NELSON A. ROCKEFELLER CENTER
AT DARTMOUTH COLLEGE

On A Path from Good to Great

Executive Summary

The Rockefeller Center at Dartmouth College was founded in 1983 to commemorate the contributions of Nelson A. Rockefeller ’30 to the life of the nation.

Through promoting multidisciplinary education, skills-training, and public policy-oriented research across the social sciences, the Rockefeller Center’s mission is to inspire and energize undergraduates to become effective leaders in their communities and to cherish and participate in democracy on the state, national, and international stages throughout their lives.

By 2008, we seek to honor the centennial of Nelson Rockefeller’s birth and the silver anniversary of the Center by expanding the quality and quantity of its programs to implement a 4-year curricular and co-curricular experience that reaffirms our dedication to creating in each generation those young adults who tackle its unique policy challenges with confidence and compassion.

To reach that goal we will need new resources.

The current programs of the Center are designed to carry out specific objectives that correlate with each component of the Center’s mission. After a thorough review, the Center’s Director and its Board of Visitors have concluded that the mission can be furthered with seven new initiatives.

1. Increasing the number of students who select a career in the public or non-profit sectors, thus enabling them to “cherish and participate in democracy.”
2. Developing a first-year initiative in Public Policy “to inspire and energize undergraduates” with a signature introductory course on the policy-making process, completion of a Social Science methods pre-requisite, and specifically dedicated summer internship opportunities coupled with special training in civic skills to increase their effectiveness as policy interns.
3. Expanding and endowing the popular Civic Skills Training program to serve more of Dartmouth’s students, including those who are in leadership positions on campus as well as those taking internships, and to involve more alumni.
4. Expanding and endowing the highly regarded Rockefeller Leadership Fellows program to offer leadership development opportunities to more students and to do so as early as possible in their time at Dartmouth so that they can “become effective leaders in their communities.”
5. Enriching Dartmouth’s distinctive Public Policy Minor by converting it into a more intentional plan of study for students who aspire to positions of leadership in the public sector, including new courses in communications and ethics in public policy and multidisciplinary courses in core areas.
6. Promoting the study of public policy issues through multidisciplinary scholarship by establishing as the Center’s signature scholarly product a series of volumes compiling both the classical and the cutting-edge research findings on a current public policy topic across the social sciences and allied disciplines.

7. Continuing and enhancing the Policy Research Shop to show students the essential role that objective research plays in the policy process and to involve them directly as participants.

We firmly believe that these initiatives will have a significant impact on Dartmouth and society at large by changing the nature of scholarship to a more multidisciplinary style, encouraging more students to pursue careers for the common good, enriching student life outside the classroom and integrating it more effectively with their classroom experiences, promoting better informed public policy research, and increasing the readiness of young people to become effective leaders in society.
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On A Path From Good to Great

I. What is the Center?

The Nelson A. Rockefeller Center at Dartmouth College was founded in 1983 to commemorate the contributions of a distinguished public policy leader to the life of the nation. Nelson A. Rockefeller, who graduated from Dartmouth in 1930, was Governor of New York from 1959 to 1973, a candidate for President of the United States in 1960, 1964, and 1968, Vice President of the United States from 1974 to 1977, a thoughtful leader of the Republican Party for two decades and a respected role model in public service for a generation of young people. Nelson Rockefeller was born in 1908 and died in 1979. His interests continue to influence the Center’s program agenda.

Through promoting multidisciplinary education, skills-training, and public policy-oriented research across the social sciences, the Rockefeller Center’s mission is to inspire and energize undergraduates to become effective leaders in their communities and to cherish and participate in democracy on the state, national, and international stages throughout their lives.

