

VOLUME 4 ISSUE 1

COLLARS

HONORS
PROGRAM



NEW YORK CITY COLLEGE OF TECHNOLOGY

of The City University of New York

Russell K. Hotzler, President

Bonne August, Provost and Vice President for Academic Affairs

Pamela Brown, Associate Provost

Honors Scholars Program

Janet Liou-Mark, Director

Reneta D. Lansiquot, Assistant Director

Laura Yuen-Lau, Coordinator

Founding and Managing Editor: Reneta D. Lansiquot

Contributing Editor: Jessica Samide

Art Director: Mandy Mei

Graphic Designers: Evans Alexandre, Savannah Blodgett

Photographers: Evans Alexandre, Savannah Blodgett, Mandy Mei,
Laura Yuen-Lau

Cover Photo: Land of Opportunity

Evans Alexandre

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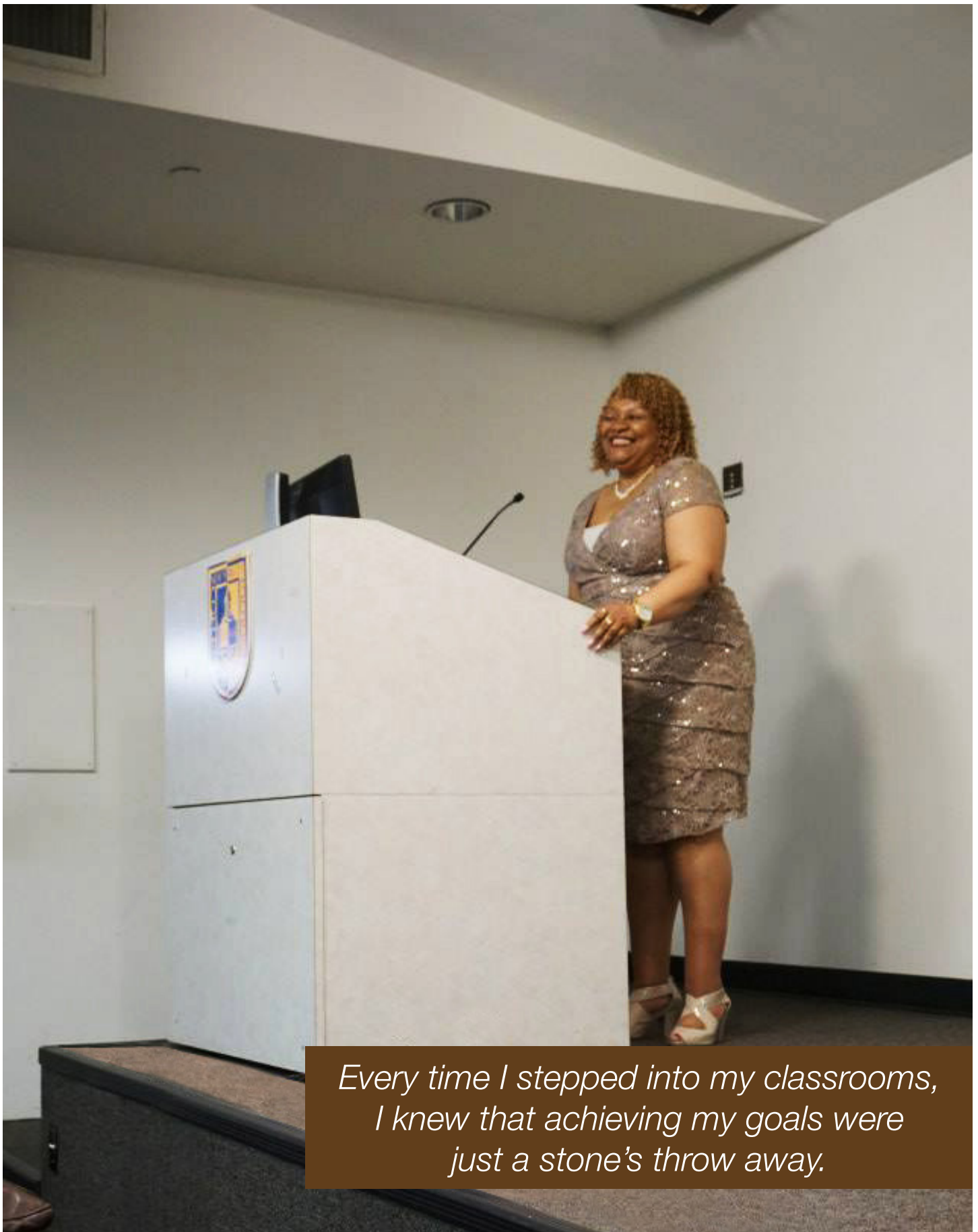
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*Every time I stepped into my classrooms,
I knew that achieving my goals were
just a stone's throw away.*

