



**CASE WESTERN RESERVE
UNIVERSITY**
President's Leadership
Development Program

ANNUAL REPORT

2023-2024

case.edu/leadershipscholars

MESSAGE FROM THE EXECUTIVE DIRECTOR

Our scholars are halfway through! It has been a productive year as we have worked towards creating positive social change on campus and within our local community.

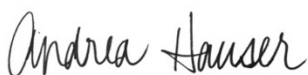
While the previous year focused on helping students settle into campus, this year centered on their successful transition from their first year to their second year, where new challenges arise. Academic rigor often increases, students begin to solidify or adjust their long-term career goals and degree pathways, and shifts occur in their involvement and relationships.

It is worth mentioning that we retained all of our scholars, and they continued to excel academically and in their involvement. Our consistent program structure and shared goal of leadership development helped our scholars maintain a sense of community throughout the cohort.

Additionally, the self-awareness developed during the first year was put to good use in the second year. The scholars collaborated to plan and execute a project for a local nonprofit client, Goods Bank NEO. As a team, they sought to understand the needs of Goods Bank, who the organization served, and how it contributed to social change in the Cleveland community.

I am excited to share our scholars' successes and hard work during their second year and what is in store for year three.

Thank you for your support,



Andrea M. Hauser, PhD



WHAT ARE THEY DOING? BY THE NUMBERS



25+
**STUDENT
ORGANIZATIONS**

48

hours one-on-one
leadership advising

average
scholar
GPA

3.53

.08 higher than their peers



4

hours in teamwork
training



4

paired peer facilitations

21

hours of bi-weekly
cohort meetings

100%
RETENTION



3

nonprofit partnerships



scholar
presentations
at CWRU's
Student
Leadership
Conference



4

workshops on
Cleveland's social history



2

weekend
leadership
retreats

SCHOLAR SPOTLIGHT

CAMPUS INVOLVEMENT: MIRA SCHWARZ



This summer I will be working in CWRU's Orientation and New Student Transitions office as an Orientation Board Executive member. I previously served as an orientation leader in the fall of 2023 and spring of 2024. I became an orientation leader to give new students the same enjoyable experience I had during my Discover Week. I loved being an OL so much that I applied to become a member of the E Board.

In my role, I will assist with training and overseeing 160 orientation leaders and welcoming 1,600 new students and their families. Additionally, I am responsible for planning move-in for incoming students, health and wellness events, Informed U (a sexual violence prevention training), parent and family orientation, social nights for new students, technology and communication throughout the week, and University Welcome.

I am most looking forward to working on our Informed U program to raise awareness and work on the prevention of sexual violence on campuses. Through this experience, I hope to navigate conflict with civility and encourage all participants of the orientation program to fully engage in the opportunities provided to them.

COMMUNITY INVOLVEMENT: MALCOLM MILLER



This past semester I've had the pleasure of serving as an After School Instructor with Advantage Cleveland Tennis and Education. In this role I was tasked with leading a classroom of K-4th graders for homework help and wellness activities. I decided to take on the position because I love working with kids and liked the opportunity to take on more responsibility than I've had working as a tutor in the past. Watching students improve their skills each week as a result of practice and encouragement was my favorite part.

While I ended my time as an After School Instructor, I was originally hired to be the Literacy Lead's Assistant. Because of my short time in this role and my previous experience in education, my supervisor trusted me to take on the new role with more responsibility. It was a striking example of what we learn about the benefits of building credibility in PLDP in action.

WHAT ARE THEY DOING? PROGRAM PARTNERSHIPS

Collaboration was a key element of our work this semester. The PLDP partnered with three non-profit organizations to help us learn about social change leadership and meet our goals for the year.

These goals included [differentiating between direct service and social change efforts](#), [positively impacting the Cleveland community](#), [working together to manage and execute a project](#), and learning how to [engage in civil discourse and conflict management](#) as leaders.



Scholars partnered with Goods Bank NEO, a new nonprofit organization just minutes from campus that collects surplus goods from major retailers like Amazon, Wal-Mart, Home Depot, and others and distributes them at low or no costs to their 270+ nonprofit member organizations. The scholars spent two Saturdays during the fall semester volunteering at Goods Bank to view the warehouse and understand their operations.

They also met with founder [Judy Payne](#) and member relations and volunteer manager [Andrew Bidwell](#) to learn about the process of creating a new nonprofit from conception to execution.

The scholar's project for Goods Bank was a membership analysis report. They compiled, organized, categorized, and analyzed membership data from existing and prospective members. [The full report can be viewed here.](#)



SCHOLAR SPOTLIGHT NINA THOMPSON



This year, Nina served as the project coordinator for the project the scholars executed for our nonprofit partner, Goods Bank NEO.

