

THE JACK, JOSEPH & MORTON MANDEL HONORS COLLEGE

The Honor Roll

**INSIDE THIS
ISSUE:**

**My Study Abroad
Experience in Cuba** 2

**From Farm to
University** 2

A Bird In Hand 3

**The Crossing Over
Symposium** 3

**The Road to the
Classroom** 4

**Bachelor of
Business at NASA** 5

CAB Diversity Chair 5

**Namaste from a
World Away** 6

Birds and Bees 7

Viking Expeditions 7

MESSAGE FROM THE DEAN

Welcome to the Spring 2016 edition of the Honor Roll! We have developed this newsletter to share information with faculty and staff about students and activities in the Jack, Joseph & Morton

Mandel Honors College. We hope you enjoy reading it!

~ Dean Elizabeth Lehfeltdt



Pictured above: President Emeritus Schwartz, President Berkman, Titus Lungu (Honors student), Morton Mandel & Dean Lehfeltdt.

MANDEL HONORS COLLEGE DEDICATION

On November 9th, 2015, The Jack, Joseph & Morton Mandel Honors College was formally dedicated at Cleveland State University.

The College was established in 2014 thanks to a \$3.6 million gift from the Jack, Joseph & Morton Mandel Supporting Foundations. The Mandel College's purpose is to serve the needs of academically talented students. The College houses two distinct programs; the University Honors Program and the University Scholars Program.

For more information you can visit [our website](#) or email honors.program@csuohio.edu

CAULDRON INVOLVEMENT

Cleveland State University's alternative campus newspaper, The Cauldron, continues to see high involvement from Honors and Scholars students. In fact, the paper would not come out each week if it weren't for the dedication from the staff, especially honors students. Each week the editorial students are responsible for brainstorming content, finding staff writers, assigning stories, laying out the stories, and sending the issue to print. Each

student is also heavily involved in the editing process.

The Cauldron would like to recognize the following Honors students and editors: Elissa Tennant – Editor in Chief, Morgan Elswick – Arts & Entertainment Editor, Gregory Kula – Sports Editor

But without content the paper would be nothing. That's why the staff writers, who regularly take time out of their schedules to

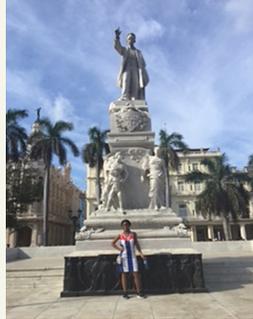
create stories, receive the editorial staff's undying gratitude. Thank you to CSU's greatest Honors student tastemakers: Amara Alberto – Staff Writer, Roman Macharoni – Staff Writer, Elisabeth Weems – Staff Writer

Pick up the newest copy of The Cauldron on stands now, or read [online](#) and check out the latest articles from your favorite Honors student journalists.

DISCOVERING NEW WORLDS: MY STUDY ABROAD EXPERIENCE IN CUBA

By: Lana E. Sims

During this past winter break, I studied abroad in Cuba. These are words that I still cannot believe are true. I never imagined being able to travel to this beautiful country that—for most Americans—has been shrouded in mystery for a very long time. All most people know about Cuba is Castro, communism, and a mistaken view of social suppression. Because I went during a period of immense social and political change in the history of U.S.-Cuban relations due to the lifting of the U.S embargo, I tried my best to keep an open mind, and have no expectations; I would build those as I went. I did wonder, though, whether Cubans felt hostile towards Americans, and was even told when I left that (since apparently Americans don't have the best track record abroad) I should just say I was Canadian. When I set foot on Cuban soil, the very first conversation I had was with a nice gentleman who asked me where I was from. I did not even hesitate to say that I was from *los Estados Unidos*, the United States. I braced myself for a negative reaction, but he responded with a wide grin, as he said: "welcome to our country, we're happy to have you." For the next two and a half weeks, I felt so very welcome and comfortable in this foreign