A Thank You Letter

One Student's Journey Past Limitations to Hope

Heather Samuels

Professor Stephen James, I am one of the graduates who received the Josephine Dance Award. I cannot express how honored I am to have received an award such as this. As a student, I have been so focused on accomplishing each task set before me that I rarely have had the time to acknowledge my achievements. Since the pivotal moment in my life when I chose to make City Tech my home for four years, my life has completely changed, and for that I am eternally grateful. The journey was not an easy one; it took a great deal of courage and humility to transform from the person I used to be into the person I am today.

Years ago, my right eye was severely damaged. I remember the doctor explaining that I would never have sight in that eye again, and that everything I engaged in, moving forward, would be limited. I was informed that my ability to drive would be limited, my ability to read for long periods at a time would be limited, and that my ability to walk in the sunlight would be limited. In my head that all translated into one thought: *My goals and dreams are unattainable*. I know that must sound ridiculous, but when you are used to maneuvering through life in a certain manner, and by no choice of your own, things drastically change, it can have a negative impact on your outlook toward life. At this point, I began to realize that the only jobs available to me were dead-end jobs which could not assist me to pay all my bills and keep food on the table for my family.

Feeling as though all hope was lost, I began speaking out loud asking the question, "Why"? Why do I have these limitations? Why am I limited?" Then my son suddenly said, "Mom, try using *different* instead of *limited*, because that is easier to understand." I do not know why he said it, but the words really moved me. I began to think about doing things differently, and suddenly I found myself reassessing my goals, and focusing once again on my dreams. It was then that I decided to attend City Tech, majoring in Human Services.

My first semester in City Tech was a real challenge. One of my tasks in Introduction to Human Service was a field assignment. I had to interview a human service professional with a Master's Degree or higher, and report on their agency. My first thought was: *How in the world can I do that? Everybody knows there is a hierarchy among professionals; why would they want to talk to me?* Needless to say, I was humble enough to seek a little extra guidance from Dr. Ford, and courageous enough to overcome my fear and complete what turned into a twenty-page report. As I continued on my journey at City Tech, I realized that attending college meant working extremely hard, getting as little sleep as possible, and interning in every borough except the one I lived in. But that was okay, because City Tech is a community of its own. I had the ability to socialize with a wide range of students whose goals were similar to mine, and that assisted me greatly in remaining focused. The one thing I did not learn at City Tech was that I was limited. Every time I stepped into my classrooms, I knew that achieving my goals were just a stone's throw away.

As a student, I went from being afraid to completing my internships, becoming President of the Human Service Club, and becoming a co-founder of a grassroots organization. Just as I thought I had acquired all I could from City Tech, I attended a job fair hosted by the Human Service Department, and three interviews later, I was officially hired to work with the CAMBA Organization. After years of believing that I was limited, I can proudly say that I have transformed into a courageous woman who is about to graduate with her Bachelor's Degree in Human Services, and continue on to work within my field of study, which will enable me to properly provide for my family.

I cannot thank you enough for considering me for this award, as it will assist me greatly with my upcoming needs. Making a four-year commitment to the City Tech College enabled me to make a lifelong commitment to myself, my family, and my career. I can officially say that I am beginning to walk within my dream.



Honor Students Explore the Attractions and History of the Bronx Zoo

Jane Tan

On May 27, 2015, the Scholars of the New York City College of Technology's Honors Program visited one of the largest zoos in the country. The Bronx Zoo, named after the borough in which it is located, is part of Bronx Park, a patch of land acquired by the City of New York under a provision of the 1884 New Parks Act, which aimed to purchase undeveloped lands for the purpose of turning them into parks and parkways. Half of Bronx Park's 640 acres was allocated to the zoo's keeping, while the other half was given to the New York Botanical Society's efforts to establish a botanical garden. Presently, the zoo is the

proud home to over 600 species of animals from all over the world and is managed by the Wildlife Conservation Society, which is also responsible for notable parks such as the Central Park Zoo, New York Aquarium, Prospect Park Zoo, and Queens Zoo.

