

A newsletter  
dedicated to the  
students in the  
BW Honors  
Program

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## A Message from the Director



Amy E Story, Ph.D

This edition of the *Honorable Mention* is dedicated to demonstrating the Honors Program's focus on involving students in service experiences. As a program whose mission is to develop the skills and mindset of the whole person, Honors focuses on service because we believe in the power of serving others as a way to develop the self. Though of course we hope that our contributions are important to the lives of those we serve, our main goal is to utilize service as a means to help our students become compassionate, self-aware, adaptive, and engaged in the world around them for the rest of their lives.

Working with community partners both in the Cleveland area and as far away as Guatemala allows our

students' worlds to be expanded, engages them in critical reflection on who they are and how they live, and encourages them to think about how their work and choices can make a difference in the lives of others.

College can be an inwardly-focused time—a time for honing one's personality, values, needs, and skills—but it is possible, and perhaps ideal, to do that work of self-creation with eyes and hearts turned outwards as well.

**Alongside student-directed research and leadership development, service is one of the three “pillars” of the Honors Program—areas we focus on across the curriculum and co-curriculum, with the aim of developing our students into the “contributing, compassionate citizens” that the BW Mission promises.**

# Fall Semester Overview

## Honors Retreat

The Honors Program invites all incoming Honors students to participate in an off campus retreat at Hiram House Camp prior to classes starting. The retreat features a wide variety of breakout sessions including canoeing, ropes courses, rock climbing, and archery. The retreat was led in part by Peer Mentors, a group of upperclassmen students dedicated to being a resource for incoming students. The retreat provided an opportunity for our students to make connections with fellow classmates, upperclassmen, faculty, and staff.



## Pinning Ceremony

The Honors Program hosted a Pinning Ceremony to officially induct the new class of 81 students into the Honors Program. Our induction ceremony is a welcome to our newest members of the Honors Program community and a recognition of the accomplishments that have allowed them to make it this far. Parents and families of the inductees are invited to attend.



## Honors FYE Course

The Honors First –Year Experience course provides students the opportunity to discuss engaging issues while developing their critical thinking and communication skills. Some of the topics students could choose from included: The Documented Life, Playing with the Past, and the Anatomy of Alienation. Each class had around 14 students, plus an upperclassman course assistant who was there as a mentor for the students.



## Service Experience

All of our first year students are required to complete a 10 hour minimum service site requirement. Upperclassmen Peer Mentors are responsible for finding the service site and first year students simply sign up for a time that best fits their schedule. Service sites included University Hospitals, Great Lakes Science Center, Berea Animal Rescue Friends (ARF), and the Cuyahoga County Library.

# 1,140

NUMBER OF SERVICE HOURS  
COMPLETED DURING FALL SEMESTER



# ALS Walk on Campus

Sarita Hira '18 and Paige Lindauer '18



This fall, the BW Honors Program partnered with the Northern Ohio ALS (amyotrophic lateral sclerosis) Association for their annual "Walk to Defeat ALS" held for the first time on the BW campus. More than 20 Honors students volunteered their time to help support the event by directing traffic, assisting with registration and donations, and helping with cleanup for the event. This was a wonderful opportunity that allowed Honors students to show their support for this organization and to help make the event possible. The Honors Program was proud to not only have students volunteer for the event, but also to have a team participate in the two mile walk. The event was a huge success and raised over \$320,000 for ALS research and care services for those with ALS.



# Pack Away Hunger

Elise Bigley '16

This November, 46 BW Honors students joined the greater BW community in packing over 41,000 meals to help feed families in rural Guatemala. Because the BW teams were able to pack even more meals than can be



sent to Guatemala in a single shipping container, around 4,000 of the meals assembled at the event were donated to the Greater Cleveland Food Bank. As an intern last summer with our partner organization, Mission Guatemala, I had the opportunity to meet many of the individuals who will be directly impacted by this project, which made it especially exciting to be part of this event and to see so many other students getting involved in fighting hunger in Guatemala.

