Rockefeller Leadership Fellows

2019-2020 Report

Prepared by Leslie Wagner, Program Officer
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I. Executive Summary

This report contains data and feedback from the 2019-2020 Rockefeller Leadership Fellows (RLF). It includes a letter from the program officer, relevant data and numbers, the bios of the 18 Fellows, personal leadership philosophies, testimonials, and a SWOT analysis. Annual RLF reports from previous years included attendance data and exit interview conclusions; however, due to the unusual circumstances of an unexpected staff departure in the fall term and the COVID-19 pandemic in the spring term, this information is not included in this year’s report.
What a year it was!

The 2019-2020 year started off like any other with a new cohort of 18 Rockefeller Leadership Fellows ready to engage in self-reflection, discussion, and activities that would strengthen their effectiveness as leaders and prepare them for life beyond graduation. No one could have predicted that it would be a year of transitions and unprecedented events with far-reaching local, national, and global effects.

When I joined the Rockefeller Center in December 2019, the fall term had just concluded, and most of the fellows were off campus for their winter breaks. During the fall, they had attended eight Thursday sessions and a two-day fall retreat at Lake Morey Resort. Ariel Volk, my predecessor as Program Officer for RLF, had coordinated most of the fall term from out-of-state under the leadership of Sadhana Hall, Deputy Director, and with the help of Roshni Dugar, RLF Student Staff Assistant. Ariel’s meticulous planning and detailed handover notes made the transition smooth, and by the beginning of the winter term, I felt ready to take over program planning and logistics for the remainder of the year.

The winter term flew by without a hitch. Meghna Ray joined Roshni as an additional RLF Student Staff Assistant to help lighten the load of session preparation and clean up. We had a successful winter retreat at the Dartmouth Outing Club House on Occum Pond and an additional nine sessions. Fellows also formed recruitment teams and began the outreach process for selecting the next class of fellows. When we concluded the winter term on March 5, 2020 with dinner from Jewel of India, cake from Lou’s, and a session led by alum Allison Bawden, there was little indication of the great changes that were about to take place. We said goodbye, expecting to reunite in the Class of 1930 room on April 2, the first week of the spring term, but 2020 had other plans in store for us.

By mid-March, the COVID-19 pandemic had us all contained to our homes, with Rockefeller Center staff and guest speakers scrambling to adapt spring programs to an online format and fellows suddenly scattered across times zones and countries. Many changes were made to accommodate the new situation. Spring RLF sessions were held via Zoom, and sessions were recorded to be shared with fellows in other time zones who could not attend live sessions. Instead of speaking at a live session as he has for the past five years, President Philip Hanlon shared his lessons in leadership and answered fellows’ questions in a pre-recorded conversation with Sadhana. There were great changes to the recruitment process as well. The application deadline was extended, interviews took place asynchronously using an online assessment tool called Kira Talent, and we decided to have both synchronous and asynchronous RLF cohorts for the 2020-2021 year.

While it was disappointing for the fellows to not be on campus for their senior spring term and to have to cancel the RLF Welcome and Farewell Reception, we will hopefully be able to look back on this time and remember not the things we missed but the way everyone took risks, embraced unfamiliar technologies, and opened their minds to new possibilities in order to make online learning successful and stay connected despite the physical distance.
The RLF Class of 2020 has now graduated, and we are in the final phases of selecting synchronous and asynchronous cohorts of the RLF Class of 2021. We received 50 applications for the Class of 2021; almost double the number received last year! There is still much uncertainty surrounding the upcoming school year and exactly what form the RLF program will take. Just like this past spring term, the 2020-2021 year will certainly be a learning experience with a good degree of risk-taking and experimenting; however, the RLF program is built on strong foundations with dedicated leadership, staff, guest speakers, and students. Although this is not how I imagined my first year as the RLF Program Officer, I feel optimistic about the future and our ability to adapt and continue offering a quality program to seniors!

Best,

Leslie

Leslie Wagner-Ould Ismail
RLF Program Officer

III. RLF by the Numbers

- Of the 25 applicants for the Rockefeller Leadership Fellows Class of 2020, 18 chose to participate. Those who decided not to participate had conflicts with class schedules, conflicts with UGA meetings, which are held at the same time as RLF sessions, or were unable to allocate the time to RLF due to a senior honors thesis commitment.
  - 12 women and 6 men

- 12 majors were represented.
  - Economics
  - Cognitive Science
  - Linguistics
  - Government
  - Quantitative Social Science
  - Cultural Anthropology
  - African and African American Studies
  - Geography
  - History
  - Physics
  - Native American Studies
  - Computer Science

- 25+ speakers led sessions or participated in panel discussions.
  - 15 were Dartmouth Alums.
IV. Class of 2020 Bios