Altogether, there are over twenty paid and unpaid attractions to choose from inside the park. For only \$5 in for each attraction (in addition to a one-time entry fee), the zoo offers a ride on the Bug Carousel or the Wild Asia Monorail; for those who prefer casual walking



tours, they can do so through the Butterfly Sanctuary, the newly reconstructed Children's Zoo, or the "Congo Gorilla Forest." Also for the same price, zoo-goers can experience a 4-D, 14-minute rendering of the movie, *Ice Age: Dawn of the Dinosaurs*, as well as the indoor tropical forest named "Jungle World." Exhibits covered in the general admission rate include African Plains, Big Bears, Himalayan Highlands, Tiger Mountains, and World of Reptiles, just to name a few. For a more satisfying stay, it is recommended to purchase the "Total Experience" admission, which provides unlimited access to all features of the park for one price.



Given the park's longevity (it opened on 1899, making it 116 years old this year!), the Bronx Zoo has not been immune to its share of controversies. The biggest one yet happened on 1906, when an "experimental" exhibit in the person of Ota Benga was showcased. Benga was actually a 23-year-old Congolese pygmy (he stood at 4' 11"), but his dark skin, unusually sharp teeth, and divergent overall appearance was somehow deemed fit to be a spectacle. His skill with the bow and arrow and his closeness to Dohong (an orangutan residing in the Monkey House) entertained spectators, but not for long. African American clergymen blasted the exhibit, stating that it was plain derogatory and an unwitting champion of

Darwinism, which was then considered as an opposition to Catholic teachings. In response to these accusations, the zoo allowed Benga out of the enclosure, and he was free to roam around the grounds.

Besides the discounted rates on student field trips and group outings, the park can also be accessed for free, all day, on Wednesdays. Outside food and beverage is allowed in the park, but for those who prefer the convenience of dining inside the zoo, the Dancing Crane Cafe is open until closing. All buildings in the park are also wheelchair accessible.

Cats and Tut's Fever

at the Museum of the Moving Image

Jane Tan



Scattered around New York City are numerous attractions that make it one of the most exciting tourist hubs in the whole world. There is something to do in every block, whether it be watching a Broadway show here, dining in a world-renowned restaurant there, or shopping until you drop along Fifth Avenue. Who would not recognize the Statue of Liberty, or the Empire State Building, or even the wide expanse of Central Park? Each site is linked to the City in a historically significant way, bringing in thousands of visitors into the five boroughs every single year. And then again, there are the museums. New York City is well known for its diverse treasure trove of museums. From the traditional format by the MET, to the avant-garde MoMA, and everything in between (like the Cloisters in Upper Manhattan or the Museum of Sex) there is certainly a museum to pique every interest.

In perhaps one of the most riveting excursions by the group, the City Tech's Honors Scholars visited a very unique museum on November the fifth of this year. The Museum of the Moving Image, a white, three-story edifice in Astoria, Queens, is solely dedicated to the art of "moving images," comprised of movies, television, and more recently, the booming world of digital gaming. It is the only museum in the United States so dedicated, and its exhibitions also explore the production phase of moving images, as well as its advances, promotions, and techniques. The museum is currently the home of around from iconic costumes and film cameras to marketing paraphernalia (such as magazines and posters), computer games, and theater furnishings. Full and preview film screenings run throughout

the year, where guest panels are sometimes conducted with members of production crews or even the actors themselves.

"How Cats Took Over the Internet" is one of the exhibits currently on display at the museum (it runs until February next year). The theme of the exhibition is exactly what the title says: It is the journey of how these felines were able to dominate the web by just being their own cute little playful selves, while associating their rise to fame to the changing workplace culture, aesthetic tastes, and the popularity of user-generated content (think memes). The installation format is mostly audio-visual, with projections about lolcats and other amusing, cat-related videos that turned have turned the exhibit into a sensation. Additionally, "Tut's Fever Movie Palace" is a commission within the core exhibition, "Behind the Screen," showcasing an elaborate replica of the sort of picture palace that was popular during the early twentieth century. "Tut's Fever Movie Palace" doubles as a workingthirty-seat theater, showing vintage movies.

