



“The Doctor” McNair Scholars Program

Ronald E. McNair

20th Annual Closing Symposium

On July 31, 2015, McNair and EPSCoR (EPS) Scholars will showcase their research findings before family, friends, faculty, and administration. The Closing Symposium will be held at the Rhatigan Student Center from 8 a.m. to 3 p.m. This event provides skill development in preparation for graduate study in the pursuit of a doctoral degree.

Scholars representing various disciplines commit to 200+ hours of research and work with Wichita State faculty to learn research methodology, test design, literature analysis, and writing techniques. The following students will present their research:

Wesley Alexis
Dr. Evan Palmer

Khoi Lam
Dr. Nils Hakansson

Alissa Bey
Dr. Jennifer Pearson

Julie Mohamed
Dr. George Bousefield

Nephi Escobar
Dr. Greg Meissen

Rosa Palacio
Dr. Rachel Showstack

Jose Esquvel
Dr. Nils Hakansson

Zachary Pearson
Dr. Thalia Jeffres

Kenni Fitzpatrick
Dr. Kyoung Lee

Janelle Petrisor
Dr. Mike Rogers

Joy Foster
Dr. Michael Birzer

Martina Salerno
Dr. Anil Mahapatro

Logan Gisick
Dr. Evan Palmer

Lindsey Stillwell
Dr. Natalie Grant

Lydia Ibarra
Dr. Jodie Hertzog

Jasmine Mayorga (EPS)
Dr. James Bann

Kevontrez Jones
Dr. Raju Suresh

Ayris Franklin (EPS)
Dr. David Downs

The McNair Scholars Program extends a heart-felt CONGRATULATIONS to our graduates. May they soar in their endeavors as they pursue their graduate education.

The 2014 - 2015 Graduates are:

Wesley Alexis
Robriana Cole
Kenni Fitzpatrick
Joy Foster
Tuyet Ha
Lydia Ibarra
Julie Mohamed
Angula Moss
Janelle Petrisor
Arlene Raymundo
Stan Saiz Jr.
Lindsey Stillwell

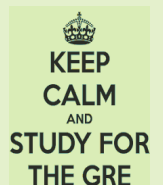


Alumni Graduates

Kia Hastings - MA Sociology
Carmen Hytche - M.Ed.
Francis Nguyen - MS Mathematics
Kristal D. McGhee - MA Christian Education
Mikki Phan - PhD Human Factors

GRE Prep Workshops

Dates: Wednesdays, June 17th through July 15th
Time: 9 a.m. - 12 p.m.
Location: Devlin Hall 106
Presenters: William Ingle, PhD, Mathematics
Matthew DeAngelis, MA,
Research Coordinator



Advice From the McNair Discussion Board

“Oftentimes I find what I think is a ‘knock ‘em dead’ kind of quote but I can’t get it to work in my paper because it doesn’t integrate well. I find it’s better to have multiple sources that say the same thing and be able to paraphrase and use a multiple source paraphrase than it is to use one really great quote.”

- Lindsey Stillwell



to those celebrating during the
months of June, July and August:

Alissa Bey • 6/24

Timothy Rollings • 7/9

LaWanda Holt-Fields • 7/2

Stan Saiz Jr. • 7/15

Janelle Petrisor • 7/7

Lydia Ibarra • 8/25

Grammatically Speaking: Sentence Structure and Variety

Adding sentence variety to prose can give it life and rhythm. Too many sentences with the same structure and length can grow monotonous for readers. Varying sentence style and structure can also reduce repetition and add emphasis. Long sentences work well for incorporating a lot of information, and short sentences can often maximize crucial points.

Structurally, English sentences can be classified four different ways based on the number of independent and dependent clauses a sentence contains. An independent clause forms a complete sentence on its own, while a dependent clause needs another clause to make a complete sentence. By learning these types, writers can add complexity and variation to their sentences.

Simple Sentence: A sentence with one independent clause and no dependent clauses.

Note: An independent clause is a group of words that contains a **subject** and **verb** and expresses a complete thought.

- My **aunt** **enjoyed** the hayride. } independent clause
 ↑ ↑
 Subject Verb

- **Jim** **studied** in the Sweet Shop } independent clause
 for his chemistry quiz.

