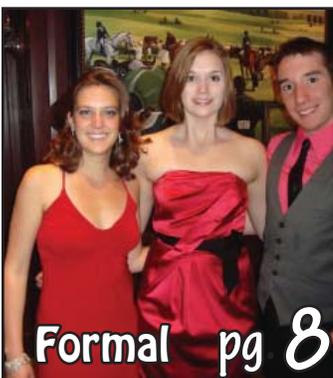
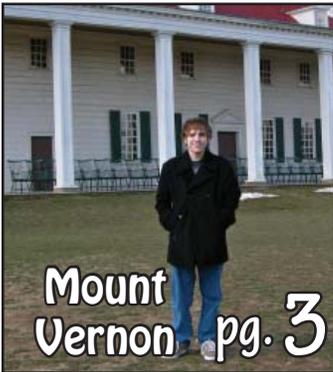
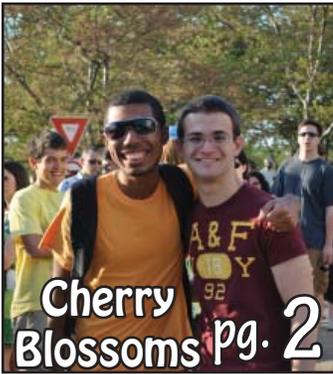




a look inside.. A message from the Program Director



Margaret Marr
Program Director

I look back over this year with awe and gratitude as the Leadership Program prepares to expand in the coming year. All four years are up and running at full tilt.

The senior class has been fantastic! Each student presented a leader of significance to him or her, incorporating relevant leadership theory into the presentation – an exercise that has helped the seniors examine their own leadership as they prepare to launch their careers. Featured leaders included famous political figures, justices, business leaders, artists and common citizens.

Besides enjoying one last retreat and a class-wide service project, this year's graduating class is working to donate almost \$2,400 they raised in their sophomore year to support servant leadership development among DC's high school students.

As our juniors traveled the globe in their mind-expanding studies abroad, one junior, Kelsey Stefanik-Sidner, was awarded the prestigious Truman Scholarship. We are very proud of our Kelsey.

In the last three years,



SPA Leadership student have consistently been finalists for Truman and have won twice.

For more see "Program Director" pg. 2

A message from the Student Director

Stephen Laudone
Student Director

It is hard to believe that a year ago I first introduced

myself to the current freshmen class as the student director in August. So here is a walk down sentimental memory lane.

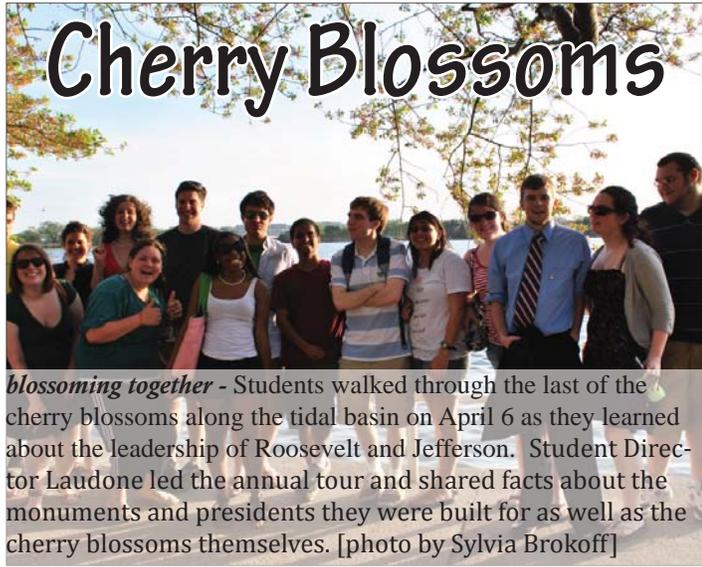


Looking back on just this year, I am abundantly grateful for all the people whose hard work made the program run smoothly. I owe a huge debt of gratitude to the steering committee whose hard work, kind and encouraging words and honest feedback kept me afloat this academic year. For those of you who do not know, they are responsible for trips such as Mt. Vernon and

laser tag, for the awesome parent and alumni weekend, for the buddy program, the sophomore mentors and newsletters. And there is so much more that goes unseen and un-praised. To this year's steering committee: Congratulations, I'm proud of you all!

