James B. Duke’s founding indenture of Duke University directed the members of the University to “provide real leadership in the educational world” by choosing individuals of “outstanding character, ability, and vision” to serve as its officers, trustees and faculty; by carefully selecting students of “character, determination and application;” and by pursuing those areas of teaching and scholarship that would “most help to develop our resources, increase our wisdom, and promote human happiness.”

To these ends, the mission of Duke University is to provide a superior liberal education to undergraduate students, attending not only to their intellectual growth but also to their development as adults committed to high ethical standards and full participation as leaders in their communities; to prepare future members of the learned professions for lives of skilled and ethical service by providing excellent graduate and professional education; to advance the frontiers of knowledge and contribute boldly to the international community of scholarship; to promote an intellectual environment built on a commitment to free and open inquiry; to help those who suffer, cure disease, and promote health, through sophisticated medical research and thoughtful patient care; to provide wide ranging educational opportunities, on and beyond our campuses, for traditional students, active professionals and life-long learners using the power of information technologies; and to promote a deep appreciation for the range of human difference and potential, a sense of the obligations and rewards of citizenship, and a commitment to learning, freedom and truth.

By pursuing these objectives with vision and integrity, Duke University seeks to engage the mind, elevate the spirit, and stimulate the best effort of all who are associated with the University; to contribute in diverse ways to the local community, the state, the nation and the world; and to attain and maintain a place of real leadership in all that we do.

Duke’s Mission Statement emphasizes the practice of leadership in many ways, as demonstrated in the bolded text above.
At this point, you may be asking yourself the question: **WHY LEADERSHIP?**
Well ... because it’s important.

**SOME SAY LEADERSHIP IS:**
- Overused
- Doesn’t matter
- Lacks punch
- Overplayed
- Too formal
- Irrelevant

**WE SAY:**
- Leadership is a contribution and leadership is alive and well at Duke University ... which is good because your world needs it.
- Your values and motivations influence how you show up, and how you show up informs how you interact with others to make things better.
- It’s your university - your community - your world. Lead the way.
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**Leadership@Duke** 2013-2014

The Undergraduate Guide to Leadership Opportunities at Duke University
WHAT IS LEadership?

LEADERSHIP @ DUKE invites you to deepen your understanding and practice of leadership through development of character, collaboration, and citizenship in order to create positive change in the world. That's it.

Q: How have my courses and experiences before and at Duke contributed to how I view leadership?
Q: What do I think of when I hear the word leadership?

THINK ABOUT IT ...

Leadership is a teachable and learned phenomenon in a lifelong learning process.
Everyone is capable of leadership; thus, leaders are made, not born. There are opportunities to learn and practice leadership in all parts of life. College is a place to exert real leadership with real, tangible impact. College is your invitation to participate.

Q: How does my family or community inform my perceptions of leadership?
Q: Where are some places I have learned about leadership in my life?
Q: Who are my role models and teachers?

Leadership is not reliant on position or role.
There is a difference between “leader” and practicing leadership; we define “leader” as a person engaged in the practice of leadership, not as someone in specific role or position of authority.

Q: How do I lead as an individual?
Q: What are examples of leadership without position?
Q: How am I being developed/how am I developing groups or teams of which I am a member?
Q: What does it mean to lead with authenticity? Or to lead authentically?

Those who hold positional roles carry responsibility to use power and authority appropriately/well.
Presidents, Co-Presidents, CFOs, Executive Boards: Take note.

Q: How can I develop the leadership skills of others?
Q: How do the decisions I make impact others?

Leadership involves knowing, being and doing.
... and at many times, different parts of them all at the same time.

Q: How do my skills and attitudes contribute to being an effective leader?
Q: Is there a balance between initiating and following?
Defining Leadership

Our Definition of Leadership

Leadership is the relational process that engages scholarship and the life experiences of students to understand and change their communities. The development of leadership is the intersection of character, collaboration, and citizenship for the outcome of change for a common good.

What is your definition of leadership? How does it compare to this one?

Write your thoughts here.
The Duke University Leadership Framework guides the language of leadership at Duke. Three dimensions of leadership shape the Framework:

**CHARACTER**
Speaks to the individual and personal development students experience when practicing leadership. Character development comes through the exploration of one’s identity, integrity, and language of values. Developing reflection skills in order to view one’s experience through multiple lens and perspectives is an important part of this dimension. The foundations of character lie in the congruence between values, beliefs, and actions.