Compound Sentence: A sentence with multiple independent clauses but no dependent clauses.

Note: A conjunction is a word used to connect clauses or sentences or to coordinate words in the same clause.

- The **clown** **frightened** the little girl, } 1st independent clause

- **and** **she** **ran** away. } 2nd independent clause
 ↑
 Conjunction

- The **Freedom Riders** **departed** } 1st independent clause
 on May 4, 1961,

- **and** **they** **were determined** to travel } 2nd independent clause
 through southern states.

Complex Sentence: A sentence with one independent clause and at least one dependent clause.

Note: A dependent clause cannot stand alone as a sentence because it does not provide a complete thought. It will begin with a subordinate conjunction (ex. after, until, as) or a relative pronoun (ex. that, which, who) and will contain both a **subject** and a **verb**.

- **After** **Mary** **added** up all the sales, } dependent clause
 ↑
 Subordinate conjunction

- **she** **discovered** that her cash } independent clause
 drawer was 32 cents short.

- **While** all of his **paintings** **are** **fascinating**, } dependent clause

- Hieronymus Bosch's **trptychs** **are** } independent clause
 his best work.

Complex-Compound Sentence: A sentence with multiple independent clauses and at least one dependent clause.

- **Although** **Fin** **likes** to go camping, } dependent clause
- **He** **hasn't had** the time to go lately, } 1st independent clause

- **and** **he** **hasn't found** } 2nd independent clause
 anyone to go with.

Writing Tip: Vary the rhythm of your writing.

Several sentences of the same length can make for bland writing. To enliven paragraphs, write sentences of different lengths. This will also allow for effective emphasis.

Writing Tip: Vary sentence openings.

If too many sentences start with the same word, especially the, it, or this, prose can grow tedious for readers, so changing opening words and phrases can be refreshing.

**McNair Alumni
Roni Ayalla
recognized as
“One to Watch”
by WSU Elliott
School of
Communication**



McNair Alum Roni Ayalla was recognized as Elliott School of Communication’s “One to Watch.” The “One to Watch” award recognizes a graduate from the past 10 years who is engaged in outstanding work in his or her field. Ayalla was a participant in the McNair program during the 2007-2008 grant year.

Ayalla founded Sandpaper Productions in 2012 with the mission of helping clients craft and refine narratives for high-stakes moments. Clientele include corporate executives, nonprofit organizations, publicly elected officials, city governments and thought-leaders across many disciplines, but particularly the digital health care and criminal justice reform space.

In close collaboration with her clients, Ayalla’s designs have been presented at events such as the Skoll World Forum, TEDx, Health2.0 conferences and in countless venture capital pitches.

After graduating in 2008, Ayalla earned a Master’s of Communication in Digital Media from the University of Washington, Seattle. She served as a mayoral appointee on The Citizens’ Telecommunications and Technology Advisory Board, which exists to provide guidance and a roadmap for the digital future of Seattle.

This year, Ayalla is working with a startup, JustLeadershipUSA, dedicated to cutting the U.S. prison population in half by 2030. She will also serve as advisory board member of Voice Inc, a South Carolina organization that aims to strengthen the voice of youth by helping them identify their purpose, power and passion.

Source: <http://www.wichita.edu/thisis/stories/story.asp?si=2778>

Events to Come

JUNE

- 5 Devlin Hall, RSC Rm 261 (2 - 3 p.m.)
Matthew DeAngelis, *“Writing and Editing”*
Abstract Rough Draft Due
- 8-10 Hubbard Hall 320 (2 - 3 p.m.)
Research Seminar Series
Dr. Schommer-Aikins, CESP
- 11-12 Ablah Library, Rm. 217 (2 - 3 p.m.)
Library Database Tour
Angela Paul, MLS
- 12 **Final Abstract Due**
- 17 Devlin Hall, Rm. 106 (9 a.m. - noon)
GRE Prep Workshop - Session 1
- 19 **Literature Review Due** (Summer Researchers)
- 24 Devlin Hall, Rm. 106 (9 a.m. - noon)
GRE Prep Workshop - Session 2
- 26 **Manuscript Rough Draft Due**

