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Fall 2021

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COLLEGE
NEWSLETTER



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The Pros and Cons of Being Back: A Perspective from the CSU Staff

By Sidney Zweifel

For over a year, students and staff have been expressing their desire to be back on campus. Many have been wishing for things to “go back to normal.” Now that the 2021-2022 school year has commenced, classes are fully in-person and campus activities are back in full swing. While being back on campus is a positive thing that is beneficial to learning and socializing, it’s important to note the challenges that come with making yet another huge transition from online to in-person learning after previously having to adjust to a life of Zoom classes and cancelled events in 2020.

CSU’s staff has not been immune to making huge adaptations to classes. There are many benefits to being fully in-person, especially for professors and staff who teach and/or work in an interactive setting.

Dr. Jessica Bickel is a professor in the Physics department known for having a very interactive teaching style.

Professor Maria Gigante is an Assistant Professor in the School of Film and Media Arts who teaches film production classes.

Dave Tarbert is the Workflow Coordinator at the Film School. His job includes managing day-to-day work and communicating with staff and students regarding productions.

I asked these staff members a few questions regarding their experience and opinions about being back on campus.

What are the pros of being back on campus?

Dr. Bickel: I really appreciate how we can all help each other learn. This is true for both students and faculty. As students, just being able to get together is so helpful! This is true for faculty, too. If I have something going on, such as a question about software or if a colleague has ideas about how to re-energize a class—I missed just being able to walk down the hall and talk to another professor about it.

Professor Gigante: Just being in the physical presence of each other, student-to-student, student-to-teacher. It allows us to build a community. I teach film production. So, being in the physical space allows students to interact with the equipment and learn how to work with others in a collaborative setting. They get a feel for what it’s like to make movies.

Dave Tarbert: Having our film students being able to collaborate on projects with each other, and also having access to equipment to participate in essential hands-on learning. It’s just nice to see.

What has been the biggest challenge in transitioning back to teaching fully in person?

Dr. Bickel: The uncertainty. We did not have a mask mandate in place for classes until a week or two before classes started. Frankly, if a student is busy worrying about their safety, they will not learn. Thankfully, we got a mask mandate so that has helped with comfort levels of students. The uncertainty and the need to have a back-up plan for so many possibilities is hard.

Professor Gigante: The masks. While it is necessary and allows us to be in person, it does have a negative impact. Some people speak or participate less with the mask on, and it’s hard to read people’s faces and vice versa when half of it is covered. Leading a class masked and making sure to be loud, expressive, and clear can be exhausting!

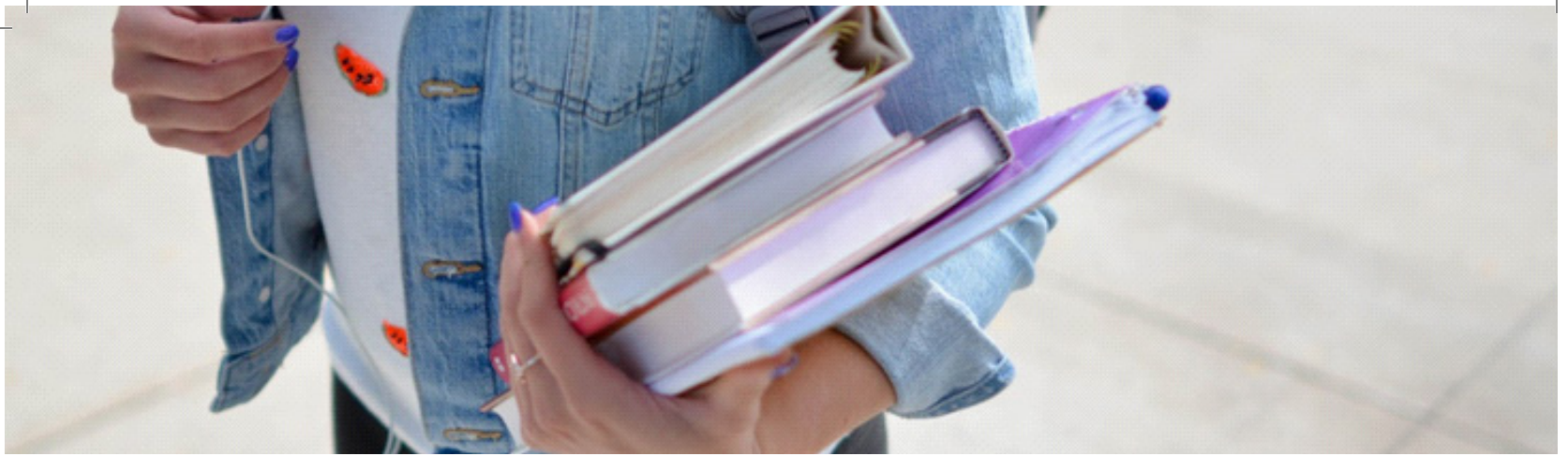
Dave Tarbert: Just getting back into the pattern and flow of teaching in person as opposed to remotely.

What aspects of remote learning do you think should/will stay in place for your classes?

Dr. Bickel: First, I will continue to record my lectures and post them. I heard from students last year about how helpful it was to go back and listen to lectures again. Second, I’ll still have Zoom office hours. It just increases access for students to get answers when they need it. Third, flexibility with due dates within reason. Having some flexibility in case “life happens” helps keep students from being penalized too much while still keeping them on pace. Also, in my spring 2020 Honors class, I added in a “do it yourself” lab where they had to build a pendulum out of materials they had at home. This lab worked so well that I also gave my fall 2020 students a few materials to design their own lab. I plan to keep similar labs in the future, even when on campus.

Professor Gigante: Visiting guest speakers from out of town. We will meet remotely on Zoom. Activities that could implement breakout groups, such as table reads. Classes that involve production meetings, pre-production, or one-on-one meetings with instructors—those will have a remote option.

Dave Tarbert: The fact that much more information and resources were made available to students via Blackboard and other online sites.



College After COVID-19

By Umida Burkhanova

This semester, many students have entered CSU doors for the first time since March of 2020. Returning to the in-person mode of learning and semi-normal college life can be stressful and even overwhelming at times for everyone. This article offers a set of five tips on how to navigate the transition to the in-person mode of learning and time-management techniques that can help students to achieve higher levels of self-organization and academic excellence, and to find time for out-of-school activities.

1. Remember the details.

Online learning offered students a lot of privileges: rolling out of bed ten minutes before the class, taking exams wearing comfy pajamas, sipping hot coffee whenever needed. In-person learning comes with a lot of nuances such as driving, parking, walking to the class, packing everything you need for the day, dressing appropriately and up to the weather. This all requires scheduling and detailed planning. To break it down into small points:

- Check the weather the day before and think of what you need to stay warm and comfortable.
- Prepare everything you need for the next day: food, water, chargers, school supplies. Create your own checklist of things you need for a day of in-person classes.
- Plan your commute time leaving 20-30 minutes for walking to the class and getting ready.

2. Plan, plan more, plan every hour.

In four years as a Pre-Med student, I've tried a lot of useful time-management techniques: assigning important tasks for the first half of the day, time-blocking, setting timers etc. The most valuable skill I learned in college by integrating all of them into my life is planning my day hour by hour. The evening before, write your plan for the following day:

1. First, start with the tasks that are not flexible—lectures, meetings, jobs, etc.

2. Add things that are very important for you but are flexible (priorities): family gatherings, prayers, volunteering, physical exercise.
3. Make a to-do list of things you have to complete on the following day.
4. Complete your plan by spreading the to-do list around what you already have in your plan.
5. I usually leave 15 minutes after each activity for emergencies (if I decide to stay after the lecture to ask a question, if the person I was meeting with comes late, if the meeting lasts longer than expected, etc.)

3. The in-person environment can be stressful.

It's been a long period of social isolation and learning from the comfort of a home. Returning to campus, walking into a crowded lecture hall, and focusing during the lecture despite the background noise might be intimidating! A return to in-person learning means that students will need to again consider social interactions and manage a social environment. Try forming a small study group, reaching out to some old friends, attending school events and workshops, and of course reaching out to a counseling center if you feel like that's what you need. Just try to leave your comfort zone and get back to being an active member of the community. You won't even notice how soon it will all feel like same old, same old.