• What is a person of character?
• How do I develop myself as a leader?
• What is my leadership style?
• How would others describe my leadership style?
• How do I show integrity?
• When am I at my best?

**COLLABORATION**
Involves gaining the skills and experiences necessary to effectively communicate and work well with others. This dimension focuses on the development of cultural competency and an understanding of and appreciation for difference. Collaboration inspires one to actively seek diverse voices and multiple perspectives in order to identify, organize, and mobilize their community around common goals.

• What is the difference between working with others and working through others?
• How does effective delegation play into this?
• How can my vision become our vision?
• How do we handle disagreement?
• How do I communicate with those who do not share views similar to my own?

**CITIZENSHIP**
Enlarges the leadership sphere beyond personal development and how one connects with others to a global perspective on society and community. This dimension of the Framework encourages students to actualize their experiences in multiple contexts and communities; to understand the relationships among people, processes, and systems in order to act with purpose, civility, and intention. Citizenship solicits active reflection on experiences and opportunities, application of acquired knowledge in service to others, and creative problem solving when approaching community issues.

• Is there a greater good?
• What responsibility do I have to the campus? To Durham? To the world?
• How do my actions impact others?
The Duke University Leadership Framework supports the development of leadership as the intersection of Character, Collaboration, and Citizenship for effective and positive change, or Change for a Common Good.

The Duke University Leadership Framework acknowledges that students experience leadership through the dimensions (and their intersections) that involve active reflection, encourage appropriate risk-taking, recognize expended effort, encourage personal growth, support perseverance, facilitate transformational experiences, and prompt student action (Leadership Engagement Alliance Report, 2011).
THE
THREE ‘E’S

Consider the phases as you search for opportunities that speak to where you are in the leadership experience at Duke.

**EMERGING**
Generally first-year and sophomore students who are beginning their Duke journey. Joining clubs, organizations, and other involvement opportunities allows one to test perspectives of leadership against observations and new ideas.

**ESTABLISHING**
Sophomore and junior students who are deeply involved in navigating and impacting systems in order to produce change. This happens through involvement in organizations and the pursuit of positional roles.

**EMBARKING**
Junior, senior, and graduating students who are ready for experiences and opportunities beyond Duke. One’s Duke experience translates into future endeavors including career, community, involvement, and family.
HOW TO USE THE GUIDEBOOK

We hope the Guidebook will provide you with the information and tools you need to get involved with leadership opportunities at Duke.

How do you get started?

• Use the ‘E’s to figure out what opportunities are right for you.
• Participate in these opportunities, dig deep, and contribute!

Stay engaged by making a commitment to:

• Explore your passions, but stick with what is important to you.
• Invest time in developing your own leadership competencies.
• Listen and learn from peers who are influencing others for positive change or an important cause.
• Connect with other student leaders and organizations to find synergies and expected and unexpected collaborations.
• Engage in mentoring relationships with campus advisors (such academic, faculty, staff, global, and residential).
• Take advantage of leadership learning opportunities on campus and beyond.
• Do what you say you will do.
• Invest in relationships.

ALRIGHT,
LET’S DO THIS.
EMERGING

AIR FORCE LEADERSHIP STUDIES

Aerospace Studies
Major John Manibusan
jkm30@duke.edu

This course, covering general leadership concepts and principles, is designed by HQ Air Force Reserve Officer Training Corps (HQ/AFROTC) to prepare college graduates for careers as Air Force officers. Anyone is invited to enroll.

THE ALTERNATIVE BREAKS PROGRAM

The UCAE Center for Leadership Development and Social Action
Heather Smith
hh73@duke.edu

The Alternative Breaks Program provides participants with intentional opportunities to move beyond the walls of Duke through impacting and informing personal perspectives, creating environments for mutual learning and inspiring connections across communities. The Alternative Breaks Program provides an in-depth look at a number of social issues and gives participants the opportunity to learn, reflect and identify ways that they can have an impact on issues facing society. The Alternative Breaks Program: Impacting, Informing, Creating, Inspiring.
**AMERICA READS / AMERICA COUNTS (ARAC) HEAD TUTOR**

Girija Mahajan  
girija.mahajan@duke.edu  
csc.civic.duke.edu/main/programs-and-services/america-reads-and-america-counts

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The ARAC Head Tutors will serve as coaches, mentors, and a point of contact for approximately 12-15 tutors throughout the year. Mentor/coaches provide support, guidance and an exchange of information and ideas. Their primary role will be to encourage tutors in their work and serve as ARAC liaisons to their specific tutoring site.