country. I cannot say that I had one negative encounter with anyone. I did, of course, get some stares of curiosity if I spoke English with a fellow USAC classmate as I walked to school, for example. However, those wary stares turned into smiles as I struck up conversations with people, or rather when people came up to talk to me! In Cuba, the people are very interactive, and many times while I was going shopping or at a restaurant, without me having to say nothing more than *Buenos días*, people instantly asked where I was from and started to talk to me about life in Cuba; they also asked me about life in the United States. I feel that talking to people like this is the best way to get to know a country, and I had a lot of time to do it. We were already told before landing that there would be no Wi-Fi in the houses in Cuba, and when we did find Wi-Fi, the internet would be very slow, and they were not kidding. In an hour, the most I could do was check my e-mail and try to read some news. Needless to say, spoiled by the American Wi-Fi, I gave up on it and decided to go without internet. As a result, not only was I more open to talking to people, but I used the opportunity to go see a movie, buy some empanadas at the corner bakery or hang out at El Malecón (Cuba's

beautiful seawall). I easily got used to other cultural differences by adapting in the same way, but it took patience. For example, lines are really slow in Cuba, so when I went to the Cadeca to exchange my money, I passed the time talking with friends, or even left and got back in line for a soda! In many public restrooms the toilets do not work, and there is no toilet paper or soap. I quickly made sure to bring tissues and hand sanitizer with me everywhere. Of course any country has their setbacks, and Cuba is no exception. But at the same time, I would not see it as anything negative. I had only ever travelled to Europe before, and it was actually nice to live differently in the Caribbean, without the many comforts we are used to, or the things we take for granted (like toiletries and hot water). Overall, not only did I improve my Spanish, I discovered a whole new world in Cuba and felt extremely excited to return and tell friends and family what Cuba is really like. No pre-conceived notions or fears should ever hinder you from travelling. Go abroad and explore another country! There is no time like the present, and like me, you'll always have amazing memories of the places you've seen, the people you've talked to, and the connections you've made. Studying abroad is truly a life-changing experience, and you will be better for it!

FROM FARM TO UNIVERSITY

By: Lucas Kuhns

I grew up on a farm 45 miles east of Cleveland. On this farm, we baled close to 300 acres of hay. As we all know, the weather in NE Ohio can be very unpredictable. This makes it hard for my dad to find a 3 or 4 day window of nice weather to cut, dry, and bale hay. One summer day in 2003, after cutting over 50 acres of hay, a storm showed up on the forecast. The hay was all dried and ready to bale but as you might guess, it is a lot of work to bale and stack several thousand bales of hay. Unfortunately, the storm came in before it was baled resulting in a huge loss for my dad's farm. It was then that he decided it was time for something better.

Over the next few years, he worked to build a machine that would greatly increase the speed and ease of the baling process. This machine takes the bales from the baler and arranges them in packs of 10 or 15 bales so they can be picked up with a tractor or skid steer. He did not start out with the intent to build a business from it but after a few neighbors asked to buy one, he started thinking this might be a possibility. Now we are selling approximately 250 units every year!

In Fall 2013, I started here at CSU pursuing a degree in Mechanical Engineering that I can apply to the family business.

I am also working there at Kuhns Mfg during and between the semesters. I recently changed from a production management role to more of a design and engineering role. There are times when I am very glad to have the training that I do. For example, we were recently developing a hay rake and we needed to order a flotation spring. I used what I learned in Statics to get an estimate of the spring force required. As we develop more products, I expect that my training will become even more useful!



A BIRD IN THE HAND: A BRIEF SUMMARY OF MY WORK IN THE ORNITHOLOGY DEPARTMENT AT THE CLEVELAND MUSEUM OF NATURAL HISTORY

By: Scott Dunn

The old saying goes that a bird in the hand is worth two in the bush and this could not be truer for the three species I am working with at the Cleveland Museum of Natural History: Veery (*Catharus fuscescens*), Gray-cheeked Thrush (*Catharus minimus*) and Hermit Thrush (*Catharus guttatus*). My work centers on the issue of sexing these three species in the field. These three thrushes appear sexually monomorphic, meaning there is no clear physical distinction between males and females. For those studying any kind of bird, to be able to have it in hand allows for more thorough scientific investigation. For my study, banding at the Black Swamp Bird Observatory was used to collect data on migrating Veery, Grey-cheeked Thrush, and Hermit Thrush. Banding is a common process by which birds are caught in a fine mesh net, then measurements and characteristics such as beak length, weight and wing length are recorded. With data collected, the birds receive a band around their legs with a unique number that allows scientists to track the bird in the future. In addition, feather samples were taken from each of the three species. The data and feather samples then made their way to the museum where the real fun starts.