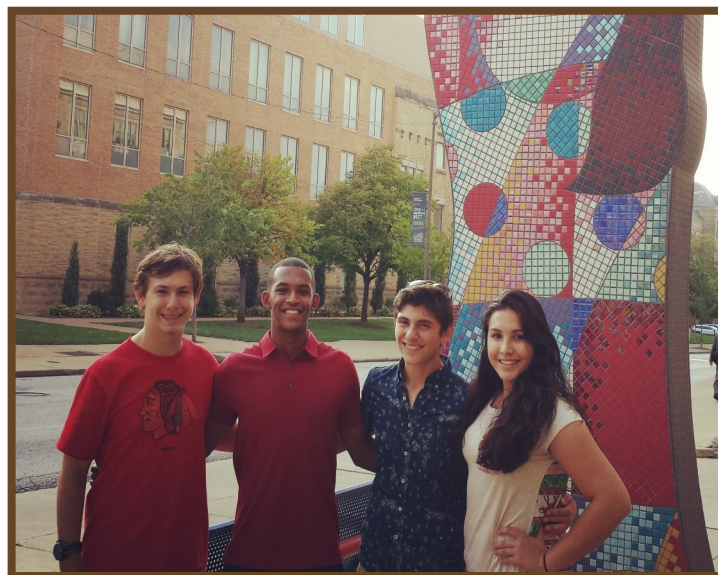


# Volunteering with University Hospitals

William Anastasiadis '18

As an Honors Peer Mentor, I am required to pick a service site to which I will bring a group of incoming Honors first-year students. Leaning towards medical school myself and wanting to provide a memorable learning experience for first-semester Honors students, I chose Rainbow Babies and Children's Hospital in Cleveland, and then sought students with particular interest in medicine to take with me. Although the Honors Program only requires 10 hours of service through the Peer Mentoring program, working with Rainbow Babies meant that we were signing-on for a minimum of 50 hours of service at the hospital. Despite this additional requirement, there were more students interested in the opportunity than I could take.

As volunteers working with children under significant medical care, we had to become adept in child development, different ailments and potential scenarios, various warning signs and codes, federal privacy laws, and many other hospital regulations. This volunteer site has allowed us a window into what these children are going through. Our duty is simply to ensure that these children have a little time to play with us and escape their medical ailments. The biggest take away that I have received so far from this experience is to really appreciate the little things in life, because you never know when those things might not be there anymore.



Adam Butler '19

Every Sunday I volunteer on the fifth floor of University Hospitals Rainbow Babies, and my job is to make the children's and parents' stay at the hospital as enjoyable and stress-free as possible. Before my UH service experience, I never really had the chance to

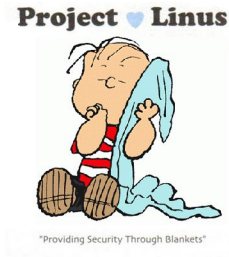
work very closely with children, so I was kind of nervous going in, but I am so glad that I took advantage of this opportunity. The patients and families that I have had the absolute pleasure of engaging with truly teach me the meaning of service every single Sunday

morning, and because of my experiences with them, I am honestly contemplating working in pediatrics when I become a medical professional—something that I never considered before I started my service experience.



# Project Linus

By: Lindsay Rader '19



This fall I was given a phenomenal and moving opportunity to work with my peers in the Honors Program on Project Linus, providing handmade blankets to children in need. We became “blanketeers,” as the organization likes to refer to the volunteers, who spent the morning providing a sense of security, comfort, and warmth to children who are in need of our gifts. It was the first of many experiences at BW that have altered my perception of what it means to be a loving, open-minded, selfless, and service-oriented person.



## Refugee Response

Brianna Rippin '18



Before serving as a tutor for a refugee child with Refugee Response this fall, all of my service experiences involved providing a little service to a lot of people--serving at a food kitchen, rebuilding houses on mission trips, and assisting with patient transport at a hospital. When I sat down with my pupil and got to know this child personally, I gained a new

“When I sat down with my pupil and got to know this child personally, I gained a new appreciation for real human connection that can be both given and received through service.”

appreciation for real human connection that can be both given and received through service. My past service environments have never provided the opportunity for me to really appreciate the possibility of this connection. Working with Refugee Response, I could see the difference I was making in the learning progress and happiness of a child, and that was extremely fulfilling.

# College IN the Community Course

Students in one Honors course spent a good portion of their fall semester attempting to change the conversation between Ohio State University and residents of the Detroit Shoreway neighborhood by creating and installing informational signs in eight overgrown, empty lots throughout the Cleveland neighborhood. These students, who are enrolled in an Honors class in which they study community organizing ("The College IN the Community"), are hoping that the signs created will spark Ohio State University to install more permanent signage to inform the community about the research purpose of these lots. Detroit Shoreway residents have expressed frustration at the "urban wasteland" areas: lots with six-foot tall grass housed in neighborhoods in which residents can be fined for grass that exceeds six inches.

"The goal of this course was centered on the idea that a group of individuals who get together wanting to make a difference can accomplish something," said Ken Schneck, Associate Professor of Education. "Not just talk about things, but actually *do* something."