While public policy programs at the top colleges and universities in the United States take many different forms, the Rockefeller Center at Dartmouth has developed a unique approach that focuses exclusively on undergraduates and combines a multidisciplinary minor in public policy with an extensive range of co-curricular programs that fully support the academic enterprise and develop the leadership potential of Dartmouth undergraduates. The Rockefeller Center offers a comprehensive, multi-faceted approach to the field of public policy and enhances Dartmouth’s commitment to liberal arts education by heightening students’ capacity for critical thinking and constructive problem-solving. Undergraduate students do not have to compete with graduate or professional school students for access to the Center’s distinguished visitors. They work with faculty in a variety of fields ranging across the social sciences. Students’ classroom experiences are broadened and enriched through lectures, informal discussions, internships and skills-training – all aimed at fostering a broad understanding of policy and its implications for the economic, social and political life of the larger community.

The Director and the Board of Visitors believe that the knowledge and skills developed through the Center’s academic program and its co-curricular activities are most likely to meet society’s need for a more civic-minded citizenry in the future but are convinced that the Center’s distinctive approach can be further strengthened to enhance its future contributions (See Section V below).

II. Why is this a critical time for the Center?

In 2008, the Center will celebrate two anniversaries – the Centennial of Nelson Rockefeller’s birth in 1908 and the 25th anniversary of the opening of the Center in 1983. Such special events have precipitated a natural assessment of the Center’s strengths and weaknesses and a discussion of how to maximize its future impact.
The timeliness of the assessment is reinforced by the appointment of a new director of the Center in July 2004. Andrew Samwick is a Professor of Economics at the College and immediately prior to his appointment was serving as the chief economist on the staff of President Bush’s Council of Economic Advisers. Linda Fowler, who had served as Director of the Center from 1995 to 2004, has now returned to her teaching and research interests as the Frank J. Reagan ‘09 Chair in Policy Studies and Professor of Government at the College. She left the Center a vibrant place and had put in place the building blocks for many promising programs. Andrew has brought his own ideas and a fresh perspective to the Center.

Given the confluence of the historic anniversaries and the Center’s new leadership, the Board of Visitors of the Center decided it was time to conduct a strategic planning process to position the Center for the future. That process has been conducted during the 2005-2006 academic year.

As is clear from the writings and speeches of Nelson Rockefeller, every generation of students confronts a similar picture of the world they enter as adults. It is complex and interdependent, daunting and wide-ranging. What changes over time are the particular challenges that rise above the others and the fitness of our public institutions to meet those challenges. The Director and Board of Visitors were impressed by the fact that the coming years will bring a large number of retirements from civil service, while studies of today’s youth find many of them to be disengaged from public policy, disappointed by politics, and disinclined to work through the public sector to make change happen.

Like the man for whom it is named, the Rockefeller Center stands against this tide of cynicism and indifference and must do so now with even greater force. In its first two decades, the Center has developed programs that offer students the opportunity to acquire knowledge and learn skills that are fundamental to understanding the world of public policy and addressing its biggest challenges. The heightened demands on this particular generation of students require that the Center utilize every aspect of a student’s time at Dartmouth – in and out of class, on and off campus – to educate, train, and inspire them to become actively engaged citizens and leaders in the realm of public policy.

By 2008, we seek to honor the centennial of Nelson Rockefeller’s birth and the silver anniversary of the Center by expanding the quality and quantity of its programs to implement a 4-year integrated curricular and co-curricular experience that reaffirms our dedication to creating in each generation those young adults who tackle its unique policy challenges with confidence and compassion. To reach that goal we will need new resources.

III. The Center’s Objectives

In carrying out its mission, the Center focuses its attention on what it can do better than any other organization on campus that touches students. Its various programs, described in Section IV below, are designed to accomplish the following objectives, presented in the order in which a student would typically encounter them during a four-year career:
• Bringing the full diversity of students together to promote interaction and learning from each other

• Promoting campus-wide dialogue on public policy issues

• Giving students direct experience in shaping public policy

• Giving students the practical skills necessary to be effective in internships

• Exposing students to role models and opportunities for service in the public and nonprofit sectors

• Creating opportunities to explore public policy issues in a multidisciplinary fashion

• Sponsoring opportunities for students to conduct research under faculty direction

• Nurturing student leadership skills

• Encouraging students to develop and practice communication skills

• Bringing faculty and students together around important policy issues rather than traditional departments

• Encouraging students to pursue public service and non-profit careers

IV. The Center’s Present Programs

At present, the Rockefeller Center offers a variety of programs that are specifically designed to meet each of the stated objectives.