**BALDWIN SCHOLARS**

Baldwin Scholars  
Colleen Scott  
colleen.scott@duke.edu  
baldwinscholars.duke.edu

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The Baldwin Scholars program is a women’s leadership initiative designed to help students define their passions, connect with inspiring peers, faculty, and alumnae, and develop the confidence to achieve their goals. The experience incorporates academic coursework, residential living, an internship, public speaking coaching, and many other opportunities for personal growth and community.

**DIVE INTO DURHAM**

Duke Community Service Center  
Domonique Redmond  
dredmond@duke.edu  
csc.civic.duke.edu/main/  
facebook.com/DukeUniversityCommunityServiceCenter

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Dive into Durham is an immersive five days of direct service experience during Duke’s Spring Break. Up to 10 students (all classes may apply) learn about hunger and homelessness by volunteering 12-16 hours at select hunger-fighting community organizations such as Urban Ministries of Durham, NC Food Bank, Lakewood Elementary Community Garden, etc. Through reflective dialogues, students develop and strengthen their understanding of the values of relationships on campus and within the community as well as work on collaborative skills as a group. Additionally, participants will have the opportunity to explore more of Durham and learn about the city’s culture and history.
DUKE AUTHENTICITY PROJECT

The UCAE Center for Leadership Development and Social Action and Housing, Dining, and Residence Life
LB Bergene
lb.bergene@duke.edu

studentaffairs.duke.edu/ucae/leadership/programs/duke-authenticity-project
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@DukeUCAE

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The Duke Authenticity Project is a summit experience that asks first-year students to dig deep – to intentionally discover - to actively explore their values and how they contribute to their practice of leadership. Through small and large group discussion sessions, participation in educational workshops, and reflection-based activities guided by Duke faculty and staff, participants will be given an opportunity to take the next step in understanding how values are manifestations of authenticity in their daily lives. By participating in this program, participants are asked to trust their truth – to know that sharing in this summit experience doesn’t mean they will have their life figured out as a result, but rather a more informed appreciation for the understanding that comes with being exactly who they are.

DUKE COMMUNITY SERVICE CENTER INTERN

Duke Community Service Center
Domonique Redmond
dredmond@duke.edu

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The Community Service Center Student Intern will support the staff in the planning and execution of signature service events. These events include, but are not limited to, Project Share, National Make a Difference Day, MLK Day of Service, Dr. Seuss Day and Volunteer Appreciation Week. In addition, Interns will work for the advancement of the community through direct service offered through the Community Service Center and help recruit volunteers from the Duke Community.
DUKE GREEK EMERGING LEADERS (DGEL)
Office of Fraternity & Sorority Life
Clarybel Peguero
clarybel.peguero@duke.edu

The Duke Greek Emerging Leaders (DGEL) program serves as the premiere leadership development program for Greeks on Duke’s campus. The Office of Fraternity and Sorority Life seeks diverse and dynamic sophomores and juniors representing all four Greek governing councils from the Duke Greek community to serve as Emerging Leaders. Students attend six educational sessions throughout the fall semester with the focus of leading positive change in the fraternity and sorority community. Topics range from values and diversity to community and history. The program includes various Duke administrators as speakers. Applications for new Emerging Leaders are accepted during the spring semester.

JEWISH FIRST-YEAR ADVISORY MENTOR (JFAM)
Jewish Life at Duke
Jenn Handel
jewishlife@duke.edu

The JFAM program is designed to help incoming Jewish freshmen learn about life on campus and the Jewish community at Duke. Upperclass students serve as mentors for the incoming Jewish first-year students with communication prior to the summer, welcome week and beginning of the year cornerstone programs and ongoing smaller programs throughout the first year.

