past maximum power: sooner or later, something will break, burn up, or melt down. Therefore, learning how to manage stress levels is vital for maintaining good health and overall well-being.

Tips for Managing Stress

Change Your Actual Stress Load.

- Dropping a class or reducing work hours
- Setting long and short-term goals
- Developing a schedule

Take Care of Your Physical Needs.

- Take a multivitamin
- Eat more vegetables
- Limit alcohol intake
- Exercise at least twenty minutes, three times a week; include both aerobic and strength training
- Set regular sleep times

Engage in a Relaxation Activity.

- Do arts and crafts or other hobbies
- Listen to music or go dancing
- Practice yoga and/or meditation

All the above can help to alleviate stress and protect from becoming overstressed.

Grammatically Speaking

Major Components of a Research Paper



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

2. Methodology:

Answers...

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

3. 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.

4. Discussion:

Includes...

- **Explanation of Results:** Comments upon 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.

5. 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.

The above outline was excerpted from the Writing Up Research Website. For more detailed information about each research component, be sure to visit the Writing Up Research Website at <http://www.languages.ait.ac.th/el21open.htm>

*The best and most beautiful things in the world cannot be seen or even touched. They must be felt with the heart.
Wishing you happiness.*

-- Helen Keller

Happy Birthday!

The staff would like to wish a **Happy Birthday** to those celebrating Birthdays in December, January and February.

*Carla Lee - December 8
Christina Eaves - December 16
Nicole Hill - December 17
Tan Bui - January 9
Jason Ware - January 18
Christy James - February 2
Margery Hannah - February 7*

Someone Like me?

Healani Chang, PhD
Clinical Behavioral Scientist/Pacific Biosciences,
University of Hawaii, Honolulu



As a graduate student at the University of Hawaii, Honolulu, **Dr. Healani Chang** worked with immigrant populations from Vietnam, Laos, and Cambodia. They were mostly women and children who had just arrived to Hawaii and were eager to learn English and fit into American society. To teach them English, Chang used experiences from her daily life instead of using textbooks. She shared her Native Hawaiian culture with them, and, in return, they shared their values, culture, and stories. Her students were eager to communicate with her and were passionate about what they were discussing, which Chang learned too. This kind of exchange between teacher and student was revolutionary to Chang and completely different from the educational system that she grew up with.

When Chang was in school, she learned English in a completely different way. As Native Hawaiians, both her parents' and her generation were forced to learn English and not practice or respect their traditional native language. This devaluing of Chang's language felt like a devaluing of her culture. When she taught English in a new way, it was a very healing experience. Her classroom celebrated people's diversity and culture and thought of English as a common language that enabled vastly different people to communicate.

Because of the lack of respect for the Native Hawaiian language and culture, Chang struggled to succeed in the American educational system, which supported competition and individuality over teamwork and community. She was not always an A student; she never had teachers who were Hawaiian, and she had no one in school who understood what kinds of challenges she was facing as a Native Hawaiian student. It was hard to flourish in that environment because Native Hawaiians value *Ohana*, the family, (immediate, extended, friends, and neighbors) and *Aloha*, compassion and kindness - in human interaction. Luckily, Chang had the support of her community and family to get her to where she is today.

Chang received a basketball scholarship to the University of Hawaii, Honolulu. She was an athlete and was interested in how people made choices about their health and behavior. This directed her to pursue a bachelor's degree in human development. Once Chang discovered that her strengths were her values of *Ohana* and *Aloha*, she knew that she wanted to work with Hawaii's multi-ethnic population and stay in the health sciences field, pursuing a master's degree in public health education.

Chang's current research is in developing a quit smoking program for native Hawaiians. There are a number of smoking cessation programs across the nation, but Native Hawaiians continue to smoke at a higher rate than other ethnic groups. Her hypothesis is that Native Hawaiians need more cultural components in the smoking cessation program. For example, programs may be more effective if they involve the whole family, or perhaps people would succeed more if they worked in small group sessions instead of following the typical American model of one-on-one counseling.

Being a Native Hawaiian scientist, working with a Native Hawaiian population is of tremendous benefit for Chang because there are so few Native Hawaiian women in the sciences, in the university system, or on faculties. Native Hawaiian faculty at the university represent only two percent of the state population of twenty percent. There is a need for people they can relate to, who understand their culture, upbringing, and obstacles and can help them succeed in the American educational system. Being a role model and providing an opportunity to conduct research and learn new skills, helps others move on and create careers for themselves; these are the legacies Chang would like to leave other Native Hawaiians. She states, "I made it to where I am today. You can say it was hard work and determination, and it was, but I think my family and friends and the compassion of others helped quite a bit. *Ohana* and *Aloha* go a long way in life, for they are virtues rooted within."

GRAD-CONNECT

Requesting Recommendation Letters

A well written letter of recommendation is a detailed discussion, from a faculty member, of the personal qualities, accomplishments, and experiences that make the student unique and perfect for the programs to which they have applied.