4. Read the slides before the lecture.

Unlike online lectures, the in-person classes have a fast pace and cannot be replayed or paused. You may find yourselves lost in the middle of the lecture, but there is a simple way to prevent this. With in-person classes, the best investment into your success would be to read the chapters/slides before coming into the class. That is especially important in labs, where during the class you are expected to engage in practical tasks. The pace of in-person learning requires students to come to the class prepared, ready to listen and ask questions.

5. Relax and be patient with yourself and others.

It seems like the disruption that COVID-19 created in our lives was almost never ending. Finally getting back on campus is so exciting. However, it might take some time for all of us to adjust to this "new" or "normal" lifestyle. It's an extensive process for everyone, not only students, but also faculty, college administration, and everyone in the world. So please be patient with yourself—and others. "Rome wasn't built in a day," as they say. It will take some time as we all learn to navigate our ways back into the post-COVID-19 world together, but it will all be worth it. It will create opportunities for meeting new people, having interesting, engaging discussions in the classroom, and overall positive learning experiences. Enjoy and have fun!

Back for a Bite: New Restaurants on Campus

By Jackson Casteel

As we transition back to life on campus, some of us may wonder what the food scene will be downtown. Being able to balance our school schedules while getting a good meal is an important part of being a college student. We need food that is easy to grab and close to campus so that we can get right back to work. In particular, two new family-owned restaurants have stood out to me. While both are tasty and affordable, they each have their own unique spin on the food they offer. You can't go wrong ordering from either!

N'JOY



When it comes to convenience and price, **N'JOY** is hard to beat. They offer a great range of sandwiches and crepes, all of which can be changed and made fresh to order. Feel like eating a sandwich? Then try out their Philly Cheese Steak, or my personal favorite, the Chicken Supreme. If you want something more breakfast-oriented, crepes made here can either be savory or sweet. And if neither of these options are for you, try out their chicken bowl, or a healthy wrap from their other selections. In terms of portion size, you get more than you pay for, with a sandwich stretching to two meals if you are an average eater.

to fill life with happiness and share that through their food. They even made their to-go bags with smiley faces on them! So try it once and I am sure you'll N'JOY!

Location: 1938 Euclid Ave suite 125, Cleveland, OH 44115

Hours:

Monday 8 a.m.-6:30 p.m.
Tuesday 8 a.m.-6:30 p.m.
Wednesday 8 a.m.-6:30 p.m.
Thursday 8 a.m.-6:30 p.m.
Friday 8 a.m.-6:30 p.m.
Saturday 10 a.m.-4 p.m.
Sunday 10 a.m.-4 p.m.

N'JOY got its name through a simple way of life. The owners want

BONEY FINGERS



If you want barbeque for the best prices in town, **Boney Fingers** is the place to go. They slow cook their meat overnight for the best flavor possible and to make everything fresh. Try out their breakfast menu in the morning for a savory meal, or choose from a variety of options for their lunch and dinner menu. One of my favorite meals is their Polish Boy, a beef Polish sausage topped with pulled pork, coleslaw, cheese sauce, and barbeque sauce. Interested in something else? Try their barbeque pizzas, wings, or assortment of burgers! You won't have to worry about not getting enough food—their serving sizes leave you with a full stomach and then some.

influence on all of their lives, his family remembers him getting up and dancing to the tune of Boney Fingers by Hoyt Axton, even as he was getting older. Boney Fingers is a place where they are passionate about their food. All you need to do is take a bite and you're hooked.

Location: 1800 Euclid Ave #3, Cleveland, OH 44115

Hours:

Monday 10 a.m.-5 p.m.
Tuesday 10 a.m.-5 p.m.
Wednesday 10 a.m.-5 p.m.
Thursday 10 a.m.-7 p.m.
Friday 10 a.m.-9 p.m.
Saturday 10 a.m.-9 p.m.
Sunday Closed

Boney Fingers got its name in honor of the family's grandfather. An

Signs of the Times

By Dante Centuori

If you hadn't noticed already, COVID-19 has, and continues to, greatly affect CSU. However, it's been doing so in a way that doesn't leave any evidence. As long as you don't see other people while walking through buildings, one could almost imagine that the pandemic hasn't happened at all. However, any attempt to do so would quickly be foiled by one of a multitude of COVID-19 informational signs put up by the university.

When the signs were first put up in the fall 2020 semester, I took an immediate interest in them. They were something completely unique. A few signs reminded viewers to perform tasks that could be categorized under common sense, i.e. "please wash hands," "enter," and "exit," but most referred to new behaviors. There were signs reminding you to keep your mask on, to only use the bottle fillers at drinking fountains, and to stay six feet apart. There was even one that implored passersby to move quickly through an area and not to linger, which always struck me as something you'd see near a radioactive hazard, not a university.

These posters did not spring from the ground like wildflowers, and I was curious to find out the story behind them. In order to do so, I reached out to Alison Bibb-Carson, the Executive Director of Marketing and Communications. I learned from her that the plan for placing posters around campus was in the works even before the lockdown—so, when it came to pass, the Marketing Department was ready. The posters themselves were made by CSU's in-house graphic design team and reproduced by CSU's Printing and Duplication Department. The Marketing Department is also behind the fact that there are a reduced variety of signs this year compared to last. With reduced COVID-19 restrictions, they decided to focus only on mask-wearing signs, as other types might distract from the important points.

These signs are likely just one of who knows how many little new details and features spread across campus due to the pandemic. Surprising amounts of thought and planning go into these aspects of campus, and it often remains behind the scenes. Hopefully, this shed a little light on something you never gave much thought to before.



The Pandemic and the CSU Rec Center:

Fixing Our Mental Health and Adjusting to New Policies

By Rutger Dumm

With the reality of the coronavirus lockdown and regulations coming to an end, it's time we analyze the effects that quarantine and isolation had on us, and find solutions to coming back to a semi-normal life. As we've all heard in the news, rates of depression and overall poor mental wellbeing have risen greatly over the past year, which is nothing to take lightly. However, as we return to life and to campus, solutions are becoming readily available to us.



Please use hand sanitizer upon entering

Available at stations inside door

CLEVELAND STATE UNIVERSITY #SafeCampusCSU

Do your part by following these guidelines:

- ✓ Disinfectant spray and wipes are located at the front of the classroom
- ✓ Spray your workspace before class starts
- ✓ Dispose of paper towels after cleaning your workspace
- ✓ Maintain 6 feet of distance from others
- ✓ Return cleaning supplies to the front of the room
- ✓ Do not move furniture within the classroom space

IF SUPPLIES RUN OUT, PLEASE CALL THE EAST COORDINATION CENTER AT 216-887-1208.

CLEVELAND STATE UNIVERSITY #SafeCampusCSU



Please use hand sanitizer

CLEVELAND STATE UNIVERSITY #SafeCampusCSU



Please practice physical distancing

CLEVELAND STATE UNIVERSITY #SafeCampusCSU




KEEP MOVING

Do not linger in this area.

Please practice physical distancing by staying 6 feet apart.

CLEVELAND STATE UNIVERSITY #SafeCampusCSU

THANK YOU FOR HELPING KEEP OUR CAMPUS SAFE!



Facial coverings required

CLEVELAND STATE UNIVERSITY #SafeCampusCSU



When considering different methods to combatting depression and poor mental health, there is one solution I am personally fond of: exercise and staying fit. The relationship between exercise and mental health has been thoroughly investigated. Results show that exercise and fitness are incredibly powerful in improving mental wellbeing and preventing mental sicknesses. Some findings put together by Marie Donaghy all have interesting results. For example, research shows that women that do not exercise are twice as likely to develop depression, men who took part in a sport had a 27 percent decreased risk of developing depression, and staying active safeguards against future developments of depression.