LAUNCH
The UCAE Center for Leadership Development and Social Action
Heather Smith, Caitlin Shaw
hh73@duke.edu, caitlin.shaw@duke.edu

Launch is a student-led program supported by the UCAE Center for Leadership Development and Social Action and UCAE Student Involvement, designed to enhance student involvement and leadership development at Duke University. The Launch team provides web-based resources, individual and executive board appointments, retreat planning assistance and workshops to facilitate peer-to-peer development for the purpose of enhancing individuals and groups in the Duke community. Students can connect with Launch in two ways: a) utilizing the services Launch provides, or b) applying to work as a Launch Agent.
LAUNCH CAREER DEVELOPMENT SERIES

Career Center
Nikki Smith
nikki.s.smith@duke.edu

studentsaffairs.duke.edu/career
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@DukeCareers

Students can apply to participate in the six-session Launch Career Development Series to earn non-academic certification and gain knowledge about academic and career decision-making. The series is designed to help students develop skills needed to incorporate their values and interests in career choices, networking, experiential learning, and navigating life after Duke.

PACT TRAINING

Women’s Center
Amy Cleckler
amy.cleckler@duke.edu

studentsaffairs.duke.edu/wc/programs-services/pact-prevent-act-challenge-teach
facebook.com/dukewomenscenter
@dukewomensctr

PACT: Prevent. Act. Challenge. Teach. PACT is a training sponsored by the Women’s Center that aims to engage everyone in preventing gender violence on Duke’s campus. PACT’s main goal is to train students to help reduce sexual and relationship violence on campus through recognition and prevention. This program will teach you how to intervene and make Duke safer, rather than being a passive bystander. You will learn practical ways to step in and prevent violence in a variety of situations. Don’t Stand By, Stand UP! PACT Training is a part of the It’s Your Move program.

TEAM KENAN

Christian Ferney
christian.ferney@duke.edu

teamkenan.org
facebook.com/dukeethics

Team Kenan is a part of the social and intellectual community at the Kenan Institute for Ethics, creating spaces for students to think and talk about ethics outside of the classroom in fun and relaxed ways. The team engages the Duke community through a portfolio of programs that create multiple ways to get involved. From blog articles and magazine articles to discussions over cupcakes and high-quality art exhibits, Team Kenan aims to create programs to appeal to—and challenge—many constituencies on campus. Team Kenan projects are student-initiated, student-centered, and student-run. The team’s output changes frequently as we test new programs and try to create new experiences.
WOMEN’S CENTER ALTERNATIVE FALL BREAK

Women’s Center
Kimberly McCrae
kmac@duke.edu

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@dukewomensctr

“Recognize yourself in he and she who are not like you and me.” – Carlos Fuentes

Immigration policy and reform has been in the forefront of the American news for quite some time. The concerns and interests of the women in immigrant communities are often not prominently discussed...how do women experience immigration? What are the narratives of struggle and strength of women in immigrant communities? How do those narratives create connections with women students at Duke? Through family home-stays, participation in a local women’s conference, and volunteering at a community-based organization, learn first hand from the experiences of women of all ages in low-income, immigrant, and farmworker communities in Apopka, Florida. The experience is guaranteed to expand your knowledge about immigrant communities and encourage self-reflection. This is an opportunity to “recognize yourself in he and she who are not like you and me”, and will challenge you to think of service-learning and social change in a new way.
ALLY TRAINING

Center for Sexual and Gender Diversity
Nick Antonicci
nicholas.antonicci@duke.edu

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@DukeCSGD

Ally training consists of a three-hour session through which all people can show support of LGBTQ individuals. The training’s four main objectives include: knowing more about the LGBTQ community; recognizing what holds us back as individuals and as a society from being supportive and affirming; learning to speak up in our everyday interactions to combat homophobia, heterosexism, and transphobia; and learning how to act to make the lives of LGBTQ individuals better by working for change and engaging the community. Ally Training is a part of the It’s Your Move program.