• Bringing the full diversity of students together to promote interaction and learning from each other

Dartmouth is one of the few colleges that continues to admit students on a need-blind basis and values a diverse student body. Dartmouth prides itself on enriching the learning experience by encouraging regular interaction among members of its diverse community. The Center has become a social bridge complementing the residential system and the Greek system. Because Public Policy by its very nature attracts a wide range of people and interests, nearly every program at the Rockefeller Center reflects the broad diversity of the Dartmouth community. For example, many students of different backgrounds are drawn to the Rockefeller Center initially through student-led discussion groups and public lectures. The Center currently sponsors six discussion groups led by students. Students meet weekly to probe issues of the day organized around law, politics, social justice, and leadership. Two groups specifically focus on the challenges and concerns faced by young women in leadership and business roles. One group specifically serves as a forum for first-year students. The breadth and depth of public policy discussions at the Center provides a link between the academic inquiry of the classroom and real world issues.
• Promoting campus-wide dialogue on public policy issues

Consistent with its mission to inspire and energize undergraduates, the Center sponsors a number of thought-provoking public lectures each year open to the general public. In recent years, visitors have included Nan Aron, Esq., President, Alliance for Justice; Class of 1930 Fellow Hernando de Soto, President of the Institute for Liberty and Democracy; Artur Davis, Member of Congress from Alabama; and Bernie Marcus, co-founder of Home Depot and leading philanthropist. While on campus, distinguished guests often meet with students in the Center’s student discussion groups as well as in classroom visits.

The Rockefeller Center has taken the lead in establishing collaborations in public programs across campus, including its role as a founding member of the Dartmouth Centers Forum in 2005, along with the Dickey Center for International Understanding, the Leslie Center for the Humanities, the Ethics Institute, the Tucker Foundation, and the Dartmouth Center for the Advancement of Learning. The Forum establishes a common theme for programming each year. The 2005-2006 theme of “Religion and Politics” has generated considerable enthusiasm on campus, and plans are underway for the 2006-2007 theme, “Freedom and Technology.”

• Giving students direct experience in shaping public policy

In order for students to play active roles in public policy once they graduate, it is essential that they gain direct experience in the public sector while in college. The Rockefeller Center awards grants to nearly 40 students each year to enable them to take unpaid leave-term internships at nonprofit organizations, governmental agencies, or other public offices. Students intern at the local, state, and national levels and begin to engage in the public policy process directly through their internships. At their internships, students work on a variety of projects, each of which is intended to help them become a better advocate for the causes about which they feel passionately. Many of the Center’s internships have been funded through past gifts from Dartmouth classes or alumni.

• Giving students the practical skills necessary to be effective in internships

Students applying for internship funding are now able to participate in the Center’s Civic Skills Training Program (described in more detail in a separate brochure). This five-day intensive program is offered three times a year in Washington, DC. Each program provides a group of 12 to 15 students with practical skills to better prepare them for their internships, links their internship experiences to broader civic awareness, and increases their understanding of careers in the public sector. Practical skills include supervisor communication, receiving criticism, writing concisely, networking, public speaking, and project management. Since its inception in the fall of 2004, over 60 students from a wide variety of backgrounds and internships have participated in Civic Skills Training prior to embarking on their internships.