As project coordinator, what were your responsibilities?

I was responsible for facilitating communication between the cohort, Andrea, and Andrew at Goods Bank, providing updates, and answering questions accordingly. I was also responsible for scheduling and creating agendas for meetings to help our cohort plan and execute the social change project.

What are you most proud of in this project?

I am most proud of our ability to create and execute a project that can have a long-lasting impact on Goods Bank. Going into the project, our cohort agreed that we wanted to do something that we were passionate about and would continue to help Goods Bank in the future. After presenting our research to Andrew, he seemed excited and optimistic about using the data we found and the recommendations we made to better serve the community.

What did you learn about yourself as a leader by serving in this role?

Serving as the project coordinator allowed me to better understand myself as a leader because I was able to see my strengths in action. When I am working in a team, I take pride in my commitment and my ability to stay organized and communicate. Although these skills felt natural to me, they are not to everybody, and I could tell how appreciative the cohort was of the skills I displayed as project coordinator.

WHAT ARE THEY DOING?

PROGRAM PARTNERSHIPS



Our spring retreat was held at the CWRU's Squire Villeneuve Farm Pink Pig cabin, where we welcomed Rhonda Fitzgerald, Executive Director for the Sustained Dialogue Institute (SDI).

SDI is a non-profit based out of Washington D.C. that teaches “a five-stage [dialogue process](#) for community building, diplomacy, peacemaking, conflict transformation, collaboration, and reconciliation” to aid in conflict resolution and to dialogue across differences.

The retreat topics included differentiating between discussion, debate, and dialogue; the building blocks of dialogue; the active listening loop; using the dialogue “A.C.T.S” to frame a conversation for deeper understanding; and tips on when and how to disengage from unproductive discussions.



This spring, we hosted Teaching Cleveland to facilitate a four-part workshop series on [Cleveland's social history](#). The organization helps Clevelanders connect with the city by highlighting the links between past and present, emphasizing creating social impact.

Sessions included understanding identities in relation to place, the social history of the city, legacies of systemic inequality, and a panel of local leaders creating social change. The sessions were open to all members of the CWRU community and welcomed students, faculty, and staff.



WHAT ARE THEY DOING? TEACHING LEADERSHIP



MEETING FACILITATIONS

Scholars were paired to plan and execute bi-weekly cohort meetings. After a training session on leading effective meetings by teamwork expert [Dr. Tyler Reimschisel](#), they created meeting goals, agendas, and facilitation materials applying leadership concepts from our book.

They learned to plan and facilitate meetings, teach leadership concepts, and work as a team to coordinate an effort in project management. The meetings were engaging and fun, allowing scholars to take ownership of their leadership development while learning from each other.

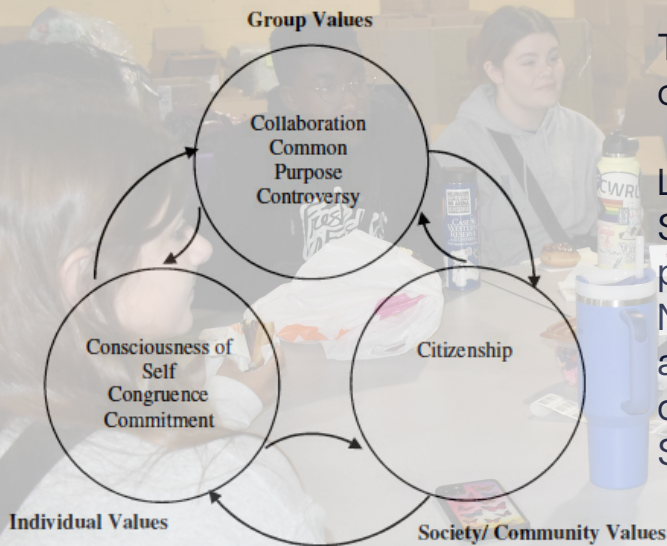
CONFERENCE PRESENTATIONS

Two pairs of President's Leadership Scholars presented at the CWRU Student Activities and Leadership's annual Student Leadership Retreat.

Scholars [Malcolm Miller](#) and [Mira Schwarz](#) presented their session titled "Mental Health in Programming and Planning," and scholars [Amadosi Ologunja](#) and [Rohan Jain](#) presented "The 4 Assumptions of Leadership: Myths and Truths about Leadership".

Both pairs made the program proud!

WHAT ARE THEY LEARNING? LEADERSHIP DEVELOPMENT



The program is rooted in the social change model of leadership development (SCM).