Lauren Archer ’20
Lauren Archer ’20 comes from Miami, Florida and graduated from Ransom Everglades High School. At Dartmouth, Lauren is pursuing a major in Economics, modified with Environmental Studies, and a minor in Spanish. She is a member of the Dartmouth Cross Country and Track teams and has represented Dartmouth at the Ivy League Heptagonal Championships. After participating in the Management and Leadership Development Program (MLDP) at the Nelson A. Rockefeller Center for Public Policy, Lauren began working as a student assistant for the program and continues to do so. She has also conducted research with the Economics Department to investigate Palm Oil Deforestation in Indonesia. In Summer, 2019 she plans to intern in Wealth Management at PNC Bank. After graduation, Lauren plans to pursue a career in finance and attend graduate school in the future.

Anca Balaceanu ’20
Anca Balaceanu ’20 is originally from Romania and at Dartmouth, she is majoring in Cognitive Science and Human-Centered Design. She is a Designer and Project Manager at the Dartmouth Applied Learning Initiative (DALI) Lab where she had the opportunity to work on partnerships with Tuck School of Business and The Magnuson Center for Entrepreneurship. Her passion is understanding human needs and thinking of creative ways to empathize and offer solutions to those needs. She worked at the National Research Group in Los Angeles on conducting market research and user testing for interactive media companies. She is also a teaching assistant for several courses and a research assistant for the Social Neuroscience Lab. After graduation, Anca hopes to continue learning about how to understand human factors in problem-solving in a graduate program.

Peninah Benjamin ’20
Peninah Benjamin ’20 grew up in Clearwater, Florida and graduated from Shorecrest Preparatory School. At Dartmouth, Peninah is a Developmental Economics modified with Human Centered Design major and Spanish minor. She just returned to Dartmouth after studying abroad in Madrid and working in San Francisco at Close Concerns as a Dartmouth Fellow. On campus, Peninah was on the Varsity Sailing Team, is part of the Club Triathlon Team, researches for the Political Violence Lab, and is a member of Hillel. Diagnosed with type 1 diabetes at the age of seven, Peninah has always been passionate about health and raising awareness for diabetes. She ultimately spent five summers setting up diabetes camps for children and adults in the Dominican Republic with AYUDA. This summer Peninah is working in Boston at Putnam Associates, and after graduation she plans to work in healthcare in the national and potentially international arena.

Jessica ‘Jess’ Campanile ’20
Jessica Campanile ’20 grew up in New Jersey and graduated from Bergen County Academies in the Academy of Visual and Performing Arts. At Dartmouth, Jessica studies Linguistics, Human-Centered Design, and Global Health. She is a Presidential Scholar in Human-Centered Design, and a Stamps Scholar researching clinician biases against patients with disabilities and consequential effects on quality of care. In her free time, Jessica sings and tours around the nation with her a cappella group, the Dartmouth Sings, acts in the Department of Theatre, serves as the Multimedia Editor of The Dartmouth, and is active in disability advocacy efforts. She participated in the Italian Advanced Language Study Abroad in Rome as well as the Linguistics
Study Abroad in New Zealand. During her time away from Dartmouth, she interned at the Johns Hopkins Innovation Hub and will be working at Innosight, an innovation consulting firm, this summer.

**Roshni Dugar ’20**

Roshni Dugar ’20 is from Los Angeles, CA and went to Oak Park High School. At Dartmouth, Roshni is a Government major with a particular interest in domestic politics, with a minor in Human-Centered Design. On campus, she is involved with Women in Business and The Dartmouth newspaper's Product Development team. Roshni has also worked as a student assistant for Rocky's Management and Leadership Development Program and held internships in political consulting and growth investing.

**Jonathan Gliboff ’20**

Jonathan Gliboff ’20 grew up in Rockaway Park, New York, and graduated from the Hebrew Academy of the Five Towns and Rockaway in 2015. After taking a gap year in Israel, Jonathan started his time at Dartmouth where he is now pursuing a double major in Government and Middle Eastern Studies. Jonathan is one of the three editors-in-chief of the Dartmouth Jack-O-Lantern which is the campus comedy publication, and is also co-president of Chabad on campus. Jonathan is also part of the War and Peace Fellows program, as well as a member of the Dartmouth college fencing club. When not taking classes, Jonathan has spent several terms doing research within the government department and the Rockefeller Center’s Policy Research Shop and has also spent a term interning on Capitol Hill. After graduation, Jonathan intends to go to law school.