I think the formal best highlights the success the program has experienced this year. A night full of good food, dancing and toasts, this year's leadership formal has paid for itself through fundraising and ticket sales,

For more see "Student Director" pg. 2



“Student Director” continued from Page 1

costing SPA no money at all. The program moved smoothly and there was ample time for dancing. And we had the opportunity to honor the many students who made the year possible. Most importantly, we all got to witness the senior class come together, share their memories with us and demonstrate that leadership friendships are made of steel. As President Lincoln cautioned, “Though passion may have strained, it must not break our bonds of affection.” I think many will attest, the bonds of affection formed in the Leadership family are truly remarkable, no matter what obstacles we face.

As I prepare to step aside for next year’s team, I would like to leave some parting advice to you all. Approach the program and all its successes and flaws with both a realist and idealistic approach – dream big but recognize that there are constraints on us as people and as a program. Approach all your conversations, ideas and

conflicts with prudence – build each other up, some difficult conversations are better left unspoken. Be optimistic, be positive. Remember they are contagious and necessary to move forward. Finally, take care of each other. When an issue group project goes awry, when someone suffers a loss, when someone is struggling academically or socially, when someone is just having trouble keeping up or fitting in – be the person who stands by their side, be the Leadership student who is ready and willing to prop them up.

Honestly, possibly the greatest asset we will all have moving forward is each other. You may not remember the newsletter or a particular class lecture or a leadership event you attended, but you’ll never forget each other. And I personally will never forget the incredible journey this year has been and all the inspiring friends I made along the way. Here’s to you Leadership. I tip my hat to each of you as I exit stage left.

“Director” continued from Page 1

Leadership alumna Molly Kenney (’09) won the award in 2008.

The sophomore class also hit a high-water mark this year as they individually created outstanding leadership projects, some won grants and awards. With the guidance of two senior Leadership TAs, the class of 2012 wrote plays and books, crafted widgets and websites, sponsored awareness events, and launched letters-to-the-editor campaigns, all in pursuit of issues they each care about passionately.

Sophomores this year were also challenged to secure a new life skill and to experience an unfamiliar subculture. In learning valuable skills such as learning how to change the oil in a car or self defense, students learned important lessons about independence, initiative and competence. From attending unfamiliar religious and cultural events, the sophomores learned the valuable leadership lessons that come from leaving our comfort zones.

This improved sophomore curriculum, including incorporating senior TAs, has been so successful that it will be largely duplicated next year.

The first-year experience was as fantastic as ever. These new initiates once again created superlative social action projects with the gentle guidance of their sophomore TAs. We also added two new spring semester events to the now traditional Cherry Blossoms tour of the Monuments: a tour of Mount Vernon and a civil rights tour

of DC.

As the success of the program, our students, and their projects is attracting increasing numbers of qualified applicants, the Leadership Program is expanding in the fall. We want to make the Leadership experience available to more impressive students without compromising the close relationships of our family-like community. So, the first year class will have two smaller sections, affording greater individual attention, while class-wide freshmen events, including retreat, will foster bonding throughout the class.

To accommodate the expanding size and caliber of the program, we will be hiring a part-time faculty member who will teach the junior internship class and co-teach the sophomore class with me.

Finally, I want to emphasize that this amazing year would not have been possible without the enthusiastic work of Stephen Laudone, our Student Director, and his dedicated Steering Committee.

Under Stephen’s direction, his Steering Committee has raised more money than ever before, strengthened the first-year buddy and sophomore mentor pairings, coordinated engaging events, vastly improved publications - including this one, and bolstered our alumni relations in preparation for the 20th anniversary celebrations next year.