Leadership development is assessed using the Socially Responsible Leadership Survey (SRLS), a psychometrically validated instrument from the National Clearinghouse for Leadership Programs at the University of Maryland. Leadership development is evaluated using measures in the SCM.

Year one centered on individual values (consciousness of self, congruence, and commitment), while year two built from those values to focus on applying them in a group setting (collaboration, common purpose, and controversy with civility).

Construct	Year 1	Year 2	Difference
Consciousness of Self	4.00	3.28	-0.72
Congruence	4.45	4.45	0.00
Commitment	4.53	4.35	-0.18
Controversy with Civility	4.17	2.99	-1.18
Collaboration	4.38	4.31	-0.07
Citizenship	4.46	4.45	-0.01

The scholars' self-assessment on the SRLS indicated slight declines or no changes in all constructs except for a large decline in controversy with civility. This is indicative that as scholars' knowledge about the constructs increase and they become more exposed to the practice of leadership, their self-efficacy is decreasing. This is in alignment with student leadership development trajectories and reflects an increasing self-awareness.

SCHOLAR SPOTLIGHT

ROHAN JAIN



What are you doing this summer?

I am working with the Refugee Health Alliance (RHA), an organization dedicated to providing borderless medicine to migrants, refugees, and displaced groups along the US-Mexico border. RHA's mission is to offer comprehensive healthcare services, including traditional medical care, trauma-informed mental health care, prenatal and obstetric care, dentistry, acupuncture, naturopathic care, acute care referrals, LGBTQ and gender affirmation healthcare, and medical-legal documentation and support.

What is your role and what are you most excited about?

My role within the organization involves working at the pharmacy department during the organization's Saturday Shelter Outreach camps. These camps, where teams of volunteers set up pop-up medical camps around the city of Tijuana, Mexico, are a unique learning opportunity. I am responsible for organizing medicine, filling prescriptions, conferring with doctors regarding dosage and available medications, managing paperwork, and explaining prescriptions to patients. I am most excited about the chance to make a tangible impact on the health and well-being of refugees and to learn more about steps that can be taken to ensure proper basic care for the uninsured in the US and other developing countries.

WHAT'S NEXT? SUMMER 2024 INTERNSHIPS

Rohan Jain

Intern, Refugee Health Alliance, Tijuana, Mexico

Malcolm Miller

Intern, Medworks (The Cleveland Foundation) Cleveland, Ohio

Desir'ee Neal

Core Teacher, Aspire Program, Cleveland, Ohio

Amadosi Ologunja

Camp Counselor, Deerkill Day Camp, Suffern, New York



Sydney Raby

Lifeguard, Jewish Community Center, Newton Massachusetts

Mira Schwarz

Executive Board Member, CWRU Orientation and New Student Transitions, Cleveland, Ohio

Nina Thompson

Nurse Intern, Penn Highlands Mon Valley Hospital, Monongahela, Pennsylvania

Logan Tsukiyama

Senior Wellness and Rehabilitation Assistant, Hale Makua Health Services, Kahului, Hawaii



WHAT'S NEXT? YEAR 3

YEAR 3 GOALS

1 Accepting responsibility for one's leadership development

2 Teaching and mentoring future leaders

3 Role modeling leadership



The third-year curriculum is devoted to scholars serving the CWRU community with continued teamwork development spanning beyond the scholars' cohort. Scholars will begin to teach basic leadership development to others and demonstrate leadership competency in social problems of personal interest and passion. This will be marked by an exciting [year-long collaboration](#) between the President's Leadership Development Program and CWRU's office of [Student Activities & Leadership \(SA&L\)](#).

Each fall, SA&L facilitates the [Emerging Leaders](#) program to support the early leadership development of incoming first-year students. The scholars will be serving as peer facilitators for the program, working with the first-year students to support their transition to campus and their interest in leadership.

In the spring, the scholars will work as part of a larger team of student leaders to comprise the planning committee for SA&L's annual [Student Leadership Conference](#), slated to be held in fall 2025.

ACKNOWLEDGMENTS

Thank you to the following campus partners and supporters to create socially responsible leaders and positive social change:

Center for Civic Engagement & Learning

Division of Student Affairs

Goods Bank NEO

Office for Diversity, Equity and Inclusive Engagement

Office of Interprofessional and Interdisciplinary Education and Research

Office of Multicultural Affairs

Office of the Provost

Student Activities and Leadership

Sustained Dialogue Institute

Teaching Cleveland

Thwing Student Center

Undergraduate Advising Support Office



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UNIVERSITY**
**President's Leadership
Development Program**

case.edu/leadership_scholars
leadershipscholars@case.edu

CONTACT

President's Leadership Development Program
Case Western Reserve University
10900 Euclid Avenue | Cleveland, OH 44106