In the DNA lab of the Cleveland Museum of Natural History, gloves are donned and pipet tips fly. The first goal is to extract the DNA from the feathers. This is a three-day process because of the low concentration of DNA in each feather. This DNA will be used to positively identify the sex of each bird. With the DNA extracted, the samples go through a polymerase chain reaction to duplicate sections of DNA in question, the CHD-Z and CHD-W genes. The CHD-Z gene is located on the Z chromosome and occurs in both male and female birds, while the CHD-W gene, found on the W chromosome, only occurs in females. Therefore, DNA samples from male birds appear as a single glowing band (CHD-Z gene) while samples from female birds appear as two glowing bands (CHD-Z gene and CHD-W gene). We can then compare the results of molecular sexing of wild-

banded birds to the morphological features measured and recorded at bird banding stations (weight, wing chord, tail length, tarsus and bill length, etc.). We hope to establish criteria for bird banders to use to sex these three thrush species during the banding process. If successful, this protocol will allow for further research into

“Naturally, the museum is more connected to Case Western Reserve University, but that does not mean Cleveland State University students are excluded.”

differential migration timing as well as more effective population monitoring of these three thrush species both at the Black Swamp Bird Observatory and at any banding station in the Americas.

Along with the vast majority of the public, my initial view of the museum was as a sort of zoo filled with dead taxidermy animals, dinosaur bones, and rocks. The Cleveland Museum of Natural History is much more than a zoo of dead things. The museum is an educational partner with surrounding communities and is, more importantly, a functional research institution. The museum’s collection is diverse and presents endless avenues of study. The museum’s collection of bird skins numbers over 35,000 specimens and the collection of armored fish and extinct shark fossils is unparalleled. It is an incredible resource right in our backyard that I feel ore Cleveland State University students should utilize. Naturally, the museum is more connected to Case Western Reserve University, but that does not mean the Cleveland State University students are excluded.

Any student interested in taking on a research project within the natural sciences should seriously consider looking into working with The Cleveland Museum of Natural History.

THE CROSSING OVER SYMPOSIUM AT CSU: A MEETING OF INNOVATIVE MINDS

By: Lana E. Sims

The Crossing Over Symposium is a vibrant but little known academic event that has been going on since 2005 on the campus of Cleveland State University. It is a conference that attracts academics from around the globe to present their research on social and cultural issues within the liberal arts realm. From literature to linguistics, the papers presented at the conference cover a wide range of interesting and intriguing topics. At the 6th Crossing Over Symposium I was fortunate enough to have the pleasure of presenting one of my papers entitled, “Una trama cambiante: la evolución de la literatura fronteriza México-norteamericana” (“A Changing Plot: The Evolution of Mexican-American Border Literature”), which discusses how social and political factors between Mexican and North American cultures have reflected themselves in this hybrid genre. I had never imagined myself presenting at a conference in front of a large group of people; I have terrible stage fright! In fact, when one of my Spanish professors recommended that some of us should consider presenting, I quickly made my mind up that I would pass this time around. However, Dr. Medina-Rivera, Chair of the Department of World Languages, Literatures and Cultures and Director of the Cultural Crossings program, gave me a slight push. One day while I was in his office, he talked to me about the possibility of putting together an Honors panel at that year’s event. I mentioned the paper that I wrote, and he asked me to e-mail it to him so he could take a look. I was sure he would think it was not good enough to present,

but soon enough I found the name of my academic paper in the symposium program.