JULY

- 1 Devlin Hall, Rm. 106 (9 a.m. - noon)
GRE Prep Workshop - Session 3
- 3 **Final Manuscript Due**
- 8 Devlin Hall, Rm. 106 (9 a.m. - noon)
GRE Prep Workshop - Session 4
- 10 Devlin Hall, Rm. 106 (2 - 3 p.m.)
LaWanda Holt-Fields, *“Presentation Skills”*
Summary Rough Draft Due
- 13 - 29 **Mock Presentations**
- 15 Devlin Hall, Rm. 106 (9 a.m. - noon)
GRE Prep Workshop - Session 5
- 20 **Posterboard Approval Due**
- 20 **Final Summary Due**
- 27 **All Research Materials Due**

AUGUST

- 31 Rhatigan Student Center (8 a.m. - 3 p.m.)
Closing Symposium
- 14 Devlin Hall, Rm. 106 (TBA)
Student Orientation

Someone Like Me: Dr. Robert Weems



On Saturday, April 11, 2015, Dr. Robert Weems presented “What it took to Get My Doctorate.” Weems earned a PhD from the University of Wisconsin-Madison and has chaired several dissertation committees. Weems emphasized benefits of the McNair program; he has

served as a McNair mentor and encourages students to take advantage of what the program has to offer.

Weems grew up in Chicago and began his postsecondary career primarily focused on playing basketball. During that time, he noticed that his college professors seemed to have a pretty good life and career. He also had a professor who took an interest in him. There is a low number of African Americans with PhD’s and this professor believed that Weems had the potential to succeed at that level. Looking back on this journey, Weems stressed that the key to being successful is finding the right mentors.

“This seminar has only increased my passion to continue my plans to achieve my chosen career.” - Timothy Rollings

Weems received a fellowship from Boston University. At first, the award seemed like a lot of money. However, once he got there, he realized that it really didn’t go very far. Weems pointed to two major decisions in his life that were influenced by money. The first caused him to switch his focus from history to education in hopes of securing a higher paying job. He realized that he had made a mistake almost immediately. He got through the first year in that program and was offered a full time position directing a school achievement program. He turned down the opportunity to begin earning a salary in order to pursue his original goal of earning a PhD in history.

Money is a big temptation that may draw students away from their dreams of earning a PhD Weems warned. Earning a PhD requires a “fire in the belly”, regardless of the discipline students pursue. It requires focus and dedication. For Weems, his decision to continue following his dream ultimately came down to wanting a career that would give him personal satisfaction. He explained that two thirds of people working in all industries hate their job. They wake

up dreading what the day has to offer. Many people pursue a job for the money, but find that money isn’t everything. Weems assured students that if they are passionate and enthusiastic about what they are doing, the money will follow.

“This seminar has solidified my personal plans to achieve my goals. Dr Weems’ personal experience has given me real life examples for how to be successful in pursuing graduate education.”
- Anna Wray

How should students choose a PhD program?

“The short answer is the one that offers you the most financial aid,” Weems joked, although he did warn students to expect some financial difficulty. Weems encouraged students to research each program and suggested that students look at what professors are researching. He also advised students to visit the campus and talk to current graduate students.

How do you balance your personal life?

This can be a challenge. Weems recommended that students sit down with their loved ones at the beginning. Pursuing graduate studies is a sacrifice. Students will not have as much time to spend with their loved ones, but the sacrifice will pay off in the long run. Weems also advised students to make every effort to take some breaks. He gave the example of studying for his comprehensive exam. He decided to prepare for that by fanatically studying all the time, but after a while he noticed that he was feeling slightly depressed. You have to take some breaks to maintain your mental health.

When contacting professors in graduate programs:

“Nobody gets a PhD without a lot of support,” Weems assured students. He encouraged students to contact professors by introducing themselves, indicating interest their research topic, and inquiring about the graduate program. He suggested that they ask for advice. Most professors will respond. They’ve all been undergraduates and received a lot of help along the way.

What are the characteristics of success?