• Exposing students to role models and opportunities for service in the public and nonprofit sectors

Throughout our students’ time at Dartmouth, the Rockefeller Center serves as a resource to cultivate their interest in public policy. The Center also sponsors a number of events each
year in which students meet and interact with alumni and other visitors who serve as role models and mentors for careers in the public policy realm. Students report to the Board of Visitors at each of its semiannual meetings. The Center sponsors two annual awards for alumni, the Public Service Award and the Emerging Leader Award, to recognize contributions of former Dartmouth students to the public sector and bring them to campus. In recent years, the Center has expanded its focus on entrepreneurship and established specific programs for women in the fields of leadership and business. The Center convenes panels of alumni at its Civic Skills Training and participates actively in campus-wide programs supporting Careers in the Common Good.

- Creating opportunities to explore public policy issues in a multidisciplinary fashion

The graduation requirements for Dartmouth encompass both depth, in the form of a major, and breadth, in the form of distributive, language, and writing requirements. They do not specifically require students to combine the knowledge from distinct fields to solve problems. The Public Policy Minor enhances the undergraduate curriculum by providing a unique opportunity to study a public policy issue thematically, combining courses offered by the Center with those from several departments. The Public Policy Minor attracts students from many majors including both hard sciences such as chemistry and biology and social sciences such as economics, anthropology, sociology, government, and history. Guided by the Center’s staff, students design a plan of study and research efforts that allow them to comprehensively explore a specific problem in the realm of public policy, including topics from law, health, education, media, and poverty.

The Center also sponsors an exchange program with Keble College at Oxford University for a dozen students each year. As fully-integrated members of the Oxford community, students live on campus, participate in co-curricular and social activities, and take pre-approved political economy courses in the British tutorial system that count toward their major.

- Sponsoring opportunities for students to conduct research under faculty direction

In the fall of 2005, the Public Policy Minor was linked with the co-curricular Policy Research Shop, in which students contribute directly to the public policy debate in Vermont and New Hampshire by providing valuable, non-partisan research to legislators on critical issues facing each state. The Policy Research Shop begins with an intensive research class in the fall term, followed by up to two terms of additional research as an independent study or a paid internship. Students meet directly with elected officials and staff as they develop and refine high quality research products, which are posted to the Shop’s website for distribution. During the 2005-06 academic year, students from the Policy Research Shop provided testimony on two occasions to committees of the Vermont legislature and on one occasion to a committee of the New Hampshire legislature.

The Center supports the Dean of the Faculty’s mission of attracting and retaining the highest quality faculty by funding research in the social sciences and public policy, hosting multidisciplinary conferences, and providing funds for faculty to hire students as research assistants. Students benefit from their interactions, directly through participation in research projects as well as indirectly, by seeing the many interactions between scholarship and public policy.
• Nurturing student leadership skills

In their senior years, a select group of students are chosen for the Rocky Leadership Fellows program (described in more detail in a separate brochure), which is designed to prepare Dartmouth students for leadership roles in their communities and in their careers. For selected seniors, RLF helps students make connections between their own unique experiences and the complexities of leadership issues in today’s global society. Through a multifaceted curriculum, the program offers Fellows the opportunity to explore and analyze different conceptual frameworks of leadership, apply these concepts to experiential learning opportunities, discuss leadership issues with distinguished guests, scholars, alumni, and administrators, participate in leadership skills workshops, and enhance personal learning through peer interaction.

• Encouraging students to develop and practice communication skills

One of the most critical elements of public policy is the importance of communication skills. Opportunities to acquire and practice writing and speaking clearly and concisely are fundamental to many of the Rockefeller Center’s programs. Many students are drawn to the Center around the idea of public policy discussions in the student discussion groups. Every day of Civic Skills Training includes both a writing and a speaking element. The Rockefeller Leadership Fellows program also includes training and practice in public speaking. At present, the Center is developing and piloting courses specifically on the communication of public policy for the Public Policy Minor.