Thank you Stephen, thank you Leadership, for another excellent year!

The Old White House

Jose Morales
staff writer

The freshman class took the opportunity to tour George Washington's historic and treasured home at Mount Vernon to supplement their class study of the great president. This fun and educational day trip was a welcomed break. "Thinking of the history and enjoying the sunny weather allowed my mind to focus on something other than homework," said freshman Danielle Pullan.

The students learned about how Washington resigned as general of the Continental Army with no intention of ruling the nation. Only after his widespread popularity compelled him to take office did Washington leave his beloved mansion at the picturesque Mount Vernon. David Silberman joked, "I never knew George had such a wonderful view of the river from his home. No wonder he didn't want to spend another term as president."

And while husbandry is not typically the career of choice, for General Washington, it

encompassed an important lesson: keep yourself grounded. "How did George Washington see himself after his resignation of the Continental Army?" one of the tour guides asked. "War hero," might immediately pop to mind, but, the tour guide answered, "A farmer. He immediately retreated to Mount Vernon to relax from the most successful war of its time."

Washington loved his country too much to ever want to become an American monarch; he would rather be a citizen of this Republic. "The fact that Washington never wanted to be a king, even though he was certainly popular enough to start a monarchy, just goes to show that he really thought about America's future generations," said sophomore Melissa Chang. "I think being able to

see that bigger picture is what makes a leader great."

Servant leadership was a focal point of the Washingtonian leadership curriculum and is "the kind of leadership that puts societal success in the forefront at all times," freshman Kent Hiebel said, "and I believe that was exactly Washington's presidential leadership skill. He was about the betterment of the country, not the government."

During Washington's time, the mansion, lavish and picturesque, hosted hundreds of guests and was the site of critical strategizing for the Revolution. Now in the 21st Century, Mount Vernon is equipped with an education center replete with life sized, biologically accurate replicas of George Washington in his stages of youth and adulthood, which offered visitors a very real look at the great leader. This national landmark is now a huge interactive history lesson for the Revolutionary

War and analysis of the nation's birth—both politically and militarily.

The day was both a great educational opportunity and just a fun day for Leaders to bond. "The metro ride was actually my second favorite part next to seeing the mansion itself," said Adam Daniel-Wayman said.

Responsibility was the key lesson taken away from the Mount Vernon trip and the Washington curriculum as a whole. Public office requires responsibility to the people, farming requires responsibility to the land, and the married life requires responsibility to one's spouse. Understanding all this, Washington remains a role model for all of us in the Leadership Program to always think of others before ourselves and remember that every important decision leaves a lasting mark on the history of every life we touch. It is our duty to make sure such a touch, like Washington's, is a positive one.



Lounge Around - Students take a break from the tour to enjoy the scenic view from the back porch of Mount Vernon. [photo by Rachel Picard]



Listen Up - Students from all years of the program listen to the tour guide show them around the famous home of President George Washington. [photo by Rachel Picard]



The Education Issue Group combated childhood illiteracy through weekly visits to Good Success Church in northeast Washington D.C. The group members collected over 200 books through charitable donations from Random House Inc. and other private sources. With these books, the group instituted a weekly program designed to improve reading habits and motivate the youth of the church to read more frequently.

The program began in early February with a visit to the church where the members participated in the service and met some of the children they'd be working with. Each Sunday, the education group met with the children for an hour; activities included word games, art projects, and essential one-on-one reading. After each session, the children were allowed to take their favorite books home with them. Program participants were also given reading logs to record their time spent reading throughout the week. The program concluded in late April with a final luncheon where the children reflected on their progress within the program and shared their hard work with their parents. Overall, the Education Issue Group improved the reading habits of nearly 30 children that will surely have a lasting impact in the community.