Ticket prices are \$12 for adults, \$9 for seniors and students with valid ID, and \$6 for children under the age 12 (children under 3 years of age get in for free). Full and preview film screenings may require additional payment. Free admissions on Fridays from 4 p.m. until closing.

Writing Abstracts for Research Projects

Writing Workshop Helps Improve Student Writing

Mariah Rajah

When it comes to research papers or projects, there are a few things that we must do in order to achieve success. In academic research writing, it is the responsibility of the writer to produce findings that not only uphold academic honesty but also generate interest in the given topic. To generate interest and to promote their work, academic writers (and others) are often asked to write abstracts. An abstract is a short summary of the main ideas that discussed in the paper, talk, or project. However, writing an adequate and effective abstract can be a difficult process if one does not know how exactly to identify, structure, or even create an abstract.

On October 1st of this year, Honors and Emerging Scholars students were able to receive firsthand a better understanding of how to create a successful abstract. “Writing Abstracts for Research Projects” was organized by the Writing Across the Curriculum (WAC) program, facilitated by Prof. Rebecca Devers, Samar El-Hitti, Claire Hoogendoorn, and Jake Cohen. The workshop offered both new and returning students the opportunity to learn how to write an abstract that could be used in this year’s upcoming poster presentation and even beyond that. In

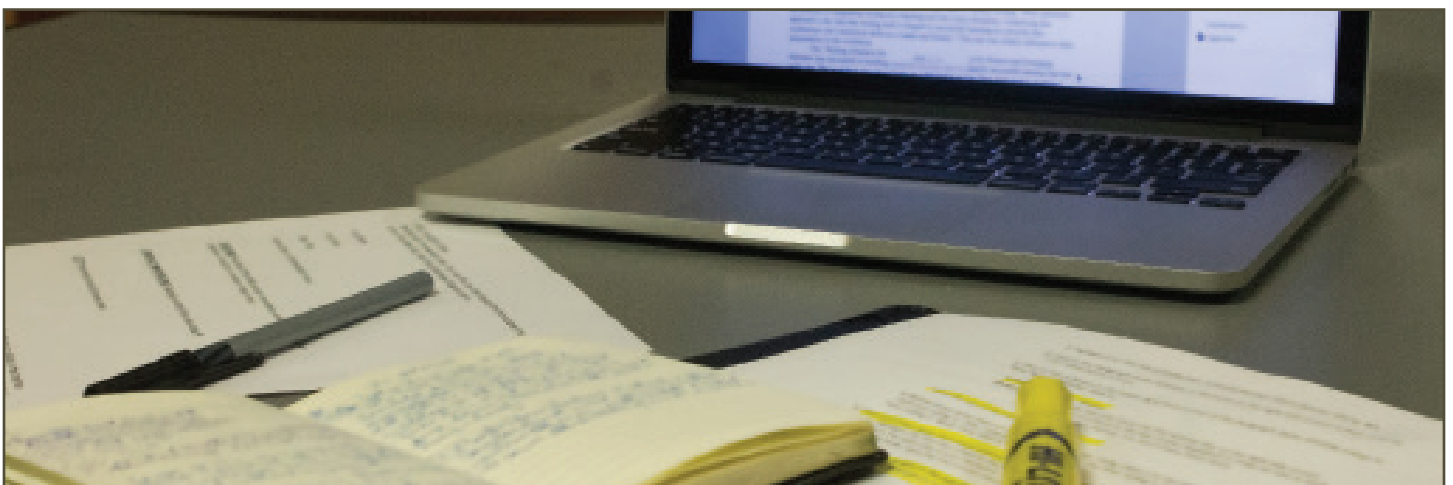
the opening remarks of the workshop, the facilitators opened up the floor to a discussion of what, exactly, an abstract is. Cohen took the lead in explaining the key aspects of an abstract are that it is a summary that is self-contained, meaning that there is no information outside of what is contained in the corresponding work, also that is it discipline- and audience-specific, searchable, and lastly that abstracts are used for indexing and selection in research and presentations.

After further discussion between both facilitators and students, students were placed into groups and given abstracts to discuss and interpret. These sequential steps in the workshop led students to the point where they understood exactly how to write an abstract for their individual research projects. With specific key points, such as creating a blueprint of their project, self-reflective learning, and summarizing, students were able to recognize how abstracts come together.