ATLANTIC COAST CONFERENCE (ACC) STUDENT LEADERSHIP SYMPOSIUM

The UCAE Center for Leadership Development and Social Action
Deb Hackney
debh@duke.edu

studentaffairs.duke.edu/ucae/leadership/programs/acc-student-leadership-symposium
facebook.com/DukeUCAE
@DukeUCAE

The ACC Student Leadership Symposium is a three-day leadership learning opportunity to engage with peers across the Atlantic Coast Conference. Over the course of the ACC Student Leadership Symposium, students will learn through interactive and dynamic sessions, keynotes, and hands-on group activities to apply the Social Change Model of Leadership to campus life and personal passions.
Duke Student Wellness Center
Brittany O’Malley
Brittany.o.malley@duke.edu

The DUWELL Wellness REP (Research, Education, & Promotion) Internship offers undergraduate students opportunities for hands-on public health experiences via monthly professional development inservices, supervised guidance in program planning, and a behind the scenes look at health message development. Students get the opportunity to plan and implement programming while supervising The Oasis, a space designed to promote student relaxation on East Campus. The Wellness REP position includes both personal and professional growth through informal and formal supervision and mentoring.

Duke Student Wellness Center
Maralis Mercado
mm332@duke.edu

Encouraging Movement By Recognizing Abundant Cultural Experiences (EMBRACE) is an intimate gathering of women of African, Latina, Asian (South and East), Native American and Multi-racial descent who are interested in accompanying and assisting each other in exploring and challenging our understanding of ourselves and our common/differing realities. We are invested in finding and developing connections with an identity forged in ideals of success. By developing a holistic understanding of identity and self we seek to find a language to discuss interactions that stem from our gendered and racial/ethnic identity(ies). The goals of the group are: to explore the myriad of layers of our realities and acknowledge our lives as they exist in the intersections of society / to draw strength in our shared legacy of survival and struggle / to identify, name, embrace and continue a trajectory of success / to develop a space of mutual support and mentorship / to encourage a holistic and authentic understanding of women’s wellness. This group is co-sponsored by the Center for Multicultural Affairs, Women’s Center, and Duke Student Wellness Center (DUWELL).

Center for Multicultural Affairs
Sean Novak
sean.novak@duke.edu

Become a FACE, Facilitator Advocating for Change & Equity, of the Center for Multicultural Affairs, where you will learn, be challenged, find a supportive and fun community, and contribute to issues you care about. FACEs are paid positions and are expected to work 6-8 hours a week. Our mission is to provide students of color and cultural communities an enhanced educational experience and to ensure that all Duke students are given an opportunity to receive a first-rate multicultural education.
**FEMCAMP**

Women’s Center  
Kimberly McCrae  
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@dukewomensctr

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“Activism is my rent for living on this planet.” – Alice Walker

FEMCAMP builds leadership skills and tools for social justice activism. In the fall, FEMCAMP offers an intensive weekend retreat with experiential skill building and an opportunity to connect with other students activists. In the spring, FEMCAMP provides a series of workshops that build confidence, facilitate awareness, and equip students for leading social change. We are recruiting students interested and engaged in leading social change. Facilitated by Women’s Center student interns, in this program students will: develop an understanding of change processes / think critically about obstacles to change / learn how to engage in controversy with civility / develop organization and mobilization competencies for campus activism / develop global citizens who have an interest in leading and engaging social change.

**FIRST-YEAR ADVISORY COUNCIL**

New Student Programs  
Maddie Jothimurugesan  
Mj28@duke.edu  
studentaffairs.duke.edu/duke.edu/new-students  
@DukeOrientation

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The purpose of the First-Year Advisory Counselor (FAC) Program is to transition incoming first-year students to college life in order to maximize their experience as a Duke University student and community member.

**HART LEADERSHIP PROGRAM**

Sanford School of Public Policy  
Beth Osteen  
bosteen@duke.edu  
hart.sanford.duke.edu/  
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The Hart Leadership Program is a leadership development center that focuses on character, collaboration, and citizenship through integrated academic courses and co-curricular programs. Primary programs include Hart Fellows, Service Opportunities in Leadership (SOL), and the Enterprising Leadership Initiative (ELI).
INDEPENDENT HOUSE COUNCIL

Housing, Dining, and Residence Life
Deona L. Hatley
deona.hatley@duke.edu

studentaffairs.duke.edu/hdrl

Independent House Councils aim to serve as the governing body for each independent house on Central campus. These house councils can provide leadership opportunities for residents interested in improving the quality of life for apartment-style living, in addition to planning programs and events that meet needs of their respective communities.