The Environmental Sustainability Issue Group is working with Life Pieces to Masterpieces, which is a local afterschool program located in Southeast DC serving underprivileged African-American boys ages 3 to 21, to provide environmental education and institute a recycling program.

The issue group teaches 12 boys ages 7-10 concepts including recycling, the carbon footprint, and the problems of overconsumption, using discussion and corresponding art activities to promote environmental awareness.

Additionally, the issue group has planned two outdoor events for the boys: a field trip to the National Arboretum and an on-site gardening day in the after-school program's butterfly garden.

Environmental Sustainability is still working with DC Recycling to coordinate a recycling program at Life Pieces to Masterpieces and expects the program to be implemented by the end of this April.

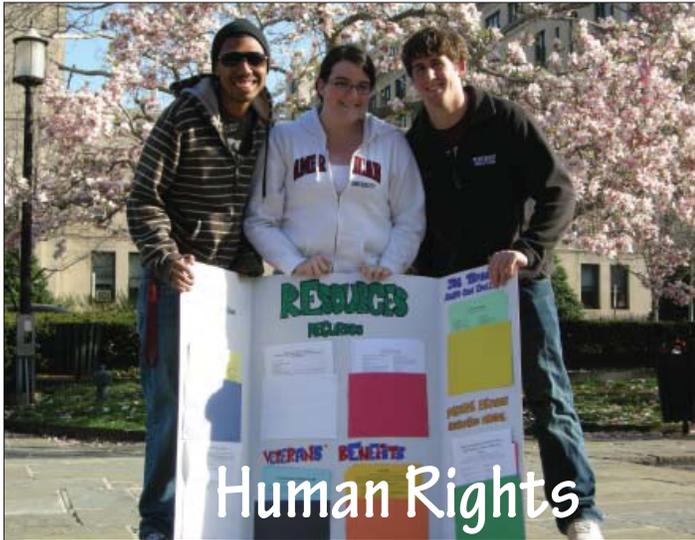
Both the boys in the program and the issue group members are benefiting immensely from this experience. Environmental Sustainability hopes this initiative will leave a lasting impact on not only the boys but also their community.



The Youth Empowerment issue group created Project V.O.Y.C.E. (Visions of Youth Community Empowerment). The goal of Project V.O.Y.C.E is to combine mentorship and expression through various art media in order to provide youth with a voice in their community.

Project V.O.Y.C.E utilized watercolors, pastels and other art media to discuss community issues with youth members at the Florida Avenue Baptist Church. The group met with youth ranging in

ages from 4 through 17 on three consecutive Saturday sessions in April. The groups discussed their schools, local neighborhoods, and their growing sense of global community. The group divided into two-person teams to form mentor dialogue groups based on students' ages. The groups used games, discussions of current events and shared personal experiences to elicit shared stories of community. The issue group overcame numerous obstacles to achieve its present success.



Human Rights

The Human Rights issue group: Erin Cady, Mark Pigott, Danna Hailfinger, Jose Morales, Michael Turchetti, Danielle Pullan, Charlotte Funnell and TA Tom McNutt spent the spring semester implementing their project to distribute to homeless veterans information about resources to assist them. During the fall semester, the group found that there is an abundance of resources in the greater DC area for homeless veterans, but most are unaware, and thus underutilize, those resources. The group compiled information on topics such as transitional housing, job training, shelters, soup kitchens, mental health, the GI bill, and Veterans of Foreign Wars locations. They then traveled to soup kitchens about three times a week during March and April to distribute the information to the homeless and homeless veterans. Throughout the process, the group increased and broadened the resources they had available for distribution based on the needs of the people they met, including translating the information into Spanish. The group is proud of what they have accomplished and has gained an even greater awareness of the issues that both the homeless and homeless veterans in the greater DC area face. The Human Rights issue group is grateful for the assistance of the Loaves and Fishes feeding program, DC Central Kitchen, and the feeding program at St. Michael's Cathedral for their support and assistance in implementing this project.