The day of the presentation I was so nervous. I must have practiced my twenty minute presentation fifteen times, but when I entered the room, I noticed that the atmosphere was a lot friendlier and more laid back than I had thought. When it came time to present, I was still nervous, but as I saw the smiles in the small crowd, the attentiveness of the spectators, and my Spanish professors—Dr. Matías Martínez Abeijón and Dr. Stephen Gingerich—silently rooting me on in the back of the room, I started to relax and enjoy the experience. Along with the participation of Jennifer Jouriles of Baldwin-Wallace College and fellow CSU student Margaret Winterich, the Undergraduate Honors Panel was a success! Not only was it great public speaking (and Spanish-speaking!) practice for all of us, it was also a great experience to get a taste of how enjoyable and satisfying presenting one’s work can be, especially for people who plan to continue their graduate studies. It boosts your CV and is a great way to network with other academics from many universities who are passionate about what they study. I would encourage anyone at CSU in the field of liberal arts—undergraduate and graduate—to actively participate in the next Crossing Over Symposium in October 2017. Whether you are a presenter or a spectator, you are sure to gain something positive out of it.



THE ROAD TO THE CLASSROOM

By: Sean Gadus

People say that being a teacher is hard. And it is. The hours can be long, the work can be incredibly demanding, and the pay is not nearly as good as it should be. But far less people comment on how hard the process is to become a teacher. Trying to get through college as a student in an education program can be a daunting task. Balancing the needs of a specific content area, such as Language Arts, Social Studies, Science, and Mathematics, along with the requirements of the Education department can result in heavy schedules and complex planning. But do not let anyone tell you it's not rewarding. Because it is. When I walk into education classrooms at Cleveland State University, I know firsthand that

the process of becoming a teacher is difficult but will also be one of the most rewarding experiences in my life.

Three years ago, I entered Cleveland State University with the goal of graduating in four years and becoming a teacher. On my first day as a student, I

entered my first education course: EDB 200 Intro to Education. After two hours of class, I left the classroom utterly overwhelmed. The subtle complexities of the profession astounded me.

Teaching is one of the most complex professions in the world. As a student, being in a science classroom was comfortable; an English classroom was like a walk in the park. But my education classes were truly challenging. I had no idea how little I had really understood about teaching. Unlike other subject areas which students experience throughout middle school and high school, there aren't often opportunities to learn more about the process of teaching until college. This makes each Education class I take an exciting opportunity to examine educational pedagogy and to discover more about the how students learn. When taking Education courses, it can feel as if there is no limit to what you are learning, which can be intimidating but also

feel very exciting. These classes do an excellent job preparing you for a future that will require constant learning and growth in order for you to be successful.

In addition to my education classes, I have been given the opportunity to work closely with teachers and students in the Cleveland State Tutoring and Success Center (TASC). Working in TASC has deepened my respect for all educators. In the office, an amazing group of committed students and professionals

come together to provide support for so many students at the university. At TASC, I developed as a future educator, learning many skills that will help me when I have my own classroom: I created my own short lesson plans, I adapted to curveballs in the classroom, I learned to maintain my composure when things didn't go perfect. In my position at TASC, I am doing the things that teachers do every day, but on a much smaller scale. Teaching short lessons has helped me appreciate the day to day process of creating lessons and seeing the results of my planning as they are enacted in the classroom. Additionally, my time spent with TASC is the closest thing to the experience of working in a school. My fellow employees and I made up a

importantly, TASC has given me the opportunity to work closely with two wonderful college professors whom I have learned so much from.

One of the most beautiful things about developing as an education student is that you will never look at your

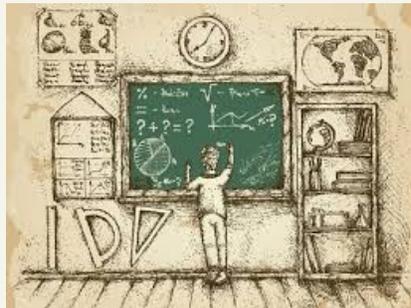
teachers the same way. The teacher that does nothing but sit at a podium, flashing a one hundred slide power point, will earn your ire more quickly than before. But when a teacher engages you and gets you invested in learning, you will appreciate

them even more than before. I once thought it was magic the way some of my teachers fostered discussion among students or pointed us in the right direction when we needed guidance. Now I know that it is not magic in the way I thought it was. It's a completely different kind of magic. It is the magic of someone who is passionate about what they are teaching. It is someone who spends long hours using all their accumulated knowledge, techniques, and strategies to engage students in learning. It is a different kind of magic, but magic none the less.