Who To Ask? Most graduate programs require two or more letters of recommendation. Most students find it difficult choosing professionals to approach for letters. Consider faculty members, administrators, internship/co-operative education supervisors, and employers. The persons you ask to write your letters should:

- * know you well and long enough to write with authority
- * know your work to be able to describe your work positively
- * have a high opinion of you
- * know where you are applying
- * know your educational and career goals and be able to favorably compare you with your peers
- * be well known
- * be able to write a good letter

Keep in mind that no one person will satisfy all the above criteria. Aim for a set of letters that cover the range of your skills. Ideally, letters should cover your academic and scholastic skills, research abilities/experiences, and applied experiences (e.g., co-operative education, internships, related work experience.)

Approaching Referees: When you approach potential referees, be prepared to make an appropriate and effective request. Also be aware of common mistakes students make when requesting letters of recommendation. Ask if they know you well enough to write a meaningful letter. Pay attention to their demeanor. If you sense reluctance, thank them and ask someone else. Remember that it is best to ask early in the semester. As the end of the semester approaches, faculty may hesitate because of time restraints.

Provide Information: The best thing that you can do to ensure that your letters cover all the bases is to provide your referees with all the necessary information. Do not assume that they will remember anything about you. Make an appointment to speak with your letter writers. Give them plenty of time (three to four weeks minimum). Provide a file with all of your background information:

- | | |
|---------------------------------------|--|
| * transcript | * resume or vita |
| * admissions essays | * courses you have taken with referees |
| * research experiences | * internship and other applied experiences |
| * honor societies to which you belong | * awards you have won |
| * work experience | * professional goals |
| * due date for the application | * copy of the application recommendation forms
(if provided by the institution) |

Confidentiality: The recommendation forms supplied by graduate programs require you to decide whether to waive or retain your rights to see the recommendation. As you decide whether to retain your rights, remember that confidential letters tend to carry more weight with admissions committees. In addition, many faculty will not write a recommendation letter unless it is confidential. Other faculty may provide you with a copy of each letter, even if it is confidential. If you are unsure of what to decide, discuss it with your referee.

As the application deadline approaches, check back with your referees to ensure that the letters were sent on time (but don't nag!). Contacting the graduate programs to inquire whether your materials were received is also appropriate. Regardless of the outcome of your application, be sure to send a Thank You once you have determined that faculty have submitted their letters.

Back to Basics

Sentence Construction - *Modifiers*

As students prepare for research, it is important to have an understanding of basic writing skills. Below is a review of *modifiers* and their proper use in sentences. The simplest way to expand sentences is to add *modifiers* (*adjectives and adverbs*) to describe or limit nouns and verbs. Modifying words add detail.

Adjectives:

- * Nouns are subjects or objects, and are described by adjectives. Adjectives can “decorate” a noun and provide significantly more information about it.
- * Adjectives usually precede (come before) nouns and generally describe size, shape, color, emotion, condition, position, physical attributes or some other quality.
- * The words “*a, an, and, the*” are considered adjectives (called articles) and always precede a noun or noun phrase.
- * Adjectives give color and vibrance to language by creating word pictures for readers.
- * As a general rule, if you are using a series of adjectives, you should place a size or shape first; color second; position, condition, or emotion next; and other qualities last.

Provides limited information:

secretary

Provides more information:

experienced secretary

stressed-out secretary

young secretary

nervous secretary

Provides even more information:

nervous young secretary

Adverbs:

- * Adverbs do all other descriptive jobs in a sentence.
- * Adverbs describe verbs.
“She thinks *quickly*.”
- * Adverbs describe other adverbs.
“She thinks *very quickly*.”

Events to Come

DECEMBER

- 5 **Grad Prep & Seminar**
2 - 3 p.m., Devlin Hall, Rm. 106
“*Closing the Semester*”
- 11 **Last Day of Classes**
- 12 **Study Day**
Holiday Feast & White Elephant Gift Exchange (11:30 a.m - 1:00 p.m.)
- 13-19 **Finals**
- 14 **Fall Commencement**
- 24-1/5 **Holiday Shut-down - Campus Closed**

JANUARY

- 5 **Campus Re-Opens**
- 12 - 13 **Campus Visits to Kansas Universities**
- 19 **Dr. Martin Luther King Jr. Holiday**
- 20 **1st Day of Classes**
- 30 **Literature Review Due**

FEBRUARY

- 6 **Grad Prep & Seminar (2 - 3 p.m.)**
Devlin Hall, Rm. 106
Dr. Cheryl Adams, Dean of Students
“*Networking and Mentor Selection*”
- Research Assembly Meeting (3-4 p.m.)**
“The Abstract: What, Why & How”
- 7 **Grad Prep & Seminar (10 - Noon)**
Devlin Hall, Rm. 106
Dr. Deborah Soles, Philosophy
“*Writing for Publication*”
- 13 **Communication Fitness (2 - 3 p.m.)**
McNair Computer Lab, GWA, Rm. 166
- 18 **National TRIO Day Celebration**
9 a.m. - 2 p.m., Hughes Metroplex
- 27 **Grad Seminar (2 - 3 p.m.) - Staff**
“*Searching for Grad School Funding*”
McNair Computer Lab, GWA, Rm. 166

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Inside....

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Nothing can stop the man with the right mental attitude from achieving his goal; nothing on earth can help the man with the wrong mental attitude.

~ Thomas Jefferson

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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.

In 1978, Ronald E. McNair was one of thirty-five applicants selected for the astronaut program from a pool of ten thousand. He was also nationally recognized for his work in the field of laser physics.

McNair Facts
Did You Know?