Inner City

Snowpocalypse sent awry the Inner City Issue Group's best laid plans to organize a debate team at Cesar Chavez middle school. As the school needed the after-school hours to make up for academic time lost to the snow, the group instead delivered a special presentation on the art of debate and the importance of pursuing extra-curricular activities. Ian Toller-Clark spoke about his personal experiences as debate captain in high school, and Sylvia Brookoff discussed the importance of communication. They both emphasized the value of extra-curricular pursuits.

The presentation helped students see that practicing debate helps to equip students with strong speaking and problem-solving skills, as well as confidence. Through debate students learn about the national and international issues and the importance of having an argument for both sides of an issue. Seventh graders listened attentively when the issue group showed that you can debate almost anything, even the best ice cream flavor.

Sylvia, Ian, and their group members Todd Carney, Adam Daniel-Wayman, Cristina Khan, John Lisman, Eric Reath, Ian Toller-Clark, Stephanie Toussaint were touched to see their impact when at the end of the presentation every student in the room raised his hand when asked who would like to join the debate team next year.

Leaders Sweep University Awards

Leadership students displayed their prowess for dedication and commitment to social action and community building this year, taking many university awards.

Junior Kelsey Stefanik-Sidener was awarded the Har-

ry S. Truman Scholarship.

Sophomore Thomas McNutt was awarded the Eagle Endowment along with freshman Stephen Bronskill.

Sophomore Amanda Merkwae was awarded Best Poster by an Underclassmen

and Best Poster overall at the SPA Undergraduate Research Symposium.

Sophomore Melissa Chang won an essay contest on Social Responsibility for Pi Sigma Alpha writing about her sophomore leadership project.

Senior Jenna Sablan was awarded the SPA Award for

Outstanding Undergraduate Scholarship.

Seniors Seth Cutter and Georgette Spanjich were awarded the SPA Dean's Award and the Outstanding Service to the Community Award.

Congratulations to them all. They make us so proud.

Seniors give back for the last time together

The oldest members of the program share their last retreat together

Tom Schad
staff writer

On the cusp of graduation, the senior leadership seminar is considered one of the more enlightening and reflective times in the program. This year the Class of 2010 decided to take their studies in a personal direction as each student examined an influential leader and presented their findings to the class.

“Each student got to select a leader and help the class figure out what made that person admirable, successful, and most of all, relevant to us and our leadership pursuits” senior Seth Cutter explained. “Despite any initial hesitations, I think it was very successful.”

Students wrote extensive papers looking at their leader’s lessons and were given one hour to teach



knee deep - Seniors work together to clean the park knee deep in mud and litter. [photo by Martha Hanna]



teamwork - Seniors pose in all their community service garb. [photo by Martha Hanna]

those lessons to the class. Among those studied were Nelson Mandela, Ted Kennedy, Earl Warren, and Mohandas Gandhi, whom Cutter found particularly relevant.

“As an archetype of many kinds of leadership theories, Gandhi serves as an interesting case study in the kinds of traits, decisions, and activities by which a leader might engage communities and people,” said Cutter.

Outside of the class, the seniors were also tasked with awarding the grant money raised during their sophomore year to a worthy recipient in the DC area. The class raised the money to fund projects that require high-school students in Washington to actively engage in their own leadership development. Plans for distributing the money, which totals over

\$2,300, are nearly done.

The seniors also embark on a day of service together. Like the class of 2009, this year’s seniors again trekked out to Marvin Gaye Park in northeast DC to improve the park. “At first it didn’t seem like we were accomplishing much, since we knew once we left the park people would continue to litter. But once we saw kids playing in areas we’d cleaned, we knew our work was worth it,” reflected Martha Hanna.

But among all the great experiences they have shared, most of the senior class still agrees that the highlight was their January retreat to Melwood Retreat Center in Nanjemoy, Maryland. After games of tag and charades, they were able to reflect on both their proudest moments and regrets over the past four years at AU.