By the conclusion of the workshop, students were aware of what makes a successful abstract: a clear summary, uses discipline-specific diction, uses keywords as tags, adds

no new information, and is tailored to an audience. Although much of this workshop was tailored to helping students understanding how to write an abstract successfully, it also shined light on the WAC program. Writing Across the Curriculum, according to their City Tech OpenLab website, is a fellowship of “doctoral students from the CUNY Graduate Center trained in college-level writing pedagogy.” Their mission statement states that their goal at City Tech is to help improve student writing: “WAC promotes the practice of integrating writing as a learning tool into every discipline. Underlying this approach is the idea that writing well is integral to successful learning as a process that synthesizes one’s analytical skills as a reader and thinker.” This aim was clearly reflected in their presentation in the workshop.

The “Writing Abstracts for Research Projects” workshop for Honors and Emerging Scholars was successful in teaching students not only how to identify successful abstract but also write one. The workshop also shined light on a fellowship at City Tech dedicated to working with students in order to make student writing stronger.



Achieving My Dreams

Via the Three Pillars of NSCS

I migrated to this country in 2001, filled with enthusiasm and grandiose dreams of what I intended to accomplish. I began my studies in Electromechanical Engineering at New York City College of Technology (City Tech), but later changed to Computer Systems after a discussion with a student advisor. One of the goals I set for myself was to begin my graduate studies no later than one year after completing my Bachelor's degree. Life events have a knack for disrupting one's best-laid plans, and the reality was not what I planned for. Now 10 years later, I have completed my MS in Business Management & Leadership while working full time—a goal accomplished. I firmly believe that, no matter how dire a situation may appear, if one does not buckle under and become disheartened, the results will be resilience and growth. As such, I continue to work towards achieving dreams that have evolved over the years.

Although there was a great expanse of time between my graduation from City Tech and when I began my MS with CUNY's School of Professional Studies (SPS), the impact of my undergrad experiences cannot be discounted. My involvement with the City Tech NSCS chapter developed my love for service and made me cognizant of true scholarship, leadership, and service—the three pillars of NSCS. While working to embody the principles of the society, I developed skills that I've improved on over the years. Time management, interpersonal and communication skills, and leadership skills, for example, were invaluable during my MS program. Time is a valuable resource, one which we never seem to have enough of, so learning to manage this resource was essential for thriving in graduate school.

Employers place a strong emphasis on one's ability to be productive when working with and leading teams. This is one reason why graduate studies involve a great deal of collaborative work. As a member of the City NSCS leadership team, I worked with the other officers to plan chapter activities and meetings. My team was composed of people of different

I firmly believe that, no matter how dire a situation may appear, if one does not buckle under and become disheartened, the results will be resilience and growth.



Imogen Jones

ages, differing ethnicities, and who had various experiences. These interactions were great preparation for the workplace and my MS studies.

I worked successfully with classmates who had different schedules, were at different levels in their various careers, and were sometimes at different comprehension levels. Communicating with teammates regularly to ensure that all were clear on the individual responsibilities also helped our productivity. There were occasions where I assumed a leadership role in a group to establish direction and determine responsibilities so that the team could avoid losing the precious time needed to produce a quality assignment. During my last semester, a classmate from a prior class told the team that she was happy to be working with me again because of my organization and leadership abilities.

When you strive to exemplify the three NSCS pillars, those you interact with will take notice, even though it's not your intent. During my MS program, I participated in school activities when I could, but overall I thought I was practically invisible as a student. That wasn't the case, and I was surprised by a number of invitations I received. Three invitations included a dinner with a select number of students and SPS Deans, the opportunity to meet with the new CUNY Chancellor, James Milliken, and an invitation for dinner at the Chancellor's residence. To cap my time at SPS, I was invited to be part of the stage party for the graduation ceremony at Carnegie Hall and to escort the founding Dean of SPS, John Mogulescu. I am extremely proud of my accomplishments thus far, and I've learned not to measure myself against others, because we're all unique individuals with different life experiences. I also remind myself of Eleanor Roosevelt's dictum, no one can make me feel inferior without my consent.

To current students, I encourage you to work towards membership in both NSCS and the Honors Scholars Program. If you are an inactive NSCS member, I encourage you to reconsider and get involved. For those of you who are active members, I say kudos to you, and I encourage you not to waver but to be more active if possible. It's a rewarding experience that will benefit you throughout your lives in this ever changing and diverse world.