INTERNATIONAL HOUSE ORIENTATION PEER (IHOP)

International House
Annette Moore
annette.l.moore@duke.edu

studentaffairs.duke.edu/ihouse/intl-undergraduate-students
facebook.com/Duke.IHouse
@DukeIHouse

The purpose of an International House Orientation Peer (IHOP) is to ease the transition for incoming first year undergraduate international students to life at Duke, Durham, and the USA. IHOPs help organize and facilitate the International Undergraduate Orientation and serve as a resource for international students during the summer prior to their arrival at Duke.

LEADERSHAPE

The UCAE Center for Leadership Development and Social Action
Heather Smith
hh73@duke.edu

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@dukeUCAE

The LeaderShape Institute is a six-day intensive retreat experience for rising sophomore, junior and senior students. It focuses on leading with integrity, solidifying a vision for a just, caring, thriving world and the importance of maintaining a healthy disregard for the impossible. The LeaderShape Institute is held annually, in August, before the start of the academic year.
LEADERSHIP TRIANGLE: COLLEGE EDITION

Duke-Durham Neighborhood Partnership/Office of Durham and Regional Affairs
Neil Hoefs
neil.hoefs@duke.edu

Leadership Triangle: College Edition is an experiential learning opportunity for students from 11 universities, colleges, and community colleges in the Triangle area. The program’s interactive curriculum focuses on developing students’ leadership skills and providing regional exposure to businesses and non-profit/government organizations. Selected students will have an opportunity to engage in meaningful discussions with key community leaders. Sessions are structured to assist participating students in deepening their knowledge/understanding of community-based problem-solving and to better inform/prepare them to become future leaders in the Triangle area. This year’s LT: College Edition will take place during spring semester, 2014.

LEAPS (LEARNING THROUGH EXPERIENCE, ACTION, PARTNERSHIP, AND SERVICE)

Service-Learning Program
Kristin Wright
servicelearning@duke.edu

LEAPS is a student organization whose mission is to serve as advocates for service-learning at Duke and consultants to the Service-Learning Program. “LEAPers” accomplish this mission in part by designing and facilitating peer-led reflection sessions in service-learning courses. Peer reflection facilitators receive training that explores both the theory and practice of service-learning, as well as facilitation strategies and techniques. Further, LEAPers lead initiatives that highlight and promote quality service-learning, deepen our understanding of the outcomes of service-learning, and contribute to the service and civic engagement communities on campus. LEAPS provides students with the opportunity to develop their leadership skills in a unique way, working closely with professors and building upon their own ideas of leadership, service, and learning. Founded in 1996, LEAPS was instrumental in developing service-learning at Duke.

PARTY MONITOR TRAINING

Duke Student Wellness Center
Daniel Perry
duwell@studentaffairs.duke.edu

Party Monitor Training was developed at the request of student leaders on campus and is coordinated through the Duke Student Wellness Center in conjunction with The Duke Women's Center. All organizations that wish to hold registered social events must have representatives of their group complete Party Monitor Training each year. Party Monitor Training is a chance for students to dialogue with other student leaders about what it means to host safe & fun events on campus. The purpose of these trainings is to empower students to take active roles in reducing risk at their events, and, in doing so, perpetuating a culture of healthy fun on Duke’s campus. Party Monitor Training is a part of the It's Your Move program.
RELIgIOUS LIFE AT DUKE

Religious Life
Christy Lohr Sapp
christy.lohr@duke.edu

Religious Life at Duke provides many ways for students to build character, collaborate with fellow students and staff, and become engaged citizens on campus and in the wider community. Over two-dozen Religious Life groups offer involvement at various levels of commitment and provide a variety of opportunities for student leadership.

RESIDENT ASSISTANT

Housing, Dining, and Residence Life
Terry Lynch
tlynch@duke.edu

The Resident Assistant role is a key student leadership endeavor for Duke students. Resident Assistants serve as mentor, a resource, and a program planner for the residents that live in their residential community. In addition, each RA is a member of a team responsible for residential education, upholding department/community standards, on-call rotation, and related residential life functions. As key leaders in charge of helping shape environments that support the academic and personal development of students, RA’s are role models for their residents and for others in the University community.