Within TASC and my education classes, I am learning things that challenge me to grow, challenge me to think about how students learn and how we can engage them as teachers. Like any professional, I am developing a set of skills that will help me in the future. This being said, I have learned that this is just the first step in a longer journey. If I am to succeed as a teacher I have to continue to grow, I must continue to learn, and I need to continue to develop my skills set. The high standard expected from TASC and the College of Education will serve me well when I have my own classroom. As I write this article, I am waiting for my first placement within a school. In the next few weeks I will be in a classroom, observing a teacher and eventually teaching a lesson. I am nervous but excited to continue my journey towards becoming a teacher. The miles are long but the journey is worth it.



"At TASC, I developed as a future educator, learning many skills that will help me when I have my own classroom"



department, like teachers in a school. I attended these meetings in order to grow and develop as a future educator, as well as to help support the growth of my peers. The more I learn, the more I know that there is always room to improve, always more to learn. Most

BACHELORS OF BUSINESS ADMINISTRATION: OPERATIONS AND SUPPLY CHAIN MANAGEMENT

By: Melanie Brunner

I have always loved science yet, I chose business to dedicate four years of my life to. Throughout my education, I sought out ways to integrate science and business. With a little help from faculty at Cleveland State University (CSU), I will be graduating this year knowing I have a career ready for me. A career where I can apply what I have learned at CSU and continue to progress and learn a field new to me.

Because the teaching assistant of my biology class referred me to NASA and helped through the application process, I learned of the existence of opportunities with NASA in our area. Despite being intimidated (non-STEM student... and it's NASA), I took the chance and applied for a summer internship at GRC. I spent two summers there, which later led into my career in the Spectrum Management Office. I am now leveraging the skills I developed at CSU, from processes to organizational theory, in helping NASA meet its mission requirements. Meanwhile, I am able to combine what I have learned at CSU with my passion for space. I am able to keep up on the latest missions while learning spectrum management, radio utilization and regulation on both a domestic and international level. I am continuously being challenged in my work, and to me, that's the perfect job.

I never took for granted a single day of my internships. I was learning concepts I had never heard of and although it was tough at times, I did my best and asked many questions. Through networking, I met as many people as I could: project managers, engineers, physicists and analysts to name a few. These people contribute to the future of space, the future of our planet, and now I get to as well. The people who work at NASA are some of the most brilliant

and influential individuals I have encountered. They are now the people I get to learn from.

Because of my hard work and dedication, I was recognized during my first summer internship. I was the recipient of the Space Generation Congress Grant issued by NASA headquarters and the Space Generation Advisory Council. The grant was issued for my representation of NASA at the 13th Annual Space Generation Congress which was held in Toronto, Canada. Out of 19 interns, I was chosen to represent NASA in the CubeSat Swarms Communication Networks and Policy Changes working group. This is one experience out of many that I am proud of and it will not be the last.

Currently, I am working with Dr. Nazli Turken of the Operations and Supply Chain Management (OSM) department on my Honor's thesis based on biomimicry applications in the supply chain. I am also a member of the Biomimicry Working Group at GRC. My future now entails combining my learned knowledge of operations and supply chain management and integrating biomimicry applications and space relations.



DIVERSITY PLANNING CHAIR ON THE EXECUTIVE BOARD OF CAB

By: Lina Billings

This year I got the privilege to hold the position of the Diversity Planning Chair on the Executive Board of the Campus Activities Board. My position is brand new this year, we have never had anything like it before on campus. As a Diversity Chair, my job is to primarily plan events that promote inclusion and educate the student body about the importance of diversity, whether it's cultural or lifestyle diversity. Because as we all know, our campus is quite diverse and we don't want anyone to feel left out. Each one of us should be celebrated for being unique.

Some of my most successful events included the "Who is CSU?" event, "Coming Out with CAB," "Carnaval," and "Dancin' with Diversity," among other many great events. The students seem to enjoy learning more about other cultures. I make it a priority to have information pamphlets at each of one of my events, letting people know a bit about the history and the cause of the celebration.