Emerging Scholars Present Their Research in Poster Competition

Mariah Rajah

Each semester, New York City College of Technology (City Tech) offers students a wide array of activities that range in interests. One of the most profound and academically successful is the college's Emerging Scholars Program Poster Session Competition. Twice a year, students team up with professors in order to research various topics in Science, Technology, Engineering, and Mathematics (STEM) or non-STEM fields. As an end result of their research, students present their posters, allowing other City Tech students to view their exceptional research, as well as being judged for placement.

Last semester's poster presentation, like the ones before it, was a complete success. Students stood proudly and professionally alongside their work, advocating and highlighting key ideas in order to have their work understood and judged rightfully. The winners of the Spring 2015 poster session developed an interest in the topic they were presenting and generated successful research—which is not always as easy as it seems, especially when there were so many fascinating ideas and topics floating around.

In the category of STEM projects, Professor Jeremy Seto and student Emmanuel Coulanges placed first with their research in "Protein Interaction Networks from Mouse Forebrain Samples Following Infection by *Toxoplasma Gondii*." The purpose of this fascinating project, as stated in their abstract, was "developing a protein interaction network from brain infected mouse forebrain samples with *T. gondii* during acute and chronic phase." Coming in second was Professor Davida Smyth and student Rimsha Azhar for their impressive work on the "Characterization of *Staphylococci* from Built Environment."

In the category of non-STEM, Professor Davida Smyth and student Faizan Khalid Malik were awarded first place for

their work on "Motivation in Microbiology: How can Peer-Led Team Learning Help with Student Motivation." As noted in the project abstract, this project explores "approaches to helping our students to read at City Tech is through the use of peer led team learning to introduce reading skills to the students." Second place in this category was awarded to Professor Renata Budny and student Julie Landa for their project, "It Starts with Tooth Decay." Students also had the opportunity to not only work along with just one professor, but in groups for the poster session. Coming in at first place in the group projects both in the STEM and non-STEM category was "Molecular Characterization of Deep-Sea "Anemones" from the Arctic," done by Professor Mercer R. Brugler and students Craig Dawes and Omnia Hassan. The group sought to "confirm the morphological identification of the first two specimens and reveal the identification of the third specimen." Professor Urmi Ghosh-Dastidar and students Thierno Diallo and Olivia Hylton's "Study and Analysis of Waterborne Pathogen Transmission" project tied with Professor Sean O'Brien and students Amanda Hayley Abrew and Claudia Tupayachi's "Public Housing Envelope Restoration" project for second place.

As a participant in the last poster presentation, I can attest to the fact that it is truly an exciting experience to work alongside professors who are both passionate and profoundly invigorated when pushing students to reach their full potential. This research opportunity not only builds research skills but allows for students to build a better relationship with professors and peers. As we embark on another round of poster presentations this semester, it will be exciting to see what topics of research have arisen and how both students and professors have joined together in the attempt to not only refine their area of work, but also to expand City Tech's image in the area of research-based academia.



4th Annual Peer-Led Team Learning International Society Conference

Peer Leaders on the Road to Become Future Innovators!

Ricky Santana

The Fourth Annual Peer-Led Team Learning International Society (PLTLIS) Conference at University of Texas at Dallas was a great experience. The Peer-Led Team Learning model has been a boon to college education in the STEM (Science, Technology, Engineering, and Mathematics) fields. In the PLTL model, students form groups and learn from discussion with each other in order to gain a greater understanding of a subject and develop professional relationships to add to a student's support network. As Peer Leaders, our task is to facilitate activity, ensuring that all students in our groups develop a greater understanding of what is taught by the professor in class. We connected with other Peer Leaders, and have one common goal: to allow students to think critically for themselves in order to derive the answers to significant problems.

The challenges that each student faced as peer leaders were explored and innovative solutions to overcome those challenges were discussed. It was surprising to see that peer leaders from different campuses were facing the same challenges with their students. Some of those challenges were dealing with students, funding, getting the faculty involved, and managing time. We also discussed the fact that, depending on the campus, some peer leaders were paid and others were not. Fortunately, we found some solutions: collaborative grants, making ground rules (the very first day when we meet the students), and showing the faculty the overall results, including the decrease of D, F, and W grades for classes with a Peer-Led component.