Perseverance and work ethic are two of the most important characteristics successful PhD students have. Students might have different work patterns. Some students get it all done at once and then take long breaks while others spread out the work and get a little done at a time. The most important part is that they get it done. Weems compared earning a PhD to a marathon, not a sprint.

Email Etiquette: *Tips for Writing to a Professor*

1. Use your college or university email. This marks the message as legitimate and not spam and gives the professor an idea of who's sending the message.
2. Always use subject lines. Use the subject line to indicate what the email is for or in regards to.
3. Address your professor directly; don't just launch straight into a request. Examples: 'Dear Dr. Smith', 'Hi, Dr. Jones', 'Dr. Zimmerman, I hope all's well with you...'
4. If your class is large, or taught in multiple sections, you may want to include your class and meeting time as well.
5. Be polite: Don't make demands, don't accuse, remember to write please and thank you.
6. Be specific: Make sure you are as clear as possible about what it is you need to ask without writing a novel.
7. Be succinct: Keep your message short and to the point. Your professor is going to have several email messages to wade through each day.
8. Do not use your email to argue and never send an email when angry. You want to be sure that you maintain a professional demeanor.
9. Grammar and spell check: Prior to sending your email, be sure to proofread your message. You shouldn't write your email as though you are texting your friend. Use complete sentences, proper grammar, and **no texting abbreviations**.
10. Close your email with something polite like "Thanks", "Thanks for your time", "See you in class Wednesday", "Regards", etc.

Sources: <http://udel.edu/~jsoares/How%20to%20Use%20Proper%20Email%20Etiquette%20When%20Writing%20to%20a%20Professor.pdf>

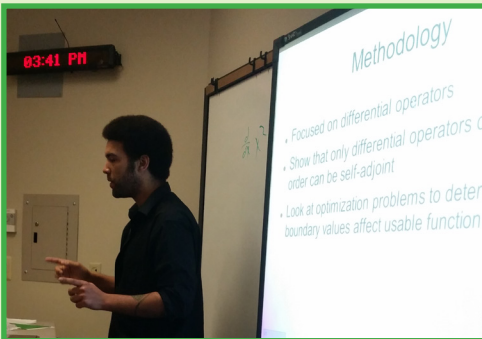
McNair Events



Connie Dietz, Executive Director of the Career Development Center at Wichita State presented information about professional dress and etiquette during April's grad prep meeting.



Zumba lessons during the McNair cookout provided a much needed brain break for studying for finals. Noah, Logan, and Martina enjoy a study break during Study Day on May 8th, 2015.



Zachary gives a practice presentation of his research examining "Self-adjoint Extensions of Linear Operators" during the April research assembly meeting.



Maria, Kerisha, LaWanda, and Matt show off their skills during Zumba lessons at the McNair cookout.



McNair Alum Francis Nguyen dropped by the office prior to submitting his thesis paperwork. Nguyen graduated with his master of science in mathematics this May.



During a recent campus visit at the University of Texas at Austin, PhD Student Salma Ayoub led McNair students on a tour of the BME lab following a panel presentation.



WICHITA STATE
UNIVERSITY
TRIO PROGRAMS
McNair Scholars Program

McNair Scholars Program

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Notice of Nondiscrimination

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

The following person has been designated to handle inquiries regarding nondiscrimination policies: Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0205; telephone (316) 978-3186.

McNair Facts: Did You Know?

Dr. Ronald E. McNair lived a relatively brief, but active and meaningful life. He excelled as a student, a physicist, and an astronaut. Although only thirty-five at his death, he had already received considerable recognition, including fellowships, several honorary doctorates, and numerous awards.



His quest for excellence inspired the ambitious goals of the program created shortly after his death and that continues to honor his memory: the Ronald E. McNair Postbaccalaureate Achievement Program.

"The Doctor"

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Matthew DeAngelis, Research Coordinator

TRIO Fact

Students currently enrolled in TRIO programs mirror our nation's multicultural and multiethnic society. Thirty-seven percent of TRIO students are White, 35% are African-American, 19% are Hispanic, 4% are Native American and 4% are Asian-American. Twenty-two thousand TRIO students are disabled.

Source: <http://www.coenet.us>