SELECTIVE HOUSE COUNCIL

Housing, Dining, and Residence Life
Jenni Davidson
jenica.davidson@duke.edu

Selective House Council provides a forum for Selective Living Group leaders to communicate problems and needs that may be of interest to all Selective Houses, represent Selective Houses to the University administration and community on issues that affect our groups, and enhance the positive contributions of Selective Houses to the greater Duke community.
SOPHOMORE CLASS COUNCIL

Housing, Dining, and Residence Life
Jenni Davidson
jenica.davidson@duke.edu

The Sophomore Class Council is a group of student representatives charged to provide unifying events and services to their class. The SCC works in collaboration with the Sophomore Year Experience initiative to help sophomores excel in academic and professional success, engagement with faculty, overall wellness, and community citizenship and leadership.

STUDENT ORGANIZATION TRAINING

UCAE: Student Involvement
studentaffairs.duke.edu/ucae
facebook.com/DukeUCAE
@DukeUCAE

The Student Involvement Team offers annual trainings for student organization presidents and treasurers during the first week of classes to help student leaders prepare for a successful year. At these trainings, students learn best practices for student organization management and discuss ways to incorporate meaningful leadership development within group activities. Students learn about ongoing resources available to assist student organization leaders throughout the year.

TRUE | BLUE

Duke Student Wellness Center
Maralis Mercado
mm332@duke.edu

True Blue is a program presented during Duke’s Welcome Week. The program provides information about alcohol and substance use, sexual assault, sexual health, stress management, sleep, nutrition and healthy choices that allow students to make the best of their experience at Duke.
UPPERCLASS HOUSE COUNCILS

Housing, Dining, and Residence Life
Jenni Davidson
jenica.davidson@duke.edu

Upperclass House Councils are the governing body of each independent house on Central and West Campus. These councils provide leadership opportunities for residents interested in improving the quality of life in the residence halls in addition to building community among house residents.

WELLNESS ADVOCATE

Duke Student Wellness Center
Maralis Mercado
mm332@duke.edu

A Wellness Advocate is a member of an on-campus student organization who assists their group to proactively align wellness and actions enacted by group members. The vision for the Wellness Advocate: to better the Duke community by fostering a campus organizational culture that promotes wellness from within campus organizations. The mission of a Wellness Advocate: to challenge and support the organization and its individual members by facilitating conversations and encouraging actions, which promote and maintain wellness.

WELLNESS LIVING-LEARNING COMMUNITY

Housing, Dining, and Residence Life
Leah Campbell
leah.campbell@duke.edu

The Wellness Community on West is a vibrant community of learners with a shared commitment to pursue a healthy, well-balanced, and purposeful lifestyle. Members not only live in a quiet, substance-free environment, they also actively participate together in a variety of social and educational activities within and outside of the residence hall. Wellness Community members are encouraged to examine their own attitudes and behaviors with the support of faculty and staff who are experts in a variety of health-related fields.
CAREER AMBASSADOR TEAM

Career Center
Nikki Smith
nikki.s.smith@duke.edu

The Career Ambassador Team (CAT) program contributes to the Duke University Career Center’s mission to support the career development of Duke students. CATs make a campus-wide impact by providing guidance to their peers, creating and sustaining campus and external partnerships, serving as career development role models, encouraging reflection and exploration, and connecting students with resources for success in their professional endeavors. CAT efforts strengthen the Career Center’s communication and engagement with the undergraduate community.

DUKE CHAPEL PATHWAYS

Duke Chapel
Adam Hollowell
adam.hollowell@duke.edu

Duke Chapel PathWays offers students opportunities to hear and respond to God’s call for their lives on campus, in Durham, and beyond, through study, counsel, service, and community. Through PathWays, students participate widely in courses, discernment groups, mission trips, summer internships, and community service. These servant leaders are eager to take purposeful steps in determining how to connect their talents and passions with the world’s deepest needs.
GLOBAL ENGAGEMENT PROGRAM

**International House**
SangHee Jeong
sanghee.jeong@duke.edu

studentaffairs.duke.edu/ihouse
facebook.com/Duke.IHouse
@DukeIHouse

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Engaging with international students and helping them acclimate to American culture is a great asset for domestic students’ professional development and leadership development. International House, in collaboration with the Career Center, has developed the Global Engagement Program to provide domestic students with beneficial interactions with international students and scholars at Duke, and to prepare them to be true global citizens who make positive impacts around them. In the Global Engagement Program, selected students will be involved in International House educational activities for a semester and receive training on cross-cultural awareness and communication, as well as global career and leadership development. Upon successful completion of the program, students will get a certificate that is officially endorsed by International House and the Career Center, which can be used to strengthen their resume.