In networking with other Peer Leaders, the many differences and similarities across each campus were evident. Some similarities include the following:

- Peer Leaders must go through training
- Most schools use modules (i.e., worksheets that cover material learned for the week)
- Peer Leaders meet weekly to discuss potential issues that may arise or uncertainty about the modules

With these similarities, we also noticed the differences as highlighted below:

- Some schools do not pay their Peer Leaders
- Some colleges have over 100 Peer Leaders due to a larger student body
- Some professors work closely with their Peer Leaders, while others do not.

Moreover, it was reiterated by peer leaders and presenters that, as peer leaders, our role is not to teach or to give a lecture to the students during the workshop. Instead, the role of a Peer Leader is to facilitate the learning process for the students, to guide them to the answer, to make them think by themselves, and to support them in working effectively as a group. We also learned about the opportunities to create our own workbooks, similar to those of the University of Texas at El Paso (UTEP). The first day we participated in a writing workshop, we were introduced to the workbooks UTEP created for program sustainability.

During this first day, we were encouraged and given the opportunity to work with students from other schools to brainstorm ideas for workbooks for different classes. There were writing workshops for Mathematics, Statistics, Chemistry, and Biology, just to name a few. Some of us participated in the Calculus I (MAT 1475) group, others focused on the College Algebra and Trigonometry section (MAT 1275), and a select few worked with Professor Villatoro on brainstorming ideas for a Statistics workbook.

One of the important parts about this conference is the great friendships and connections we now have. We learned that one of the most important tools and resources students have in their college experience are their peers. A first time Peer Leader said, “The conference struck me not only as a scholar but also as a person. I feel like now that I have gained the knowledge from the experts and other scholars that spoke at the conference. I now know how to expand my skills as peer leader and a scholar. In addition, now I can start having an innovative mind for the working world.” Not only did we become friends and build relationships with other Peer Leaders, but we also learned how to become a more tight-knit group. We spent four nights together and did activities like going out to eat, exercising, playing pool, and playing other games. An experience like this one was great because it gave us confidence in coming back to City Tech. We were able to have deeper and meaningful conversations with one another, which carries over to us having better relationships, more opportunities to collaborate with one another, and more opportunities to connect and bounce ideas off one another.

Having attended last year’s PLTL conference, we were skeptical about this year’s conference being just as enriching. We learned a great deal last year, and we thought that we had figured out all about how PLTL works. However, we were proven wrong. As one Peer Leader commented, “This year’s conference was spectacularly spectacular. Learning about how PLTL is implemented at other campuses, and of the wide range of challenges faced by fellow Peer Leaders, was extremely insightful.” Last year’s theme was “Peer Leaders as Agents of Change,” and although a new theme graced the conference this year—“Crossing Borders, Building Bridges, Transforming Education”—the emphasis on Peer Leaders serving as agents of change was as alive as ever. From encouraging our engagement in salient discussions to having a Peer Leader elected to serve on the PLTLIS board, it was clearly evident that our opinions as Peer Leaders are valued very highly and that our work is very important.

Overall, we were able to learn about the Peer Led Team learning programs different campuses over the three days by attending the following oral presentations and mini-courses: *Super PLTL*



Leader Impact on the Program, The UK Educational Landscape and the Potential for Establishing PLTLIS Partnerships, and Peer Leading: Skills for the Global Economy, to name a few. It is powerful to see that others are doing the same work and how they deal with their own successes or challenges.

Thank you to Professors A. E. Dreyfuss, Sandie Han, Janet Liou-Mark, Diana Samaroo, Davida Smyth, and Melanie Villatoro, for having the confidence in us. They constantly challenge us and provide us with opportunities to succeed. Thank you to the Student Government Association and Student Life for providing the funds and approving this trip. Lastly, thank you to City Tech for having programs like the Peer Led Team Learning Leadership Program that allow us students to be leaders and recognize our abilities to be more than students; we are future leaders, educators, and active members of society. Thank you to all who made this conference possible!

The contributors to this article were Joe Nathan Abellard, Amarou Bah, Rezwon Islam, Victor Lee, Andrew Maloney, Jeremy Sanchez, Mariemme Toure, and Irania Vazquez.

Eulogy for Andrew Maloney

Jodieann Stephenson



Be certain that you do not die without doing something wonderful for humanity.