It's very important for students to have a way to combat mental health stressors that arise from day-to-day schooling and other sources of stress—notably, COVID-19 has been a large impactor for many over the last year. Grasdalsmoen and a group out of Norway say for students who don't exercise, the effects of stress and stressors can lead to depression and poor mental health. However, there is no reason to be worried if you go to Cleveland State (and chances are if you're reading this, you do), because Cleveland State has a recreation center!

If you've used the Rec Center before COVID, there are some new guidelines in place to keep the users safe from disease. The most prominent regulation, consistent with the rest of campus, is the requirement of masks at all times. In the summer, there was the exception for those vaccinated, but with the return of students

to campus it is universally required. The Rec Center does have difficulty enforcing this in different parts of the Rec, however. In the weightlifting rooms, students will often remove their masks or wear them improperly as they work out. This can be deterring for those still worried about COVID. The Rec employees also have difficulty enforcing the mask mandate on the basketball courts and have instilled the policy of shutting down the courts if the players are not properly wearing their masks. Still, players have difficulty wearing their masks, and the Rec Center holds back on shutting down the courts. Another important policy change is the requirement of wiping down machines and equipment—this is crucial to keeping the Rec Center clean and sterilized in the face of COVID. Thankfully, this is one policy that is well kept up by members. With the lessening of COVID, the pool has also reopened, and lanes are available for reservation. For those who want to do some cardio, the treadmills and other cardio-centered machines are available. For those less interested in working out and wanting something fun to do, pool tables, ping pong, and air hockey is also available. The equipment can be checked out at the front desk.

Overall, it is important to remember that working out has incredible bonuses and benefits for your mental health, both in preserving and improving mental health. And with the Rec Center and its new policies, areas and equipment to work out are readily available to you and should be utilized.

College Clubs Back on Campus

By Jackson Coleman

Clubs, like all the rest of us, have returned from our virtual limbo to the physical space once more. The campus is alive and breathing again with all sorts of meetings, events, and activities—because clubs, again like us, have met the challenge of transitioning back to campus with contagious eagerness. And it is a challenge, as Jackson Casteel, president of the American Medical Student Association (AMSA), has noted that “being stuck in our houses for over a year is definitely more than enough time to make the social aspect of our club suffer quite a bit.” Yet, the stymied social interaction of our past year is no obstacle, but a leverage for many. Connor Mahon, president of the National Student Speech Language Hearing Association (NSSLHA) and the Students for a Cleaner Cleveland (SCC) sees an incredibly engaged Cleveland State University community, not just in his clubs, but in the campus as a whole. Dana Tonkinson, president of Mandel Vikes and the Cleveland State Student Music Therapists (CSSMT) agrees, already finding big event turn-outs in an environment approaching past semesters. Despite clubs having to rebuild the peer-to-peer interactions from before the pandemic, they, as well as us, are all the more ready to overcome these barriers towards normalcy.

It’s important to remember, however, just how drastic many of these changes were for many clubs. Clubs such as NSSLHA, AMSA, and CSSMT were able to easily switch the usual meetings to online, however many outside engagements and volunteering activities had to be cut. While online opportunities and asynchronous events were able to keep many students still engaged with the core mission of the club, students felt



“disconnected” with one another, explains Connor Mahon. Other clubs were not so able to make the adjustment to virtual. Joshua Oh, president of the Dungeons and Dragons Club (D&D), runs a tabletop roleplaying game group, and came into the previous semester with high expectations and low results. The experience of socializing over the table and connecting with one another is hard to replicate online, and so only a handful engaged with the club over the semester. While the players and papers are back at the tables this semester, in many cases it truly is rebuilding a community.

Interestingly however, some clubs were able to find their stride within the pandemic. Connor Mahon, founder of the SCC, says the club was “born of the pandemic.” Alleviating walks turned into something more productive as respect for one’s own health merged into respect for a greater health of the community in which we all live. Litter, strewn along the paths, was simple enough to pick up by oneself on such a walk; yet, why not share this experience with everyone else? The pandemic, if more than anything exposed the necessity of our campus clubs, not only to ourselves but to our communities. Jackson Casteel says that it has always been the goal of AMSA to create an environment where premedical students could share a resource in a club and each other; the goal of NSSLHA is likewise such a community, helping students achieve academic and professional goals through education, service, and leadership; the D&D club has always stood for a welcoming community to those experienced or otherwise willing to play with peers; CSSMT stands as an organization to help music therapy majors through both education and community; Mandel Vikes asserts itself as an organization whereby Honors students can better connect to the “pulse” of the Honors College; and the SCC, while only recently begun, stands dedicated to improving the broader community. Clubs recognize the importance of community, and, with our transition back into a physically connected community, stand more than willing to rebuild our hindered lines of communication.

How the Pandemic Affected the Campus Community

By Sanaiya Ahmed

The Cleveland State campus has changed a lot since March 2020 when the COVID-19 pandemic first affected us as a community. Before the pandemic, everything was normal, with big events, large crowds, and no masks all throughout campus. However, when everything shut down, campus was deserted except for a few essential employees. It was a completely different environment and it felt almost lifeless. Fast forwarding to the present, campus is back to being lively. Most people are back and there is no social distancing, but everyone must wear a mask. Even though campus is not quite what it used to be, we are very close to the sameness we once had.

On March 11, 2020, CSU sent out an email regarding the extension of spring break, with classes transitioning to remote delivery. There were no cases of COVID-19 in the campus community at the time. However, within 3 days, the first confirmed case at CSU was acknowledged. A couple days after that, it was announced that CSU would be moving the rest of the semester to remote delivery along with a delay in the commencement ceremonies and complete move-out of the dorms. Later in March, it was announced that all campus buildings would be locked, and only essential employees would be allowed on campus. At the very end of March, CSU

offered the option to pass/fail your classes for the spring semester instead of receiving a letter grade.

At the start of the fall 2020 semester, CSU brought many changes to campus. These included changes in general areas to accommodate social distancing rules, masks were required at all times, everyone needed to fill out the daily health assessment, numerous hand sanitizing stations were placed all around campus, testing for COVID-19 was available through the university, and on-campus events were not allowed. Additionally, to maintain enrollment, the university used some incentives—for instance, bookstore credit was offered in the spring for students who met GPA requirements in the fall. There were also options to opt for a remote class if your class was offered in-person, and some areas such as the library had modified hours. In mid-October of 2020, it was announced that the plan for the spring semester was to have 44 percent of classes on campus and move spring break to the beginning of January instead of it being in March. Then, all classes were moved to a remote format after Thanksgiving, making finals online and fall commencement virtual. Throughout the semester, CSU provided support to the students through the food pantry, lending out technological

equipment, and mental health services. The following spring semester was very similar to the fall semester since not much had changed in the state of the pandemic. In April 2021, it was announced that the university would be open for fall '21 semester. This meant that most classes would be in person, residence halls would be open at full capacity, and events could be held on campus with safety protocols such as wearing a mask. Around this time, the vaccine was also developed and offered through the mass vaccination clinic at the Wolstein center, so CSU encouraged all members of its community to get vaccinated as soon as possible.

Upon the return of everyone to campus this fall '21 semester, as of September 3rd 2021, CSU has reported one of the lowest rates of COVID-19 infections among public universities. Some protocols in place right now include indoor masking at all times, providing sanitizing equipment, and cleaning everywhere on campus. People are still encouraged to get vaccinated and COVID-19 testing is still offered as well. Overall, the campus atmosphere is very lively and positive. It seems to have returned to what it once was with some evident changes. Although we are still amid the pandemic, we have overcome a lot together and will continue to do so.

Financial Repercussions

By Ludiah Bagakas

The table below compares the financial standings of Cleveland State in 2019 and 2020. The university's net position takes into account assets and liabilities to calculate its financial standings after each year. To the right is a table listing all of its financial aspects including departmental budgets, assets and liabilities, and net position from Cleveland State University's 2020 financial report.