Having this position has definitely been challenging, but in the best possible way. This year I had to set the standards high for myself and for future event planners who will hold my current position in the years to come. I've had to go out and test the waters, to find out what would work for our students and what wouldn't. Since the position is so new, I had nothing to go off of nor did I know which kind of events would be successful and which ones wouldn't be. For most of my events, I had to reach new people and work with new organizations. Along the way I've encountered obstacles that I've had to overcome,



but I've learned how to compromise and how to collaborate along the way. Without a doubt, this experience has taught me more about leadership skills and how to let go of some control. Because given my personality, I like to have everything perfect, with no room for anything to go wrong. But there have been days when things didn't go as planned and I've learned to not be so hard on myself and know that it's okay to not have full control over things at times. Eventually, I would love for the Diversity Planning Chair of CAB to have great relationships with cultural student organizations and other departments on campus, so that along the road we could collaborate on our events and make them even bigger. Because when there are a few

organizations working together, having the same vision in mind, having the same purpose of exposing the students of CSU to other cultures, the potential for success is limitless.

I have absolutely loved being on the Executive Board this year for many reasons. I have met some of my best friends on the board; these are the people who push me to do my best and who give me advice regarding my events. By being a part of this organization, I have had the opportunity to attend most of the major events on campus and get to meet some incredible individuals. It's been an unbelievable journey that adds to the whole college experience and I cannot wait to be back on board next year! This role has not been easy, but it has been a blessing, without a doubt.

NAMASTE FROM A WORLD AWAY By: Megan Stumpf

Namaste is a peaceful greeting used in the country of Nepal. This winter break, I decided to spend my holidays on an opportunity that I knew I would never have again. After over 30 hours in flight, spread over three days, I made it to my final destination. Kathmandu, Nepal. I was quickly whisked away from the airport by a local taxi that took me to the Peace Guest House utilized by the volunteer organization Hope and Home to begin my three day training. I was connected to this local organization through a much larger company, International Volunteer Headquarters, based in New Zealand. They acted as a



liaison and support structure both before I left as well as the entire time I was away.

Once settled, I got to meet the seven other volunteers that were starting with me. Among them, I was the only American and one of two medical volunteers. We all quickly became good friends and enjoyed the time we had together learning about culture, language, and getting to explore the many sites across Kathmandu, the capital of Nepal. These days of training together seemed to fly by and soon the group of six volunteers that were participating in childcare and teaching departed for Pokhara, a beautiful destination along the Himalayan mountain range. After some additional training, the other medical volunteer and I were on our way again as well. We were placed in Chitwan.

This area of Nepal is close to the Indian border and well known for its jungle safaris and elephant reserves. Luckily, we got to experience both as well as an elephant soccer match on our days away from volunteering. We were placed with another volunteer who had been working in the hospital, College of Medical Sciences, for the past month

and a half. She was a great resource and very helpful as we became accustomed to living with a local Nepali family and working within the facility. Luckily, in Nepal, all medical school is taught in English so the doctors and many of the nurses spoke the same language as us. A main barrier was that many of our patients did not. This made communicating a challenge but often a nurse was available with a quick translation and a friendly giggle as we tried to mimic the many sounds used in the Nepali language.

In addition to the language barrier, there was plenty of culture shock as well.

Many of the luxuries that I have become accustomed to working in hospitals in the United States are no longer available and patients were often turned away because they were not able to pay for the services offered at the private hospital. Although a government hospital was available at no charge, it was unable to treat any form of complex situation and

these patients would have to be sent to places where they would have to pay for life saving and sustaining treatments. If a source of payment was not able to be produced, this meant that no treatment could be offered and the patient would have to leave the hospital without. Even working with these tight conditions in the ICU, I made many new friends with the nurses and got to spend my days learning at the hands of some of the most resourceful and clever doctors. They could think of a way to treat a patient while saving as much money and supplies as possible. Often, this made the difference as to whether a family was able to afford lifesaving treatment for a loved one or not.

Working in a developing country you learn a lot about yourself as well as the world. Within Nepal, everybody has heard about the earthquake that occurred, but not many know that an oil crisis has been going on for many months due to a blockade with trade from India. This affected more than just oil. Medications were running low and often electricity would shut off without warning.