“It was wonderful to reunite with classmates who had been

abroad or working,” Cutter explained. “We got to go out to the woods of Maryland and spend time catching up, running around, and sharing memories.”

Overall, the senior class appears to have had a profound impact on its students and the program as a whole. The seniors have been able to reflect on their time and conclude their leadership studies in the program while also setting the stage for younger SPA Leadership students to succeed. For students like Cutter, the senior class has truly made a difference.

“It enabled us, as a group, to spend precious last few weeks together and share with one another what it is that we think leadership means, how it is played out in the world to date, and what we will do to further the goals and personalities of those leaders we respect and admire.”

Leaders get culturally enriched on U Street

Kathryn Braisted
Staff Writers

The freshman class of 2013 experienced the roots of leaders like Malcolm X, Rosa Parks and Jesse Jackson on a historic Civil Rights Tour through DC.

Since they are currently studying the leadership of Martin Luther King Jr., the students spent an afternoon this spring visiting either historic U Street, a foundation place for the Civil Rights Movement, or the National Museum of American History Civil Rights exhibit.

Those who went to U Street stopped by the African American Civil War Memorial, which commemorates the service of 209,145 African American soldiers and sailors who fought for the Union in the American Civil War. Some also looked around the

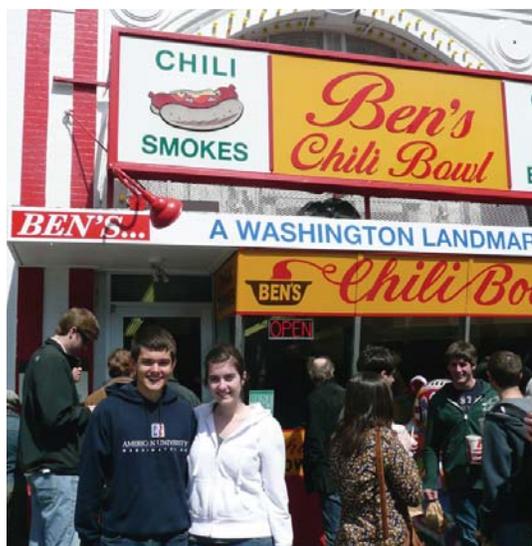
African American Civil War Museum where the museum curator provided a detailed account of the plight of the African American soldier. Students also enjoyed the U Street Corridor historical walking tour, which includes the Thurgood Marshall Center, Duke Ellington's home, the Ben's Chili Bowl restaurant and Meridian Hill Park.

Jose Morales said he took away far more than he expected from his tour of U Street. "Going to U Street made me realize how much this city has to offer in terms of history," he said. "I loved going to the Thurgood Marshall Center and seeing how things like music, literature, and dancing — things you don't really consider revolutionary — were a part of the movement. It was an eye-opener."

Leadership freshmen also had an opportunity to visit an interactive simulation of the Civil Rights Movement inside the National Museum of American History. The museum's second floor has an exhibit that replicates the lunch counter sit-ins in Greensboro, North Carolina.



visiting history- TA's and freshmen gather around the Thurgood Marshall Center the first full-service YMCA for blacks, where Joe Louis and Langston Hughes were regulars, and which has been named to honor the first black supreme court justice as this is where he developed the *Brown v. Board of Education* strategy . [photo by Anysia Garcia]



Chili - Freshman Stephen Bronskill and his girlfriend pose before going to enjoy a staple restaurant of DC. [photo by Rachel Picard]

Participants are asked to sit in the original counter seats from the demonstration as others in the museum walk by and stare at and berate them.

Sylvia Brookoff took this tour, and said the experience was enlightening. "Being able to see the actual lunch counter from the sit-ins sent me back in time, visualizing the hardships and injustice college kids our very own age worked to combat," she said. "It was unreal to imagine the leadership those kids embodied, and it was really inspiring."