<p>Operating Budget by Department 2020</p> <p>College of Sciences and Health Professions: \$21m College of Education and Human Services: \$11.5m College of Engineering: \$10.5m College of Law: \$12m</p>	<p>Operating Budget by Department 2019</p> <p>College of Sciences and Health Professions: \$21m College of Education and Human Services: \$11.5m College of Engineering: \$10.5m College of Law: \$12m</p>
<p>Statement of Net Position 2020</p> <p>Total assets and deferred outflow: \$738m Total liabilities and deferred inflows: \$525m Net position: \$213m</p>	<p>Statement of Net Position 2019</p> <p>Total assets and deferred outflow: \$782m Total liabilities and deferred inflows: \$559m Net position: \$223m</p>
<p>Assets in 2020</p> <p>Total Current Assets: \$189.7m Total Noncurrent Assets: \$509.5m Total Assets: \$699.2m</p>	<p>Assets in 2019</p> <p>Total Current Assets: \$188.9m Total Noncurrent Assets: \$529.9m Total Assets: \$718.8m</p>

Tell Me How You Really Feel:

A Survey of Honors Students about COVID-19

By Alaina Smith

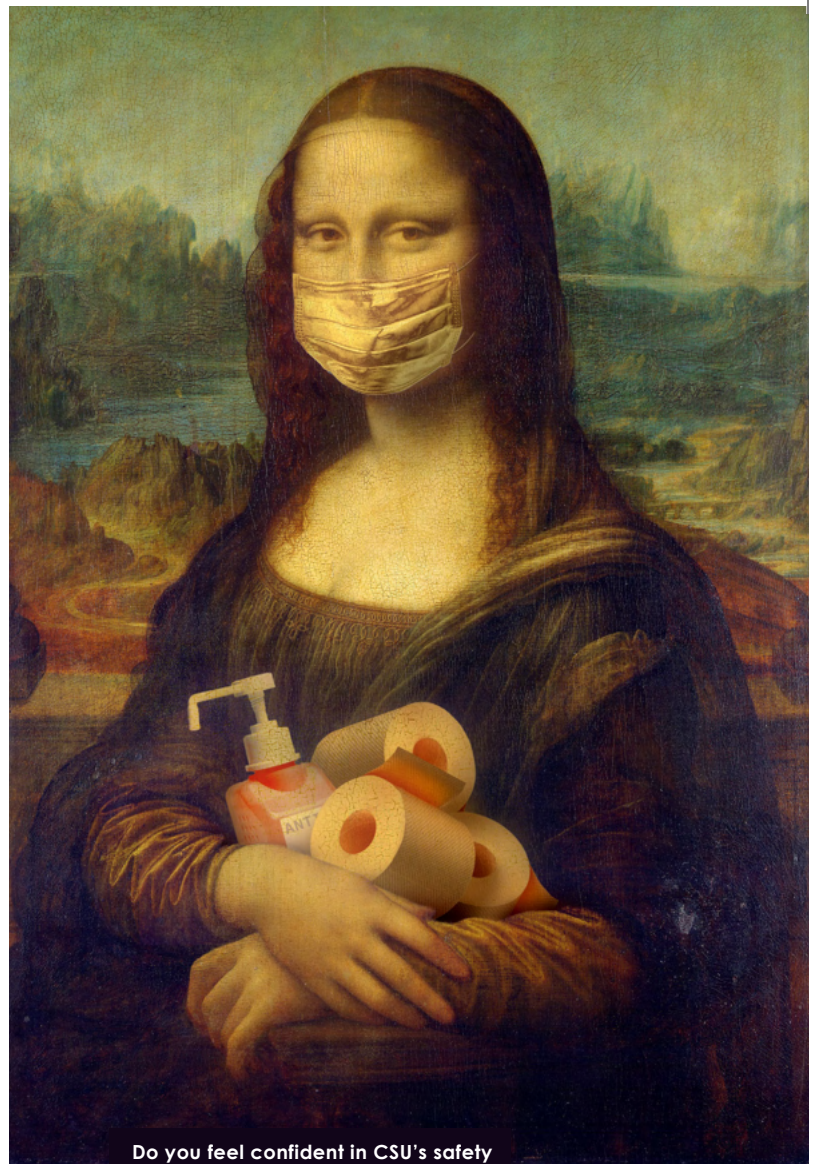
Has the transition back to the classroom been what you expected? How does it feel to see your instructors and classmates as more than a small box on a Zoom call? After conducting a survey on attitudes toward Cleveland State University's transition back, it was clear to see the patterns and similarities among the Honors College students.

Only months ago, remote coursework and meetings dominated the day-to-day routine for many of us. Last fall, over 70 percent of the students in the survey expressed feelings of hopelessness and/or stress due to decreases in social interaction. After reflecting upon the most challenging aspects of remote classes, the majority of students expressed their difficulties when trying to focus. Another surprising trend among the responses was that students struggled to form a substantial connection with professors in order to obtain a letter of recommendation. It was daunting to consider how many jobs, internships, and other opportunities may have been affected by this loss of interaction between students and professors.

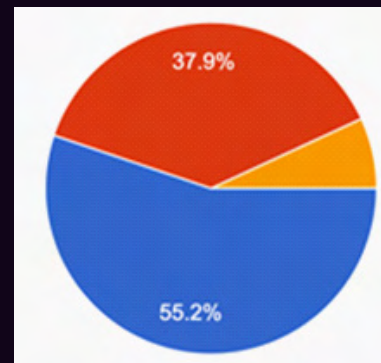
Now we have the opportunity to mend these downfalls. When students were asked what they missed about in-person classes, nearly all students mentioned socializing, networking, and getting clarification on material from professors. With classes returning to normal, we can better prepare for our future by reaching out to our peers and instructors with ease. Reaching out to those around you and taking advantage of the resources here at CSU are huge components to this transition back.

A very encouraging change in students' mental health was also seen compared to last fall. Obstacles of online learning such as isolation and lack of motivation made many students feel discouraged, especially with exams and tests. 89 percent of students this semester claimed that they felt at least somewhat of a positive shift in their mental health since the transition back to the classroom. Many of these reasons included opportunities to leave the house and being able to participate in class more confidently.

While remote learning was a challenge for most, we now know what to appreciate. The Honors College is an outstanding community with plenty of resources available to help with any struggle in the transition back. Take the time to create or reinforce the connections around you, and remember to take it one day at a time.

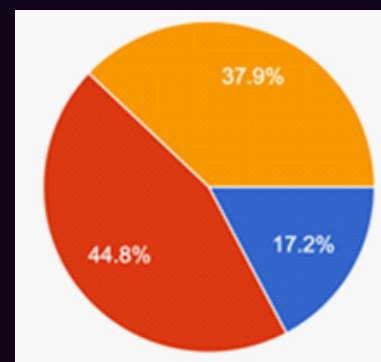


Do you feel confident in CSU's safety protocols regarding COVID-19?



- Yes
- Somewhat
- No

Do you find the transition back to in-person classes difficult or stressful?



- Yes
- Somewhat
- No

Mental Health Matters: The CSU Counseling Center and Taking Care of Yourself During the Pandemic

By Mason Repas

While we look forward with optimism that the first wave of the pandemic is behind us, serious stressors are still in play for many CSU students. On the heels of an eventful year and a half, many of us face financial concerns, the challenges of social isolation, worries about becoming sick or infecting others, and the reality of racial inequity, among other issues. While fighting these battles, it can be easy to overlook a pivotal aspect of our wellness: mental health. However, it remains crucial to tend to our mental health concerns and to seek help where we need it.

Luckily, the Counseling Center is a confidential resource with bountiful services available to everyone in the CSU community. Interim Director Brittany Sommers expresses, “We encourage students to prioritize their mental health as we continue to move through the pandemic.” Counseling is open for both telehealth and in-person services this year, with in-person services at the Union Building 220, 1836 Euclid Ave (above Rascal House Pizza).

Sommers explains, “Since returning to on-campus learning, we have seen an increase in students seeking mental health support. Since the start of the COVID-19 pandemic, about 30 percent of students who call CSU’s Counseling Center indicate that they are seeking support due to COVID.”