Although resources were short, kindness never was. I always felt welcomed and



never threatened. Everyone would always greet me with a smile and a "Namaste." Even the sickest patients never complained. The gratefulness was widespread and honest. My "di di", which means Nepali mother, was one of the most wonderful people I have ever met and I will always be grateful to her for the experience that she provided to me.

Overall, this trip was the best learning experience. It was something needed on a very personal level and I have never felt more humbled. The friends that I made will last a lifetime. The beauty that I saw, especially those of Pokhara on New Year's when we got to go and visit our childcare and teaching friends, will never be forgotten. The gratitude and love shown by everyone associated with my volunteering experience was without a doubt, life changing. I will always have a special place in my heart for Nepal and an even bigger place in my heart for the feeling of helping others who most need it.



VIKING EXPEDITIONS By: Dana Smith

Viking Expeditions (VE) is a student-led service organization that partners with a variety of agencies in the Greater Cleveland area to address the needs of the local community. VE provides Cleveland State University students with both national and international service opportunities by offering affordable alternative break trips around the globe. The goal of these trips is to give students valuable life experiences while broadening their worldview.

VE is open to all active CSU students, but works closely with the Jack, Joseph & Morton Mandel Honors College to offer unique experiences to Honors students. For example, there is a specific Honors Experience Course which students can take where they attend a VE Alternative Break trip. Past trips which Honors students have attended include: New Orleans, LA with Camp Restore, Washington D.C., WA with Breakaway, San Francisco, CA with Community Collaborations International, and our upcoming spring break trips to Oak Ridge, TN with Habitat for Humanity and Cuyahoga Valley National Park, OH with their very own trail restoration unit.

There are numerous ways to get involved with VE, and ultimately, with the Greater Cleveland community. VE gives students the ability to network with various non-profits throughout the country, as well as need-based organizations right here on campus, including Lift Up Vikes and the Maryjoyce Green Women’s Center. This occurs through monthly supply drives and local service days which are planned and executed by both VE Executive Board members and general VE members. VE is just one of the many ways that the Mandel Honors College connects Honors and Scholars students to opportunities on campus as well as getting them engaged in the Greater Cleveland community. For more information on VE and how to get involved, check out www.csuve.org or add the organization on OrgSync.



THE BIRDS AND THE BEES By: Jordyn Stoll



Don't get too excited, I'm literally talking about the birds and the bees that Cleveland State's very own Student Environmental Movement (SEM) will be attracting to Cleveland State with the implementation of a wildlife pollinator garden. This pollinator garden will be installed in the +300 square meters surrounding the Mandel Honors College and Main Classroom building on Euclid Avenue and will be chalked full of beautiful native plants. These native plants, including black-eyed susan and purple coneflowers among many others, will support the local birds and bees by providing habitat and food through seeds and pollen. Gardens of this nature are important for these organisms, especially in urban areas where natural habitat resources may be few and far between. Not only will this garden support the local wildlife, it will also be very beautiful with an intricate design of roughly a dozen native wildflowers. The group has intentions of certifying the garden as a distinguished wildlife habitat through the National Wildlife Federation. The garden will be used for educational purposes; mainly to teach students at CSU and local municipalities about sustainable gardening and the perks of pollinator patches. The garden will be implemented during Earth Week and managed by the students involved with SEM and FAST employees on campus, but if you're interested in being part of the action please contact the group at csu.sem@gmail.com!



If you know of a Mandel Honors College student that has engaged the CSU community in an exceptional way, won an award/scholarship, presented at a conference, studied abroad, etc and would like them featured in our next newsletter, please contact the Mandel Honors College at:
honors.program@csuohio.edu

[MANDEL HONORS COLLEGE](#)

IS ON THE WEB!



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8am – 5pm

**T H E J A C K , J O S E P H
& M O R T O N M A N D E L
H O N O R S C O L L E G E**

The mission of the Jack, Joseph & Morton Mandel Honors College is to provide an academically challenging curriculum and leadership training for high-achieving students. An honors education is a privilege, but also a responsibility, and so we also encourage leadership development among our students. Through our Honors College Ambassadors program and other opportunities we encourage our students to be engaged citizens of the College and the larger Cleveland State Community.