

Duke University

Redefining Leadership

When I started working at Duke in April of 1999, the Duke Student Government election was just days away. Among the candidates for president was Lisa Zeidner '00, a smart and affable young woman whom I met shortly before the election. Lisa won and I was glad; I didn't know at the time that female DSG presidents were rare, nor that her tenure would be the last by a woman in that role for a decade.

By the time we undertook the Women's Initiative research three years later, I knew more about the scarcity of women in DSG. We talked to students about this issue, asking why a campus full of women who ran their high school governments produced so few college student government leaders. They gave two responses: first, the confines of "effortless perfection" made running for elected office at Duke an unfeminine act. Campaigning and asking for votes meant talking about your accomplishments and your abilities; it meant painting your name on a sheet and hanging it out your window. Students perceived such acts by female candidates as boastful and arrogant. Second, many women noted that DSG had a reputation for inefficiency, and argued that they would rather lead smaller, more productive groups working directly on issues they cared about.

As we envisioned the Baldwin Scholars in the spring of 2004, we talked about the dearth of women in the DSG presidency. Was creating the next female DSG president one of our goals? If we didn't succeed – if a Scholar ran and lost, or didn't run at all – would the program have failed? Alternatively, could we take a wider view of women's leadership and the cultivation



Awa Nur, Class of 2010

of women's skills and networks, recognizing that student government offered only one avenue among many. We ultimately opted for the wider view; we sought to create an environment in which our Scholars could develop as leaders, directing their efforts toward issues and fields that mattered to them. If we eventually got a DSG president in the mix we'd be happy, but that struck us as too narrow a goal.

Five years later, the Baldwin Scholars has our first DSG president: Awa Nur '10. A member of the third cohort of Baldwin Scholars, Awa has been involved with DSG since her first year at Duke. She worked hard for her victory, speaking to key student organizations around campus and building a coalition of support from diverse corners of the university. Fellow Baldwin Scholar Sara Friedman '10 was one of her campaign managers, and many other Scholars worked for and with Awa, getting out the word and getting out the vote. They hung

banners with Awa's name, tabled in the Marketplace and on the Plaza, and used Facebook to spread the word. This kind of cooperation and collective action has been all too uncommon among Duke women, and we are thrilled that it came together for Awa.

The day after Awa's victory, many people congratulated me, Colleen and Emily. They saw her victory as visible proof of the program's success. While it gratified us too, we still insist on the wide view of women's leadership; we want to know how the program transforms all our Scholars and how they in turn transform the environment at Duke for all undergraduate women. We got answers to some of those questions in our first program review, commissioned by President Brodhead and carried out in the fall of 2009 by Sally Deutsch (chair), Bob Cook-Deegan, Chandra Guinn, Kathy Hollingsworth and Ann-Marie Rasmussen. This committee put an enormous amount of work into a careful evaluation of our program, and we are deeply grateful for the care and dedication they showed. They spoke with many of the Scholars, with faculty who have taught in the program, and with women who were instrumental in its founding.

The review is a rich and lengthy document whose nuances cannot be captured in a paragraph or two. Its overall conclusion is that "the program is working, by every metric: enhanced networking, confidence and self-knowledge; awareness of women's and leadership issues; integrating the facets of the undergraduate experience; engaging meaningfully with diversity, and creating a culture of research." The review committee recommended the continuation of the Baldwin Scholars program at its present size and funding level, a recommendation accepted by President Brodhead. Though the program leadership will not change, we are moving administratively into the Provost's area, specifically under the purview of the Dean and Vice-Provost of Undergraduate Education, Steve Nowicki.

The review committee gave much attention to questions of women's leadership. They noted that the Scholars were not settling for an "alpha male" model of leadership; instead, they were redefining leadership to include more participatory and inclusive models both inside and outside traditional structures of power. Awa's campaign provides one example, but they found many others. The committee encouraged us to be more explicit in our multiple definitions of leadership, to not merely "let a thousand flowers bloom" but to work more closely with other leadership programs on campus and to consider adding more intellectual content to the sophomore year experience. Specifically, they want us to push the Scholars to define leadership for themselves earlier in the program, grounding them in history and scholarship while also allowing them freedom to create individualized approaches.

We agreed with this feedback from the committee: it's time to be more explicit about leadership. We'll be working on this during the 2009-2010 school year, and will keep you posted on our progress. In the meantime, we are gratefully marking two milestones: the first woman elected as DSG president in a decade (go Awa!), and our successful program review. Thanks to all of you for your support of the program and the Scholars in their first five years; you've been a key part of our success and we hope you will continue to offer your thoughts and ideas.