Services offered by Counseling include group, individual, and couples counseling. The Counseling Center also offers psychiatric treatment, clinical case management, and outreach programs. Outreach programs are offered remotely and in person, with topics including Orientation to Counseling

Services, Stress Reduction, Responding to Students in Distress, Building Interpersonal Skills, and Suicide Prevention Training. Additional trainings focus on developing effective communication skills, constructive management of conflicts, and developing interpersonal skills.

Counseling also advertises their process groups as “a great way to learn about yourself and your interpersonal patterns.” This year’s support groups include ACT on Recovery, Connections, Grad Student Support Hour, Law Student Support Hour, RIO, Taming the Anxious Mind, Trans* Student Support Hour, and Wise Minds.

Furthermore, the Counseling Center offers resources to help students and faculty combat discrimination and educate themselves about racism. Weekly discussions called Countering Racism with Love, Support & Dialogue are held over Zoom on Tuesdays from 5:30-6:30 p.m. Their website also includes Coping with Racism & Discrimination Considerations for Students of Color, a document including tips for getting support, being empowered, and practicing self-care. The accompanying document, Considerations for Allies, lists tips for becoming educated, speaking up, knowing the difference between intent and impact, and challenging behavior.

Tips for dealing with stress from the CDC website:

- Take breaks from watching, reading, or listening to news stories, including those on social media. It’s good to be informed, but hearing about the pandemic constantly can be upsetting. Consider limiting news to just a couple times a day and disconnecting from

phone, TV, and computer screens for a while.

- Take care of your body. Try taking deep breaths, stretching, or meditating. It also helps to eat well-balanced meals, exercise regularly, get plenty of sleep, and avoid excessive alcohol, tobacco, and substance use.

Mental health tips from the Mayo Clinic website:

- Do something for others. Find purpose in helping the people around you. For example, email, text or call to check on your friends, family members and neighbors—especially those who are elderly.

- Focus on positive thoughts. Consider starting each day by listing things you are thankful for. Maintain a sense of hope, work to accept changes as they occur and try to keep problems in perspective.

- Set priorities. Set reasonable goals each day and outline steps you can take to reach those goals. Give yourself credit for every step in the right direction, no matter how small. And recognize that some days will be better than others.

We are living through challenging times, but here at CSU, no one is alone. Consider connecting with the Counseling Center; students can call 216-687-2277 to get support. The Counseling Center is open Monday through Friday, 9 a.m.–5 p.m. Urgent in-person or phone appointments are also available Monday–Friday 1–3 p.m. Additionally, after-hours Crisis Counseling is available 24/7 by calling 216-687-2277. Prioritizing your health and wellbeing—both physical and mental—continues to be important now more than ever.





Worlds Apart

By Ludiah Bagakas

Imagine having to account for an eight-hour time difference when scheduling classes. Imagine having to log onto a virtual class at 3 o'clock in the morning. Imagine being on your own in a new country when your family is back home in the midst of a pandemic. Imagine the feeling of being uncertain of the status of your current and home country. About seven percent of the entire student body has had some of these experiences while attending school throughout different phases of the pandemic.

International students have had to balance difficult coursework while coping with the disadvantages of attending school abroad. Umida Burkhanova is an honors student at Cleveland State University majoring in biology and working toward a career in pediatric endocrinology.

"I'm passionate about medicine and kids, so combined, I chose it as a career goal to be a pediatric endocrinologist. I currently work in two biomedical research labs. I am a treasurer of Valiant Vikes, a volunteering organization that has a partnership with U.H. Rainbow Children's and Babies Hospital. I also volunteer in Elara Caring Hospice. Outside of school, I run and meditate every day. Both help me to go through the busiest days and remain happy and positive. I also love tennis and playing piano."

During the pandemic, Umida was attending school hybrid at Cleveland State. She is originally from Kazakhstan, where most of her family resides. One of the most challenging aspects of these past few semesters was not being able to see her family.

"Thankfully for me, being married and having my husband here with me was a relief, but not being able to see my mother and my younger brother was very emotionally draining. I also worked on the COVID-19 floor taking care of the patients; it was a stressful time for me as a student and healthcare worker. Seeing how hard patients endured the COVID-19 virus, I always felt anxious and worried about my family back in Kazakhstan, because I knew that at some point they had COVID-19 and I couldn't be there for them. It inspired me to work harder taking care of patients here, picking up extra shifts, because I see COVID-19 as a global threat, so the whole healthcare community of the world is battling it together."

On average, it can take an individual over two years to really feel at home in a new country. Being away from your home and family can have an effect on a student's well-being and how they are able to navigate their semester. Since the pandemic started, Umida has not been able to see her family from Kazakhstan due to travel restrictions. In addition to this, Umida described being "speechless" when the government attempted to put out a law prohibiting international

students from taking classes in U.S. colleges during the summer of 2020. Fortunately, the law did not pass, but the thought of that can induce a lot of anxiety. When discussing some of the things that helped her overcome these stresses, Umida mentioned her husband as one of her key support systems.

Another student in a similar circumstance is L. Kazwell, who is a student at Cleveland State University majoring in journalism. Some of their interests include writing, music, and modeling. Kazwell is currently the treasurer of Cleveland State's Queer Student Alliance (QSA). As an international student from Egypt, Kazwell struggled with limitations, some of which include not having a social security number or license when the state was under quarantine. This made it difficult to leave the house for essential needs, like groceries. They were also unable to see a lot of their friends. In addition to that, Kazwell was not able to see their family back in Egypt until July of 2021. Kazwell described their experience as having "lost a year of my life in the best years of my existence."

It is easy to forget that the effects and stages of the pandemic vary across the globe. In the United States, over half of the population is fully vaccinated against COVID-19. That is not the case in many different countries. Umida discusses the conditions of Kazakhstan in regard to the pandemic.

"It is challenging. Vaccination is limited, but even worse, people don't believe in vaccines there. Hospitals are still overfilled, so it's very hard to get medical help. Mortality is high, especially among middle-aged men. The United States has very high standards of medicine and medical education. That is one of the reasons why I came to study medicine in the U.S. While the COVID-19 floors were overfilled, I know for a fact that no one was denied hospitalization like it always happens in Kazakhstan now. It makes me want to study harder to become the best medical doctor for my future patients, to set partnerships with Kazakhstani doctors to educate them, and contribute to the improvement of medicine and medical knowledge in Kazakhstan."

International students make up approximately 10 percent of the Washkewicz College of Engineering and make up a significant portion of STEM-related majors at Cleveland State University. The degree of difficulty that comes with taking these courses in addition to coping with the challenges of being an international student is very representative of their resilience. Umida and Kazwell are among some of the 1,293 international students here at Cleveland State University, whose inspiring stories speak volumes to the experiences of international students during the global pandemic.



Exploring Cleveland

Between school, work, life, and family, it can be difficult to find time for yourself. Cleveland is a large city, and it is easy to get lost in the hustle and bustle of navigating it all. Luckily, greater Cleveland has a vibrant and easily accessible Metroparks system, no matter what side of town you are on. There are even Metroparks trails accessible from campus.

Spending time in nature can improve mental health, physical health, and overall wellbeing. It allows you to slow down from the high-speed life of being a student. Without further ado, here are some of the Metroparks that I consider greater Cleveland gems. I have spent time in each of these beautiful parks, and I encourage those reading to visit at least one nearest to you.