The class met weekly throughout the semester in an open meeting

room in the Gordon Square Arcade. Class sessions were open to anyone in the local community who wanted to attend, and 10 community members participated throughout the semester. After participating in a clean-up day within the neighborhood, students noticed the research lots and they sparked a reaction.

The goal of this course was centered on the idea that a group of individuals who get together wanting to make a difference can accomplish something.

-Ken Schneck, Ph.D

"The students were immediately fired up that these eye-sore lots were housed within these neighborhoods and wanted to clean them up right away," said Schneck. "The students contacted the OSU department sponsoring this research and learned that the eyesores are actually serving a larger purpose. But it's a purpose that is not advertised."

The Ohio State University Ecology department is conducting an

experiment where they introduce low-growing grasses and other native plants into abandoned lots to make the lots more low-maintenance and to increase biodiversity.

"I am making these signs because I believe that the residents here deserve to know what is happening in and around their neighborhood," said Dylan Cook, a first-year Honors student. "I am hoping that these signs will encourage a change in the ways that educational institutions engage with their community partners."

The signs were installed on December 1<sup>st</sup> and the students in the class created and distributed a press release to go along with their action project.

This installation project has also provided the Baldwin Wallace students the opportunity to learn more about the community in which the university is housed and a tiny slice of the issues that some residents face.

"I was initially part of this project simply due to the nature of my class. It soon became so much more than that as I became personally invested in this incredible community," said Elise Bigley, a senior at BW.



# Honors Program Spring 2016 Calendar

## **Spring Symposium Series: Shark Tank Entrepreneur, Daymond John**

Tuesday, February 9th at 7pm

## **Professional Excellence Series**

### Leadership and Career Development Workshop

Saturday, February 27th from 9-12pm

### Dress for Success

Tuesday, March 1st from 5-6pm

### Speed Networking with Cleveland area Employers

Thursday, March 3rd from 5:30-7pm

### Resume Checks Before Career Expo

Tuesday, March 15th from 3:30-5:30pm

### Param Srikantia: The Architecture of Professional Greatness

Wednesday, March 16th at 7pm

### Career & Internship Expo

Friday, March 18th from 10am-2pm

### Etiquette Dinner

Sunday, March 20th at 5pm

## **Senior Reading Dinner**

Sunday, February 28th from 6-8pm

## **Mid-East Honors Association Conference**

April 1-3rd in Richmond, Indiana

## **Rising Sophomore Pinning Ceremony**

Thursday, April 28th

## **Senior Banquet**

Friday, May 6th



# Supporting the Honors Program

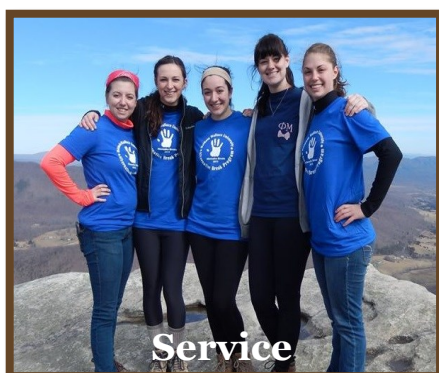
The Baldwin Wallace Honors Program seeks to educate the whole student through providing educational experiences that allow a student to be engaged with interdisciplinary approaches and hands-on application. With direct access to the Cleveland community and now abroad in Guatemala, opportunities for student success are endless. The Honors Program offers financial support to all of our students for high-impact experiences such as study abroad, alternative break service trips, travel to conferences for presenting research, and for the purchase of research supplies.

With generous investments from donors like you, the Honors Program can further expand its effort to create lasting partnerships both near and far for our students to gain practical, real-world experiences and forge new relationships with the community and its members. If you are interested in supporting the Honors Program and its mission, please contact us by email at [honors@bw.edu](mailto:honors@bw.edu) or call us at 440-826-2242.

## The Honors Program Mission

The Baldwin Wallace Honors Program embraces a philosophy of education grounded in the ideas of American philosopher John Dewey. Dewey envisioned education not as a preparation for some future activity or profession but as the very height of living an engaged and social life. Education at its best is interdisciplinary and experiential and aims to create relevant and transformational experiences that challenge worldviews and encourage intellectual exploration.

Following Dewey, the Honors Program strives for a learning environment both inside and outside the classroom that engages the whole student, seeks to connect theoretical ideas to real-world applications, fosters independent thinking, and brings students together into a community of scholars. We achieve these aims through the pillars of **student-directed research, service, and leadership development**.



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