Donna Lisker, Co-Director of the Baldwin Scholars Program

Mariane Pearl

Mariane Pearl gave a public lecture at Duke on March 24, 2009 as the fourth annual event of the Jean Fox O'Barr Distinguished Speaker Series. Ms. Pearl is a journalist and the wife of murdered *Wall Street Journal* reporter Daniel Pearl. She wrote *A Mighty Heart*, which was made into a film starring Angelina Jolie. Most recently, she has traveled the world for Glamour magazine, writing profiles of courageous women; her latest book is titled *In Search of Hope*.

Ms. Pearl had dinner with event co-sponsors and special guests preceding the lecture. At a dessert reception, Baldwin Scholars heard her talk about her journalism career and the hope that sustains her personally and professionally.



Nicholas Kristof



New York Times columnist and Pulitzer Prize-winning journalist Nicholas Kristof will speak at Duke on Thursday, September 17 at 7:30p.m. in Page Auditorium. Kristof has a new book due out in September titled *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*.

This event will mark the first partnership between Baldwin Scholars and the Duke chapter of WISER (Women's Institute for Secondary Education and Research). WISER is dedicated to maintaining a strong academic program for girls in Muhuru Bay, Kenya that fosters a spirit of inquiry, intellectual independence and enthusiasm for learning.

Kristof will be the fifth annual Jean Fox O'Barr Distinguished Speaker. We are indebted to the generosity of Laura Ellen Muglia (T '76) for this speaker series.

Congratulations, Class of 2009!



Front row (L to R): Marian Dickinson, Maddie McKeever, Kristen Stortz, Tyla Fowler, Roshen Sethna, Ahsha Merson, Rosanna Myers, Lindsay Bayham
Back row (L to R): Aria Branch, Odera Umeano, Katie Wear, Liz Victor, Merri Estren, Sarah Sham, Meredith Metcalf, Sasha Stein, Aubrey Bonhivert, Leah Hill

On May 8, we celebrated the Class of 2009 with a ceremony and celebration in the East Duke Building. We now have 36 young alumnae out in the world!

Commencement is the perfect term for this event as students bring their undergraduate experience to a close and prepare to open the next chapter of their lives, with a firm foundation provided by their families, Duke University, and the Baldwin Scholars program.

Though the struggling economy challenged the class of 2009, they still did very well. Several of our Scholars start work this summer and fall at organizations including Morgan Stanley, JP Morgan, Teach for America, LEK Consulting, Duke University and Duke University Medical Center. Others begin graduate school at Harvard Law, Duke Medical School, and Columbia University. One Scholar will continue to develop her start-up company, another will work in sustainable real-estate development, and another will be going to Ghana on a Fulbright research fellowship. We are very proud of all of them.

Unsung Heroine Award

The Unsung Heroine Award (credit to Emory University for the idea!) was created in 2008. This award, given by the Baldwin Scholars, recognizes a woman who has demonstrated extraordinary dedication to issues that face women at Duke or in the larger community, but whose efforts have not received formal recognition. Nominees can be Duke undergraduate or graduate students, alumnae, faculty, staff, or retirees.

Four individuals were nominated this spring for the second annual award: Dr. Jacqueline Looney, Senior Associate Dean of Graduate Programs, Harley Gould ('09), Yaoli Pu ('10), and Mary Ellen Koran ('09).

A small committee of Baldwin Scholars selected Mary Ellen Koran for her leadership in the Pratt School of Engineering; Mary Ellen held significant roles in the Engineering Student Government, in the creation of a student research journal, and in community service.

All nominees were recognized at the Student Affairs leadership awards ceremony in April and received copies of their nomination letters. Mary Ellen also received a restaurant gift certificate and is featured on the Baldwin Scholars website.

KonKolics in Kenya

Elizabeth KonKolics, Class of 2011 Baldwin Scholar, is in Kenya this summer with DukeEngage. The following is a post from her blog.



Friday, June 19th: **When Alice Said She Couldn't**

Today the Ambalemba Rafiki group was meeting. I brought my newly made Alphabet chart and Common Words charts. There were nine women in attendance and all were looking to me for direction.

I started with the alphabet. We went through each letter and practiced saying the sounds. Then on a large poster, I wrote the word 'apple.' For each letter in the alphabet the ladies provided me with an English word. After I wrote 'baby' I handed the pen to Alice, the woman sitting next to me. She said "Hapana. I don't know how to write."

I said, "Alice, yes you do!" She wouldn't hold the pen however, so she passed it to the next woman in the circle. Each woman wrote the words the other women said. They helped each other spell the words, and pointed to the letters on the alphabet chart if one of the ladies couldn't remember what a letter looked like.

The pen then arrived back at Alice. She took the pen and another woman spelled 'kitchen' to her. She wrote the entire word, struggling with the letters a bit, but finishing just great. I smiled to her a very large smile when she passed the pen on.

We went through the entire alphabet and had a list of about 40 words. All the women had contributed words and their handwriting. I looked at the chart with a great amount of pride. All the words were in English and the women had helped each other.