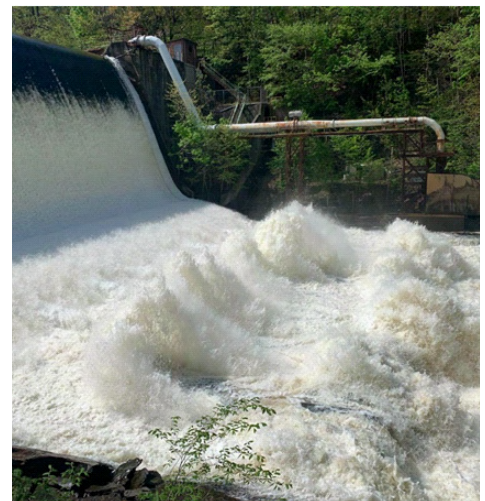
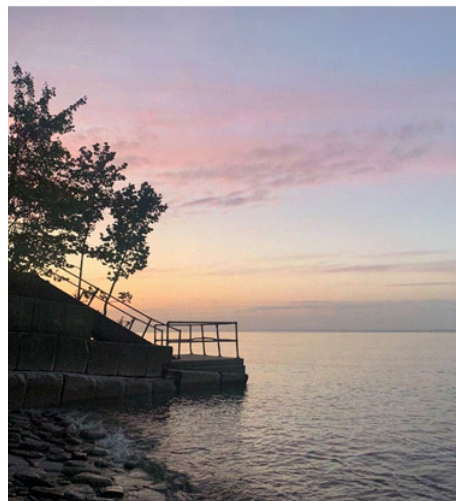
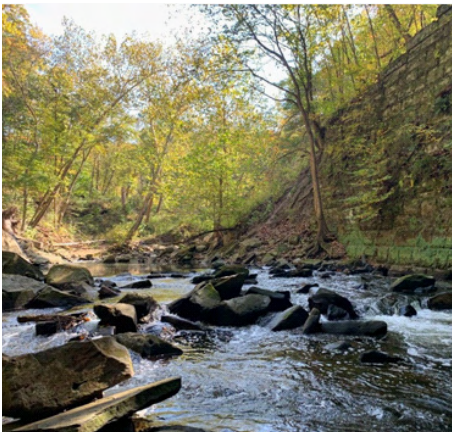
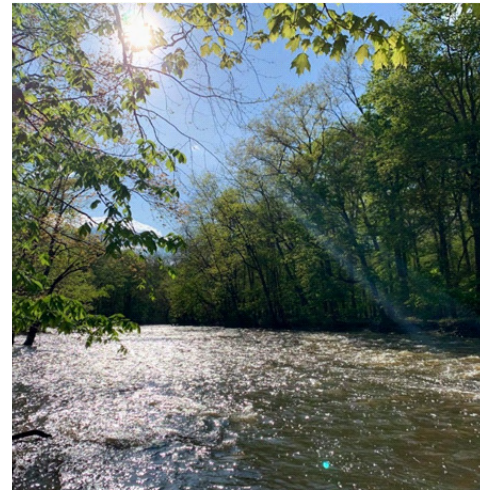
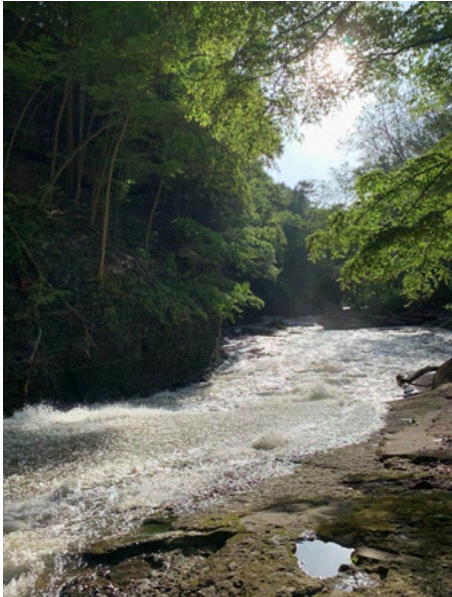
1. Tremont Towpath (2.1 miles from campus)

This towpath, accessible from campus, is such a treat! It features views of the Cleveland skyline (most beautiful at sunset) and brings trail goers next to the Cuyahoga River. This trail can take walkers down to the Flats, to chairs by the river, and even to couples' swings overlooking Cleveland's quarries and skyline. One of the famous Cleveland script signs is at the head of this trail.

2. Wendy Park (5.0 miles from campus)

Is Edgewater Park too crowded? Explore a more sophisticated view of Cleveland's ports at Wendy Park, Edgewater Park's sister park. Here, you can experience quaint beaches, volleyball courts, and a walkable Coast Guard pier known as Whiskey Island. This park is great for watching ships enter Cleveland ports and watching freight trains fly by. A new bridge has even been constructed at the park that connects Wendy Park to the Flats and other bike trails.

Through the Metroparks



3. Viaduct Park (15 miles from campus)

Viaduct Park is a dynamic and historically rich park located southeast of campus. This park is most accessible to commuters from the East side, coming from the Warrensville, Beachwood, and Bedford areas. The features of this park include moderate hiking and climbing, large waterfalls, and a tunnel for when adventure calls. According to the Cleveland Metroparks website, the great falls at Viaduct Park are known for their historical significance. The falls operated as a sawmill and gristmill waterpower plant from 1821-1913. Today, they are on display as one of the beautiful sights of Tinker's Creek Reservation. Surrounding the falls are a network of trails that involve some height differences and climbing.

4. Columbia Park (14.3 miles from campus)

Are you looking for Cleveland's hidden beaches? If you've found Columbia Park, look no more. This park is most accessible to commuters from Bay Village, Westlake, and Avon areas. Its features include intimate views of Lake Erie, as well as a view of a short waterfall and creek. Columbia Park allows visitors to escape the city for a private beach setting. Additionally, this park is a great setting for summer watersports—bring your kayak or paddleboard if you have one!

5. Gorge Metroparks (34.3 miles from campus)

Commuters from the Akron/Canton area are closest to this Metropark, but it is worth the trip from the Cleveland area. Gorge Metropark is a spacious and gorgeous trail that is right on the side of the Cuyahoga River. It features moderate to difficult hiking, rock formations, and views of the Gorge Dam. Gorge Dam was built in 1914 as a source of hydraulic power but has been inactive since 2009. It still serves as a historic landmark that causes the Cuyahoga River to fall over 200 feet. At Gorge Metropark, all 200 feet of this waterfall can be seen at multiple viewing decks.



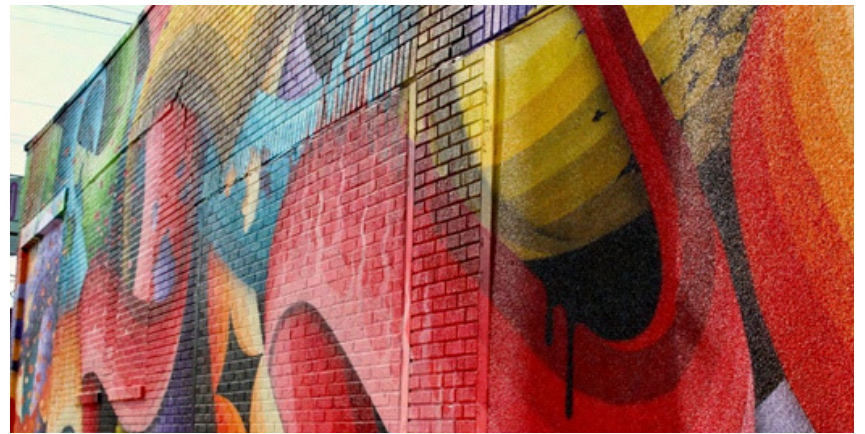
Cleveland Walls: Bringing Murals to MidTown

By Camille Opperman

There has been an explosion of artwork popping up all over Cleveland's major streets. Cleveland Walls! is an international mural program that has allowed twenty new murals to decorate the MidTown and AsiaTown areas. The event is officially run by POW! WOW! Worldwide, which sponsors festivals and mural programs around the globe. Its main sponsor is the Jack, Joseph, and Morton Mandel Foundation. Those reading will surely know of that foundation!

Local and national artists worked from August 23rd to August 28th of this year when the program came to Cleveland. Five days of work resulted in rich artwork all around the city. According to Cleveland Walls!, their mission is to "physically transform the MidTown neighborhood through vibrant art and programming while creating opportunities for local artists and elevating their work."

As a Cleveland native, it is touching to see creative programs come to Cleveland. This artwork has been a joy to drive past every day, and it has brightened buildings and communities in a charming and meaningful way. Here, I go more deeply into the artists and meanings behind some publicly accessible murals that are easy to spot.