• Bringing faculty and students together around important policy issues rather than traditional departments

Nelson Rockefeller was, above all else as a public servant, a problem-solver. The great issues that confront us on the local, national, and international stage do not arrive neatly compartmentalized into a traditional academic department. No one would presume, for example, that overcoming the obstacles to more effective and comprehensive health care are solely the province of economists or doctors. It is for this reason that the Center is an active sponsor of six faculty workshops each year that bridge traditional departments on issues related to the environment and development, international relations, gender and immigration, health policy, legal studies, economic policy, and social psychology. The Center also hosts or sponsors through its competitive faculty grant process a limited number of multidisciplinary conferences each year. As a Center focused on solving public policy challenges, it is essential to support faculty research on a wide range of topics.

• Encouraging students to pursue public service and non-profit careers

The Center works collaboratively with Career Services to assist students who are interested in “Careers for the Common Good.” In addition to web-based resources, the primary initiatives to encourage interest in such careers are a non-profit career fair and periodic events and dinners with alumni who work in the public or non-profit sectors. Current resources are limiting efforts to support public service careers more fully.
V. Broadening and Deepening the Center’s Impact

While the Rockefeller Center is an important part of the Dartmouth experience for many students, the Director and the Board of Visitors believe that its impact can be broader and deeper: that more students can be exposed to public policy issues and skills training and that those who become engaged in the Center’s activities can be interested for their entire four years at Dartmouth and beyond.

Although the Center engages with students at many points in their Dartmouth careers, it does not yet have the resources to engage students at all points in their Dartmouth careers. As such, programs are more self-contained than cumulative, and the opportunity to cultivate the students’ understanding and aptitude for public policy work is not fully exploited. To help make the most of the Dartmouth experience, the Center must engage students as early as possible and provide them with a four-year curricular and co-curricular program that fully develops their potential for leadership in public policy and encourages more of them to pursue careers in the public and non-profit sectors. We intend to seek funding to pursue several initiatives for strengthening the Center.

1. Increasing the number of students who select a career for the common good

Students at Dartmouth and at other top colleges and universities are voicing concern that it is not easy to find career opportunities in the public or non-profit sectors. Many are opting by default for traditional careers in law or business. Given the needs we have identified, we believe the Center should be more proactive in encouraging students to pursue careers in the public and non-profit sectors. We intend to develop new ways to identify career opportunities that may be of interest to our students, assure earlier awareness of such career opportunities, facilitate job placement of seniors, and provide career support for alumni in these fields. That the best and brightest from each generation should engage actively in public affairs was a core belief and guiding principle for Nelson Rockefeller.

2. Developing the First-Year Initiative

The Rockefeller Center proposes to launch a first-year initiative in Public Policy beginning with the Class of 2010. Its main objective is to build significant curricular and co-curricular skills and experience in select members of each successive Dartmouth class early enough in their Dartmouth careers so that they can grow and apply this knowledge in the subsequent three years. In pursuit of this objective, first-year students will be encouraged to begin their Public Policy Minors by enrolling in a signature introductory course on the policy making process in the winter term and to complete the methods pre-requisite to the Minor. The Center will offer two special opportunities for select students who excel in these courses. The first is to make available summer internship opportunities specifically dedicated to first-year students from Dartmouth. The second is to provide a special first-year Civic Skills Training session in June for this group, alongside the regular training planned for students of all classes. Students who have completed the First-Year Initiative will be in a position to engage in more challenging work in their sophomore and junior years.
3. Expanding and endowing the Civic Skills Training program

The Civic Skills Training program was launched two years ago as a pilot program with startup funding from the SURDNA foundation. In that time, Center staff has refined the curriculum, established partnerships with Dartmouth alumni in the Washington, DC, area who contribute to the training, and made the training a sought-after experience for interns sponsored by several organizations across campus. The program lacks a permanent source of funding, and securing an endowment to ensure that this successful and innovative program exists in perpetuity is one of the Center’s most pressing needs.