At the conclusion of the tours, the students reconvened and reflected on what they learned and can apply to their own leadership development. During class time, they met in

small groups and compared obstacles and setbacks faced in the sit-ins to obstacles and setbacks in their own endeavors. Despite differences in situations, causes, and time periods, the students thought of leadership lessons common to both themselves and their revolutionary counterparts.

"Going on the tour and seeing what those people went through to achieve what they wanted — adversity, obstacles, discouragement — made me realize that I can learn so much from leaders like Malcolm X and Thurgood Marshall," said Tom Schad, who took the U Street tour. "I can reflect in myself their courage, motivation, and tenacity."

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Seniors toast to leadership at formal

Erin Cady and Nancy Lavin
Staff Writers

The second annual Leadership Formal, held at Clyde's in Gallery Place, was a festive end to another successful year for the program, where all four years of leaders and several alumni came together to enjoy a night of gourmet food, dancing, and speeches toasting the senior class.

A committee of seniors organized commemorative toasts for the graduating class of 2010. The toasts were a mix of heartfelt moments, funny stories, praise for academic successes and honors, and discussion of future plans. It was both a wonderful experience for the seniors to reflect on their past four years in the Leadership Program and for the younger students to learn about the possibilities that their own futures could hold.

"It was a meaningful way to close out my four years of Leadership," said senior Alexis Nadin, who also served as a TA for the sophomore class for the 2009-2010 academic year.

The program as a whole was introduced to the 2010-2011 Steering Committee, and reflected on the work done



Keep it classy - Sophomore Zach O'Connor and Senior Georgette Spanjich enjoy formal. [photo by Rachel Picard]

by the 2009-2010 Steering Committee. "We owe them a great debt of gratitude," said Director Margaret Marr, "the Formal would not have been possible without them."

Professor Marr also expressed her appreciation for current Student Director Stephen Laudone, referring to his background as an Eagle Scout and reciting the Boy Scout Law that Laudone embodied exceptionally this year in serving Leadership.

Additionally, the program's Teaching Assistants, past and present, for both the freshman and sophomore classes were warmly recognized for all the work they have put into events, retreats, and projects for their respective classes.

The toasting culminated in a special thanks to Professor Marr by Seniors Alli Gold

and Kylee Merendino. After having been under the direction of three different professors in their four years, the seniors appreciated Professor Marr for "giving the program what it was sorely lacking."

In her own reflection of the night's events, Professor Marr commented, "What a wonderful evening! The senior toasts demonstrated how truly exceptional leadership students are, as well as all the love they have for each other."

The toasting and speeches were followed by an evening of dancing, with a playlist compiled by D.J. and member of the Class of 2013, Sylvia Brookoff.

"It's a great chance to see everyone outside of class before the summer, and to get to know people from the other Leadership classes," commented freshman Danielle Pullan.

The event was orchestrated largely by Student Director Stephen Laudone with the able assistance of Steering Committee Events co-chairs Kristin Cleveland and Sara Aucker.



Raise your glass - Seniors toast each other due to the work of the toasting committee. [photo by Rachel Picard]

Sophomores demonstrate the power of one

Leslie Kodet

Publicaitons Chair

The sophomore Leadership class created an array of social action projects, from increasing usage of the Bike Lending Program at American, to garnering more support for protection from meteors, to tie-dying shirts to raise money for treatment of body image issues. Each student was commissioned with creating and executing an individual leadership project of his or her choice, and also seeking a grant to fund the work.

“It was really intriguing to see the diversity of my classmates’ work and see their talents develop from the freshman year issue groups,” said sophomore Melissa Chang.

These projects not only put the students’ leadership skills to the test, but it was an opportunity for the sophomore class to contribute to real work in an issue they are passionate about. “This added element of personal interest definitely elevated the verve with which we approached our work, and I think it paid off as we brought some unprecedented services to the community,” Melissa said.