Untitled: Starbeing (7113 Euclid Avenue)

This piece is a multi-panel mural that stretches across an entire building. It features a cosmic color scheme and appeal. This mural is so captivating—the different panels included blend to make something otherworldly.

About the artist: Isaiah Williams, known by his artist name Starbeing, is a public muralist from Cleveland. He is known for creating murals locally for schools, businesses, and communities. He tries to capture art with a meaning. Recently, he has been bringing awareness to racial equity and police brutality in his work.

◀ **Try A Little Tenderness: Tatiana Suarez (6107 Carnegie Avenue)**

“Try a Little Tenderness” features Ohio’s state bird and flower in this enchanting portrait of a lady. According to Suarez, it is inspired by a jazz singer named Otis Redding. He performed at a Cleveland jazz venue, Leo’s Casino, shortly before passing away. Leo’s Casino was a hub for racial integration during the 20th century. (Artist Instagram)

About the artist: Based in Miami, Florida, Tatiana Suarez has been capturing surrealist female subjects in murals and galleries nationwide. Her color palette emerges from her Brazilian and El Salvadorian roots. Her art usually derives meaning from folklore, film, and music. She received her B.F.A. in Illustration and Design from the University of Miami in 2005 and is still an active artist to this day.

Artist Instagram profiles:

@tatunga
@rickywatts
@gleninfante
@starbeing

Photos by Camille Opperman

“Cleveland Walls!” logo from MidTown Cleveland.



Love Can Fix It: Glen Infante (7719 Carnegie Avenue)

“Love Can Fix It” includes the title centralized in the piece. This piece is simple but invokes a heartfelt message of fellowship and community. During a pandemic, seeing a message like this during a commute may brighten someone’s day.

About the artist: Glen Infante is a Cleveland-based artist who specializes in multiple areas. Infante, along with being a pop-art illustrator, manages a clothing brand known as iLTHY. He is well known in Cleveland for his graphic design, photography, art, and clothing design skills.



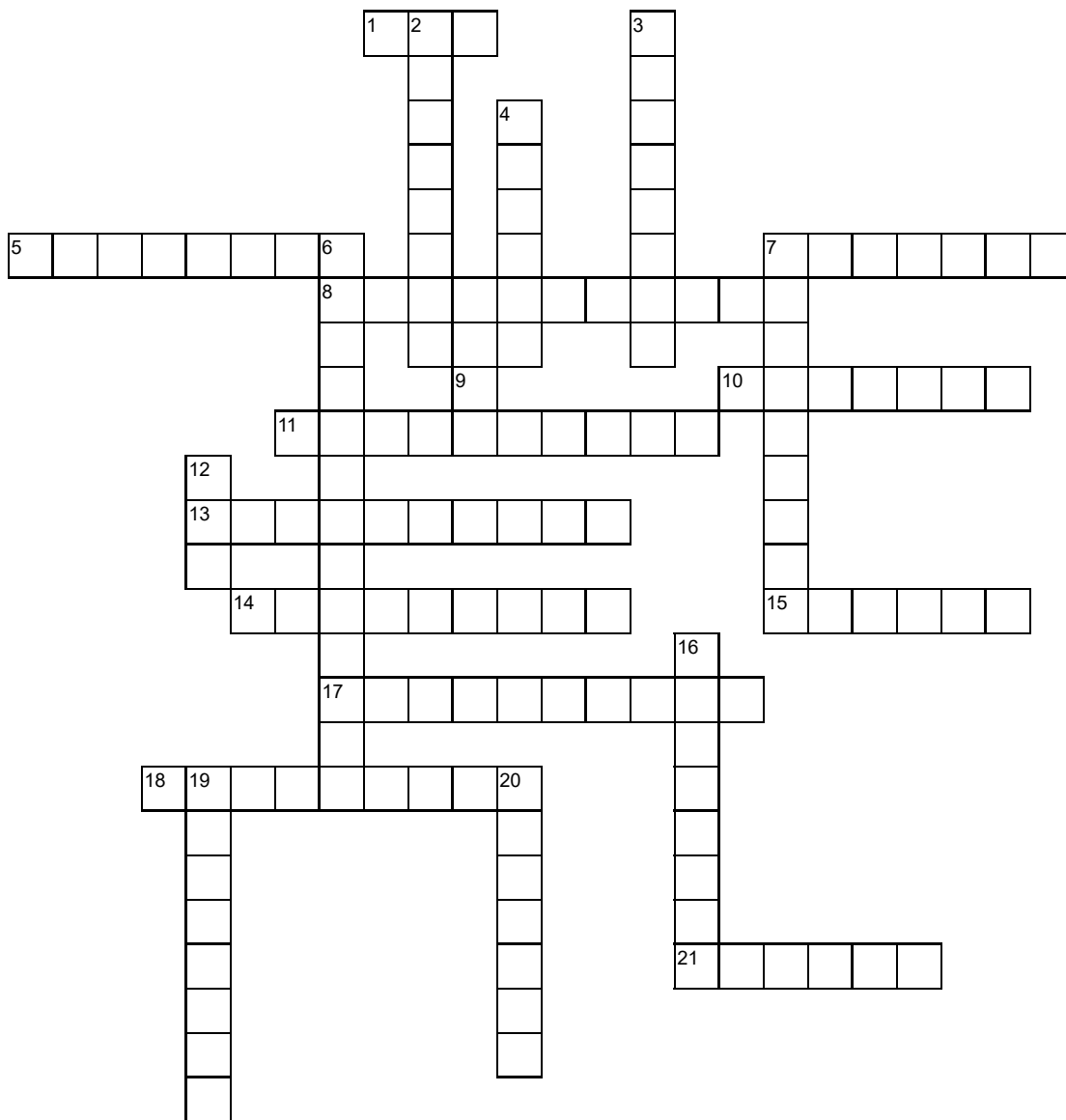
Untitled: Ricky Watts (6917 Carnegie Avenue)

Watts’s mural is a visually dynamic and colorful piece of art. It adds color and depth to the area of one of the mural program’s sponsors, Dealer Tire. This piece can easily be seen while driving west on Carnegie Avenue.

About the artist: Ricky Watts, based in Sebastopol, California, is an abstract artist who works with multiple mediums. He specializes in colorful “psychedelic” works that feature intricate and colorful patterns. He has done work for a list of major companies, including Google and Louis Vuitton.



Are You a Mathematician?



Across

1. $f(0)=0$
5. Smile/frown Z (integer)
7. \wedge^{-1}
8. $a^2+b^2=c^2$
10. ____ Celsius
11. Typically 95%
13. synonymous with slope
14. i
15. Greek mathematician
17. When someone is not being reasonable
18. 1;1;2;3;5;8
21. How do you turn root beer into beer?

Down

2. If $ae=a$, then e is an ____
3. Which tree is a math teacher's favorite?
4. Not first, but not last
6. \approx
7. How to turn a french fry into a potato
9. You can also eat it
12. The weirdest set of numbers
16. "The limit does not exist!" (Mean Girls reference)
19. The number eight taking a nap
20. Z

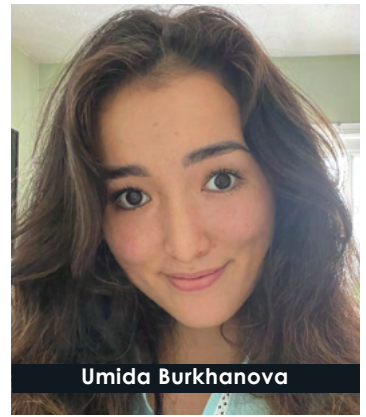
MEET THE STAFF



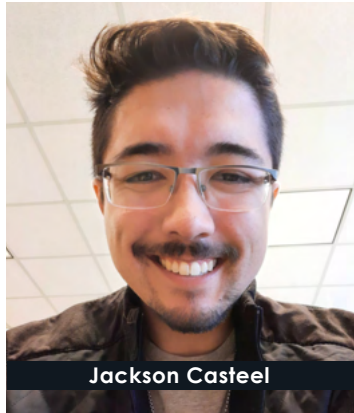
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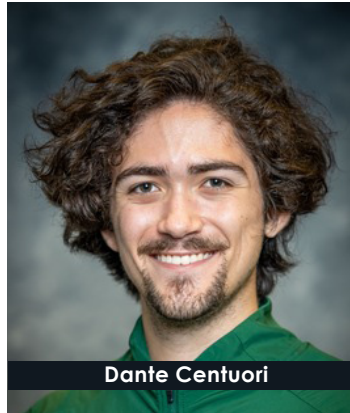
Ludiah Bagakas