A permanent source of funding for the three sessions per year in Washington will also enable the Center to use its discretionary resources to expand the program to serve more of Dartmouth’s students and involve more of its alumni. In addition to the role of Civic Skills Training in the First-Year Initiative, the Center is developing on-campus training sessions focusing on the same key elements for students who serve in leadership positions, whether in student government, athletics, publications, or the Greek system.

4. Expanding and endowing the Rockefeller Leadership Fellows program

The Center stands out for its emphasis on developing student leadership. Every student admitted to Dartmouth has the potential to be a leader in society, but the Center understands that leadership potential does not magically mature during four undergraduate years. It must be nurtured and guided, and students must be given the opportunity to practice leadership skills, learn from their own mistakes, and understand the strengths and weaknesses of themselves and their peers as leaders.

The Rockefeller Leadership Fellows program was established in 2001 to provide a select group of Dartmouth students with an opportunity to enhance their effectiveness as leaders through critical discussion and reflection. Since that time, it has developed into one of the premier leadership programs on campus for upperclassmen. Like Civic Skills Training, the program lacks a dedicated source of funding, and securing an endowment to provide this opportunity for each successive cohort of Dartmouth students is one of the Center’s principal priorities.

A specific fund for the Rockefeller Leadership Fellows program will facilitate expansion of the Center’s leadership programming in two important directions. The first is to add more experiential leadership activities for students prior to the current program, so that leadership development at the Center can emphasize leading by doing. The second is to integrate the current program into the Public Policy Minor curriculum, so that students can undertake an academic study of leadership as part of their Dartmouth experience. The overall goal is to offer leadership development opportunities to more students and to do so as early as possible in their time at Dartmouth.
5. Enriching the Public Policy Minor

At present, the Public Policy Minor is implemented largely as a means of adding interesting courses, focused on issues, to the broader Dartmouth curriculum. Going forward, the Public Policy Minor must become a more intentional plan of study for students who aspire to positions of leadership in the public sector. In addition to offering a signature introductory course as part of the First-Year Initiative, there are two critical elements of the curriculum that must be enhanced if this goal is to be reached. The first element is to provide courses that give students the formal training in areas that are essential to effective public policymaking—communication and ethics. These courses will complement changes to the Minor that make better use of the analytical skills that are regularly taught in social science departments. The second element is to develop premier seminars to serve as culminating experiences to the Minor in each of the core areas, such as health care, law, education, the environment, and poverty, which draw students to study public policy. These courses must be taught on a consistent basis, in a multidisciplinary fashion, by the most renowned members of the Dartmouth faculty.

6. Promoting the study of public policy issues through multidisciplinary scholarship

The most important social science and public policy issues span several traditional academic disciplines. However, on college campuses across the country, there is inadequate communication of scholarly research across the traditional disciplines. While there have been efforts to bring scholars from these disciplines together, the lack of communication of key results persists because there is a drive toward specialization even within disciplines; there is little incentive in most academic environments for scholars to work in an interdisciplinary fashion; the specialized language of each discipline is not generally understood by members of other disciplines; and the disciplines themselves have not necessarily made their essential findings widely and easily available to those outside the field.

In the coming years, the Center proposes to establish as its signature scholarly product a series of volumes that compile both the classical and cutting edge research findings on a given topic from across the social sciences and allied disciplines. Topics will build on the existing faculty workshops in immigration, development, health, law, the environment, and others. Each chapter of the volume will be authored by a prominent scholar from a different field, focusing on two questions: What are the research findings that scholars in this discipline consider to be classical results and the foundation of graduate education on the topic? What are the emerging research findings on the leading edge of the discipline, some of which are expected to become foundational as they are subjected to more scholarly inquiry?