MY TRUTH PANEL

**Center for Sexual and Gender Diversity**
Nick Antonicci
nicholas.antonicci@duke.edu

studentaffairs.duke.edu/CSGD
facebook.com/DukeCSGD
@DukeCSGD

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The My Truth Panels are an educational tool which consist of 2-5 students that identify as gay, lesbian, bisexual, transgender, or as an ally. Panelists generally share brief versions of their coming out stories or their experiences in dealing with the LGBTQ community as an ally. The Panel also offers a glimpse into what it means to be LGBTQA at Duke. Panels are followed by an active Q&A session with the audience. Those interested in becoming a panelist should contact the Center for Sexual and Gender Diversity.

OFFICE OF FRATERNITY AND SORORITY LIFE LEADERSHIP ACADEMY

**Office of Fraternity & Sorority Life**
Clarybel Peguero
clarybel.peguero@duke.edu

studentaffairs.duke.edu/greek
facebook.com/greekatduke
@greekatduke

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Each year the Office of Fraternity & Sorority Life begins the fall semester by gathering fraternity and sorority leaders at the annual Leadership Academy to get them fired up for the upcoming school year. This event engages community leaders in community building, leadership development, education, and fun. The students spend time getting to know each other across councils and participate in activities that will better prepare them for their tenure in their leadership role. Information pertaining to university and national policies is disseminated along with other helpful university resources that will assist them in being successful. Students participate in tough conversations about accountability and the challenging yet rewarding journey they are about to embark upon. This retreat is packed with useful information and facilitates the development of critical support networks for students.
PJMS 290S: MEDIA & INNOVATION

Policy Journalism Media Studies/CDS/AMI/Visual Studies/MMS (cross-listing)
Amy Unell
amy.unell@gmail.com

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This team-taught production seminar encourages creativity, innovation, leadership, and collaboration. Students will work in teams to pitch stories, film interviews, write scripts, and edit stories about innovators and entrepreneurs at Duke, the Triangle, and beyond. Conversations with a diverse group of guest speakers, including successful entrepreneurs, innovators, and multimedia journalists, will provide invaluable mentoring, internship, and career opportunities for students.

UNDERGRADUATE CONDUCT BOARD

Office of Student Conduct
Valerie Glassman
valerie.glassman@duke.edu

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The Undergraduate Conduct Board (UCB) is a pool of students, faculty and staff who are selected/appointed to hear referred cases of potential violations of university policy. A three- or five-member panel, chaired by a student, hears each case. About 10% of the total caseload of the Office of Student Conduct is referred to a hearing of the Undergraduate Conduct Board. The Board has the ability to issue any sanction available through the undergraduate disciplinary process for a finding of responsibility, including suspension or expulsion. The Duke Community Standard (DCS) stresses the commitment that students share with all members of the community to enhance the climate for honesty, fairness, respect, and accountability at Duke University. Further, The DCS asks that students not only reflect on their own behavior, as important as that is, but that they also act to encourage the integrity of their peers. Participation in the Undergraduate Conduct Board is one way for students to shape their environment so that it reflects the ideals expressed in the Duke Community Standard. The UCB recruits new student members in the spring semester of each year. Rising juniors and seniors may apply.
# INDEX

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Launch is a student-led program designed to enhance student involvement and leadership development at Duke University. The Launch team provides web-based resources, individual and executive board appointments, retreat planning assistance and workshops to facilitate peer-to-peer development for the purpose of enhancing individuals and groups in the Duke community.

Launch offers a wide variety of services to cater to any group’s needs. From executive board meetings to budgeting workshops, Launch agents are dedicated to enhancing leadership and involvement in the Duke community.

Head to our website to make an appointment to meet with a Launch Agent or for resources related to:

- Determining the best involvement and/or leadership opportunities for you
- Talking about ways to improve your student organization
- Having a tailored workshop created specifically for your group
- Enhancing your ability to practice leadership
- Receiving assistance with planning a retreat for your organization

dukelaunch.org

THE UCAE CENTER FOR LEADERSHIP DEVELOPMENT AND SOCIAL ACTION

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TWITTER: @DukeUCAE (look for the #LDSA hashtag)

If you are interested in submitting leadership opportunities to be a part of this guide, please contact us.