Umida Burkhanova



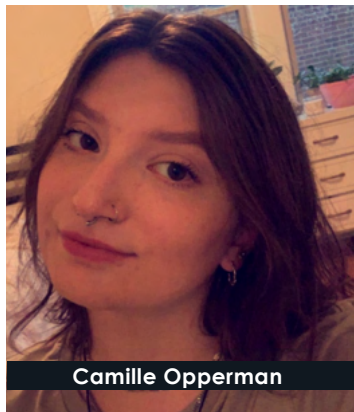
Jackson Casteel



Dante Centuori



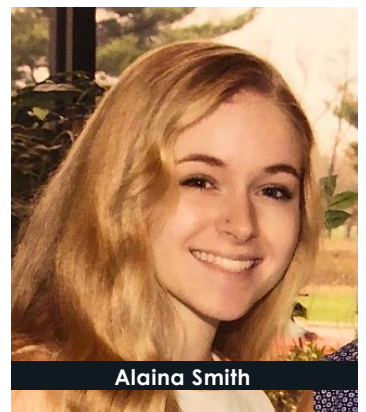
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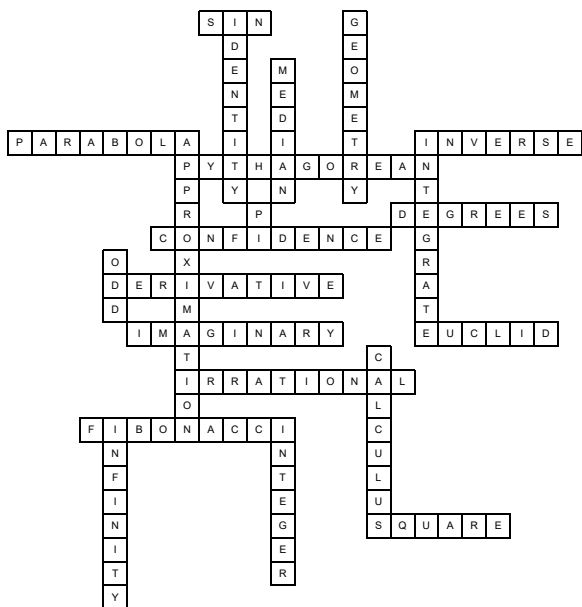
Camille Opperman



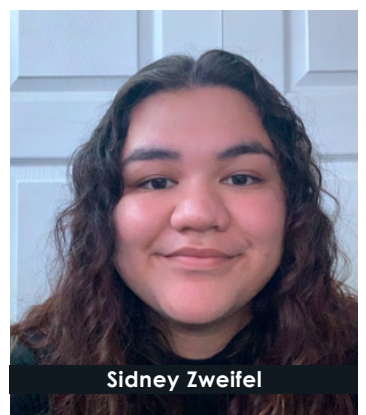
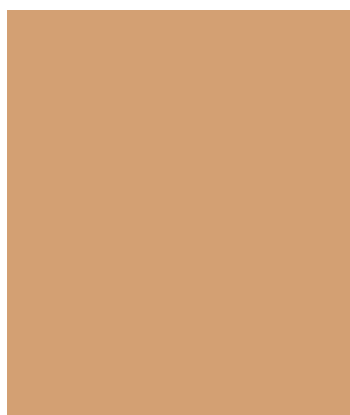
Mason Repas



Alaina Smith

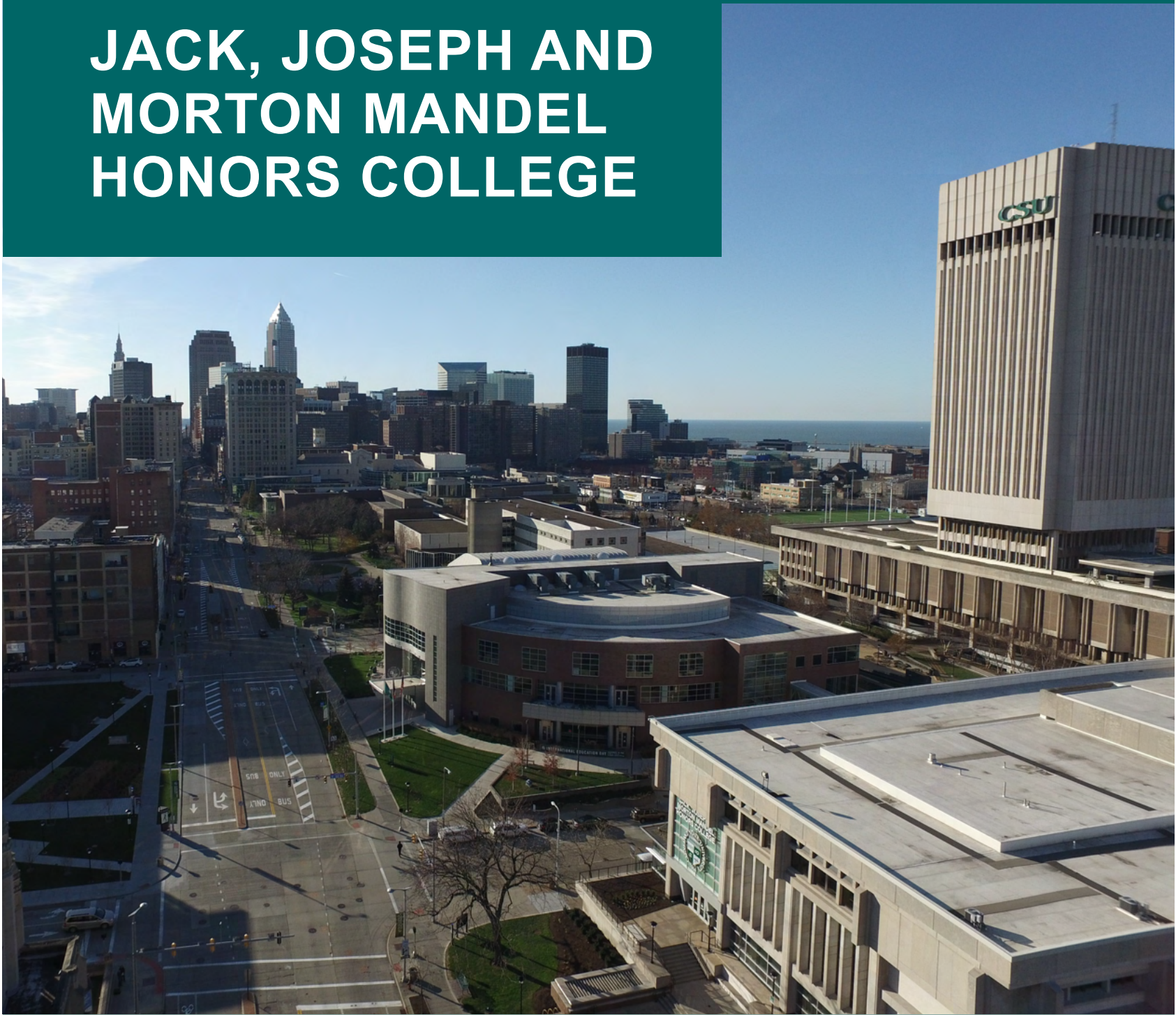


CROSSWORD SOLUTION



Sidney Zweifel

JACK, JOSEPH AND MORTON MANDEL HONORS COLLEGE



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