My next game was to pass around my handkerchief (which I had rolled into a ball and put a rubber band around) and have everyone say their name and something about themselves. These women need to get to know each other. We laughed and smiled—especially once we were trying to point at everyone and say her name. I know these women need to become a support system for each other and today laughing with them was really special and a step towards that goal.

Finally I wrote each woman's name on a slip of paper and had everyone draw a slip. Then the ladies wrote a letter to the woman's whose name was on their slip of paper. This was a chance for the women to express themselves, as well as talk about their families, and practice their writing and reading.

Some wrote their letters very quickly, with few spelling errors. Others copied a letter I wrote for them first. All finished their letters and handed them to their new sister. Everyone received and read their letters and smiled.

I was so happy. I was so proud. Alice and Elizabeth who can barely write, wrote several words each on a big chart, laughed with me, and wrote letters—in English—to a new sister.

Isabel helped Rosemary read her letter and all helped each other spell the longer words. They kept referring to my alphabet chart and Becky helped translate my English to Kiswahili for Agnus and Catherine.

We all contributed. We all wrote a letter and we all received one.

Plus, Alice did exactly what she said she couldn't.

Baldwin Alumnae Spotlight

Rachel Shack, Class of 2008 Baldwin Scholar, taught second grade in a rural Louisiana parish through Teach for America.

"I never thought the time would come for my YEAR END update... but here I am, already a couple weeks out of school and alive to tell about it. I've had a little time to step back and reflect...it was such a rollercoaster of a year.

Honestly, most days from spring break until the end of the year were pretty rough. The kids had spring fever (x100) and their behavior was insane. It made me more antsy to get to summer, just because I knew that my START to the year next year would be SO different that I could hopefully avoid these outbursts later on in the year next time. By the end of April, it wasn't "too late" to improve or to work harder, but it was too late to really change my students' mindsets about their day-to-day behavior and consequences. So many things about this year made me think about how I'm going to do things differently/better next year... I guess making these mistakes and suffering through those kinds of days is what it takes to make the second year better.

One story that reflects the growth and the struggles for myself and my class occurred one day at recess. Sarah Knox (one of my good friends who taught 1st grade down the hall) had a student who was throwing a huge fit, so I took him with my class to recess (but had him stand by me). Wilbert, a boy in my class who used to be my BIGGEST behavior issue at the beginning of the year- constantly throwing tantrums, crying, screaming, etc- came up to this 1st grade boy and proceeded to tell him the coping mechanisms he has learned to use when he is angry (taking a deep breath, drawing a picture of his feelings). Then, without any prodding or initiating by me, he leaned over to the 1st grader and said "You know, Jakeem, you also get to have a lot more friends when you're not angry all the time." I was so incredibly proud that he had this realization and brought it all together. I thought it was so insightful and a huge step. I hope he can carry that forward to 3rd grade.

On average, my kids grew 1.53 grade levels in reading this year. Who knows what they could have done if I had had better management and more consistent control the whole year...but overall I'm so proud of them. The thing I am proudest of is how my kids' character developed (although it definitely followed the pattern of a step forward and 2 steps back...but it's all about the "little victories") and how they internalized the lessons I tried to teach them. By the end of the year, there were still fights and some meanness, but there was also incredible teamwork, encouragement, and high expectations for each other. They bragged about helping each other, having integrity, or being the most well-behaved class, with no fights, at recess.

The last day of school summed it up in the most perfect way-- one of our classroom themes this year was "becoming champions," so I made a playlist on my ipod with a bunch of songs with "champion" in it. We had a huge dance party to the music and all the kids held hands in a big circle and took turns going into the middle to show off their

dance moves (some cute, some inappropriate). They were chanting each other's names and having fun...One of my favorite parts was when "I Can" by Nas was playing, and they were singing "I know I can...be what I wanna be...if I work hard at it...I'll get where I wanna be." I really couldn't have asked for a nicer ending to such a crazy year, and I hope those words ring true for all of them because I believe it so much for them."



Rachel Shack at the rural Louisiana school where she taught second grade this year.

Gifts to the Baldwin Scholars Program

We offer our sincere thanks to the following donors for their gifts; we appreciate their leadership and their belief in all that our Scholars can become.

Wendy Marantz Levine '95
Emily Grey '03

Miho Kubagawa '07

If you are interested in making a gift to the Baldwin Scholars, please contact Donna Lisker at dlisker@duke.edu or, when making a gift to Duke, stipulate that you want it to go to the Baldwin Scholars. Gifts can be targeted toward any area of the program.

Contact us...

We'd love to hear from you!

phone: 919/684-6579

e-mail: baldwinscholars@duke.edu

Best wishes for a sunny and relaxing summer!
Donna, Emily, and Colleen