Her project, the Computer and Language Improvement Community, hosted luncheons and free computer classes, taught in Spanish by AU student volunteers, to the campus’ Spanish-speaking custodial staff. In return, students honed their Spanish-speaking skills and learned more about Latino culture – all building a stronger campus

community.

“Through my projects from freshman year to this year, I am realizing my strong interest in education for students on unconventional learning tracks,” said Chang. “I think the language and cultural exchange, where we are all students and all teachers, helps break down a lot of the tension between students and the custodial staff.”

Bridging a divide was also the theme of Amanda Merkwae’s sophomore project. She focused on the disconnect between academicians and practitioners in the field of economic development. After extensive research and countless interviews of professionals in both spheres, she developed two concise memos with poignant recommendations, one for academicians and one NGOs, that she will distribute to hundreds of scholars and practitioners. send to cast of hundreds.

These sophomore projects reflect the wide range of passions and talents of the class of 2012. For example, black-belt sophomore Sara Aucker used the opportunity to address her concern domestic violence. She organized an informative event on dating violence, followed by a beginner’s class on self-defense, with the help of Becky’s Fund, a non-profit organization to prevent domestic violence.

“I really wanted other people to know what to do if they ever found themselves in a bad situation – how to prepare or avoid being an easy



Cultural Competence - Sophomore Nate Bronstein sits down to lunch with the Aramark workers during sophomore Melissa Chang’s project CLIC. [photo by Rachel Picard]

target,” explained Aucker. Her internship at Becky’s Fund became very useful in her project; she recommends to all leaders that they remember their connections. “Leaders can’t always work alone,” explained Aucker, “They need to remember that they can evoke even greater changes when they use their resources and tap into their networks.”

Sophomore Jon Fox made good use of his resources as his event on the gentrification of DC featured an American University student who grew up in the southeast quadrant of the district and was formerly a member of the New Communities Board of DC. Students in the audience had the unique opportunity to learn from their peers who shared their firsthand experiences in a compelling discussion.

Amongst the more than two dozen projects was also

a class on informational interviews and career exploration taught by Anthony Miller, a campaign to reduce consumption of bottled water by Jennifer Jones, and a children’s book by Tess Vandendolder, addressing the threatened extinction of the Kenyan Samburu tribe.

Several of these projects won awards and grants. At the SPA Undergraduate Research Symposium, Amanda’s work won not only the best poster of a freshman or sophomore, but best poster overall. Tom McNutt and Becca Bucchieri won hundreds of dollars in grants to support their projects. “These projects, and the leadership lessons learned in their pursuit, will long be remembered by the class of 2012,” said Leadership Director Margaret Marr. “I’m confident future employers and scholarship committees will be as impressed as I am.”

Remarks from New Student Director '10-11

Amanda Merkwae
Student Director

Greetings fellow SPA Leaders, I am incredibly excited to serve as your student director for the 2010-2011 school year! I am looking forward to a year of service, growth and community building.

It has been quite the life-changing experience serving as a teaching assistant for the freshmen Leadership class this year and advising the Environmental Sustainability issue group. I formed lasting bonds with my fellow TAs, and have learned invaluable lessons that I will carry into my job this year. I have had incredible adventures in this program, and look forward to the opportunity to give back.

Program Director Margaret Marr, Student Director Stephen Laudone, and the Steering Committee worked very hard to put on exciting events

throughout the year, keep in touch with Leadership Program alumni, provide mentors and buddies to students, and produce quality publications. I am especially proud of the dedication and creativity shown by the first and second year students as they completed group and individual social action projects. It is inspiring to see their passions come to life and benefit the campus and greater DC communities.

I have high hopes for the

Leadership Program in the coming year, and I can tell that the enthusiasm of the new Steering Committee and TAs will bring the Program to new heights. The program continues to welcome new talent each year, and I cannot wait to meet the next incredible freshman class. I hope everyone has a fantastic summer, and I look forward to working with you all in the fall semester!