By providing this information in a single place, in easily understood language, and as part of a series with the explicit purpose of facilitating multidisciplinary scholarship, the project can begin to supplant the traditional intradisciplinary mode of scholarship. It leaves the traditional disciplines intact but makes it possible for all of them to evolve more rapidly based on progress in any of them. The project will then serve as the basis of a multidisciplinary seminar offered as part of the Center’s Public Policy Minor.
Continuing and enhancing the Policy Research Shop

The Policy Research Shop was launched in the fall of 2004 as a pilot program. Since then, it has emerged as an important vehicle for showing students the essential role that objective research plays in the policy process. While the Center’s staff refines the educational model, plans are underway to move the Research Shop earlier in the curriculum, so that it is a skill building class for sophomores and juniors rather than a finishing seminar for seniors. With these skills in hand, and with time remaining at Dartmouth, public policy students will be in an excellent position to undertake more off-campus programs in government, returning to the advocacy role of government agencies and non-profits that drew them to the Center initially. The Center is also developing analogous initiatives for students to intern and study at the local government level.

VI. Impact of the New Initiatives

We firmly believe that the new initiatives outlined in Section V will have a significant impact on Dartmouth and on the larger society: they will cause more students to become engaged in public policy discussions earlier in their time at Dartmouth; they will make those Dartmouth graduates who minor in public policy more effective in their roles; they will give more students access to skills training and leadership development; they will enhance the multidisciplinary collaboration across the social sciences and enhance the contribution of academics to solving societal problems; they will create more out-of-classroom options for students and better coordinate their curricular programs with their co-curricular choices; they will create more opportunities for students to learn by doing and to practice the skills they are learning; they will make Dartmouth graduates more ready for their roles as effective policy-makers and community leaders; they will lead to more students selecting careers for the common good; and they will contribute to more thoughtful public policy choices, especially in New Hampshire and Vermont.

VII. Conclusion

As the Rockefeller Center approaches the historic anniversaries of Nelson Rockefeller’s birth and its founding, it seeks to implement a distinctive and comprehensive four-year curricular and co-curricular program that will educate, train, and empower students to take on the public policy challenges they will face in the years beyond their time at Dartmouth. Our success will be measured by the role that future Dartmouth alumni play as problem-solving public servants, informed and engaged citizens, and active community leaders.

Andrew A. Samwick,
Director of the Rockefeller Center

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May 31, 2006
Appendix

Interface Between Objectives, Initiatives, and Mission

The objectives of the Center reflect the various components of its mission.

Through promoting (1) multidisciplinary education, (2) skills training, and (3) public-policy oriented research (4) across the social sciences, the Rockefeller’s mission is to (5) inspire and energize undergraduates to become (6) effective leaders in their communities and to (7) cherish and participate in democracy at the state, national, and international stages throughout their lives.

The objectives that most directly relate to each mission component are organized by reference to the numbered sections of the mission statement.

1. Multidisciplinary education
   - Bringing the full diversity of students together to promote interaction and learning from each other
   - Creating opportunities to explore public policy issues in a multidisciplinary fashion

2. Skills training
   - Giving students the practical skills necessary to be effective in internships
   - Encouraging students to develop and practice communication skills

3. Public-policy oriented research
   - Sponsoring opportunities for students to conduct research under faculty direction

4. Across the social sciences
   - Bringing faculty and students together around important policy issues rather than traditional departments

5. Inspire and energize undergraduates
   - Promoting campus-wide dialogue on public policy issues
   - Giving students direct experience in shaping public policy
The proposed new initiatives of the Center also reflect the various components of its mission. The initiatives that most directly relate to each mission component are organized by reference to the numbered sections of the mission statement.

1. Multidisciplinary education
   - Enriching the Public Policy Minor

2. Skills training
   - Expanding and endowing the Civic Skills Training program

3. Public-policy oriented research
   - Continuing and enhancing the Policy Research Shop

4. Across the social sciences
   - Promoting the study of public policy issues through multidisciplinary scholarship

5. Inspire and energize undergraduates
   - Developing the first-year initiative

6. Effective leaders
   - Expanding and endowing the Rockefeller Leadership Fellows program

7. Cherish and participate in democracy
   - Increasing the number of students who select a career for the common good