—Maya Angelou

There are moments in our lives that are clear as day, and you are grateful to be alive. And then there are moments that catch you by surprise, when you are catapulted into darkness and there is no light. It is rare, but when it happens, it reminds you that even on the darkest of days, there's light at the end of the tunnel. Throughout our lives, there are many people you come across. Some become your friend, your lover, or your colleague, and some are angels sent from above. Andrew Maloney, a mesmerizing soul, was a magician, a comedian, a son, a friend, a lover of creativity, and most of all a beloved student at New York City College of Technology (City Tech).

He was a loving, caring soul and a great friend. He always tried his best to bring joy to all those around him and, in doing so, he touched many people. Whether it was entertaining children as his alter ego Dr. Magic, participating in the CUNY Research Scholar Symposium, or being a loving a loving son—whenever he was called upon, he was always there. Professor Katherine Poirier recalls meeting Andrew:

“I met Andrew when he was recommended by his Pre-calculus professor to take my Honors Calculus I class. I was immediately struck by his curious and inquisitive nature, qualities that every professor hopes to see in her students. Andrew proved to be very capable mathematically. His quick learning style and deep understanding enabled him

to ask some big and interesting questions. Andrew stayed with me the following semester in my Calculus II class, not because he needed to take the class for his program, but just because he was interested. Having completed an award-winning group project the previous semester, Andrew took one of his big questions that connected the two classes and turned it into a fantastic solo project which explores a possible ‘infinite Ham Sandwich Theorem.’ He later turned this project into a delightful essay that was published in the *City Tech Writer*. I think the essay does a great job of demonstrating how Andrew approached his work. It is at the same time serious yet light-hearted, and technical yet personal. We are lucky that Andrew produced such terrific work and left such a lasting impression during his time at City Tech.”

I did not have the honor of meeting Andrew, and I am saddened that I will never have the chance to witness how infectious his laugh was or how he lit up a room when he walked in. Perhaps I am not suitable to write an article about him, but through speaking to his friends, professors, and visiting his Facebook page, I had a glimpse of the extraordinary individual he was. To the family and friends of Andrew Maloney, the Honors Scholars Program would like to thank him for his service, his generosity, his kindness, his love, his curiosity, and most of all for being an inspiration to all. We will miss him. Let us celebrate a life well lived.

HONORS AND EMERGING SCHOLARS

REQUIRED ADVANCED WORKSHOPS

SPRING 2016

Institutional Review Board (IRB) Training

Dr. Eric Rodriguez

March 17, 2016: 1-2 PM, 4-5 PM

Location: Atrium Ground 18 (1-2 PM); General 604 (4-5 PM)

To conduct research with human participants, the Institutional Review Board (IRB) requires that all researchers be certified through the Collaborative Institutional Training Initiative (CITI) research ethics education program.

ePortfolios for Academic and Career Advancement

Dr. Karen Lundstem

(Choose one session)

March 24, 2016: 1-2 PM, 4-5 PM

April 7, 2016: 1-2 PM, 4-5 PM

April 14, 2016: 1-2 PM, 4-5 PM

Location: General 604

The ePortfolio project enables students to create professional websites that will contain a number of their academic examples and learning experiences.

How to Navigate Culture in the Workplace

Professional Development Center

March 24th, 2016: 12:30-1:30 PM

Location: Namm 119

You spend a lot of time looking for a job, but have you considered what it takes to be successful once you get there? Professionalism, work ethic, and communication skills are consistently among the top five “very important” applied skills for job success for new workforce entrants. Come and learn what you may not realize could be serious roadblocks to your success. Topics include: dress code, professional emails and voicemails, what to do when you’re sick, managing your relationship with your supervisor, professional and personal boundaries, etc.

Small Talk: Elevator Pitch

Professional Development Center

April 7, 2016: 1-2 PM, 4-5 PM

Location: Namm 119

If you are ready to stand out from the crowd and be authentic, genuine and engaging, this is the workshop for you! Attend this workshop and learn how to deliver an effective elevator pitch. This workshop is designed to help you understand what makes up a great elevator pitch and help you prepare one plus give it as well.

Writing Effective Cover & Thank You Letters

Professional Development Center

April 14, 2016: 1-2 PM, 4-5 PM

Location: Namm 119

Make a great impression with our tips on writing engaging cover letters and thank-you letters. This workshop is designed to give you the skills to target your applications to specific employers, demonstrate your competencies, and make a great first impression. Topics covered in this workshop will include strategies and techniques for writing an effective cover and thank you letters.