**Yifan He ’20**

Yifan He ’20 is from Brooklyn, New York. She studies Quantitative Social Science and Economics, with a focus on international policy analytics. Yifan is passionate about the intersection of data science, technology, and human development. On campus, she has been involved in social impact initiatives and programs such as the Dandelion Project and Summer Enrichment at Dartmouth (SEAD). Yifan has worked in a team of six to consult for an international non-profit that focuses on promoting economic education and entrepreneurship. She is excited to continue impact-consulting for local non-profits in the Upper Valley. Additionally, Yifan has also conducted research on topics of behavioral economics at Tuck School of Business and topics of macroeconomics at the Economics Department. Yifan enjoys innovative engagement and hopes to make a greater community impact through policy research and involvement with various centers at Dartmouth.

**Gabrielle ‘Gabby’ Hunter ’20**

Gabrielle (Gabby) Hunter is a ’20 is from Bedford, New Hampshire. A New Hampshire native and Tilton School graduate, Gabby graduated with honors as a member of National Honor Society and as a MacMorran Scholar. At Dartmouth, Gabby is a Cultural Anthropology major and Health Policy minor. She spent her junior winter working at the Centers for Disease Control and Prevention Center for Global Health as a Global Health Policy intern. In the last year, Gabby has worked under Nelson A. Rockefeller Center Deputy Director Sadhana W. Hall as a student assistant and served as an Undergraduate Advisor for first year students. She is currently co-president of Dartmouth's Black Girls Are Magic organization and also works at the Magnuson Center for Entrepreneurship as a student assistant. Gabby's interests are rooted in health management, public policy and human development. After graduation, Gabby plans to work in the public sector before attending graduate school.
Alexandrea ‘Alex’ Keith ’20
Alexandrea Keith ’20 comes from Philadelphia, Pennsylvania and graduated from Julia R. Masterman High School. At Dartmouth, Alexandrea is a double History and African and African American Studies major. Alexandrea is involved in America Reads and has served as a Rockefeller Center Student Program Assistant for Communications. Alexandrea is also Mellon Mays Undergraduate Fellow, focusing her research on the Black Arts and Caribbean Arts movements. After graduation, Alexandrea plans to pursue a career in education.

Carolyne Musyoka ’20
Carolyne hails from Kenya. She is pursuing a double major in Geography modified with Sustainability and African and African American Studies, with a possible minor in Global Health. At Dartmouth, Carolyne has been involved with the Global Health and Human development Fellow, King Leadership Scholar, education fellow with OPAL, a Social Impact learning fellow and Undergraduate advisor, researcher with the Dickey Center Global Girls Forward Lab Team, D-LAB, MLDP. Previously she was a rule of law Index Intern at the World Justice Project in Washington D.C through the Rockefeller Internships Program, UNWomen and worked on a project that seeks to promote access to legal justice in the rural/marginalized areas in Kenya with Center for Legal Empowerment Kenya. Carolyne plans to work with Spotlight (an EU-African Union-UN) Initiative before pursuing a masters at the London School of Economics and Political Science and later a JD from the Harvard Law School.

Alaa ‘Al’ Nafea ’20
Al Nafea ’20 was born and raised in Tampa, Florida where he graduated from Steinbrenner High School. At Dartmouth, Al is majoring in Quantitative Social Sciences and minoring in Arabic and Mathematics. He is captivated by how data analytics can be used to address and resolve international conflicts, particularly in the Middle East. Al has been an Arabic drill instructor, has conducted research for the Middle Eastern Studies Department, and has lived on the Arabic Living Learning Community. Outside of academics, Al is very involved with the Dartmouth Outing Club. He has been the chair of the Dartmouth Mountaineering Club, on Sophomore Trips Directorate, and on First Year Trips Directorate. After graduation, Al plans to work for a couple years before returning to school for an MBA and/or JD.

Erika Ogino ’20
Erika Ogino ’20 graduated from the Dwight-Englewood School in New Jersey and currently lives in London. At Dartmouth, Erika is a Computer Science modified with Mathematics major, and a French and International Studies minor. She has also studied abroad at the Aquincum Institute of Technology in Budapest, Hungary. On campus, she is the co-president for Women in Business and a teaching assistant for introductory computer science. Previously, she has also been involved in Dartmouth Model UN, the Rockefeller Global Leadership Program, Smart Women Securities, and the Dartmouth Professional Insights Network. Erika has worked as a research intern at the Taub Institute for Research on Alzheimer’s Disease and the Aging Brain and as a summer operations intern at Brighter, a technology company. This summer, Erika will be interning at Bain and Company in New York City. After graduation, Erika plans to spend the summer traveling, before starting work in the fall.

Meghna Ray ’20
Meghna is a pre-med and majoring in Quantitative Social Science with a focus in global health and sustainable development. Meghna’s interest in global health stems from her many moves;
she was born in India, moved to England at a young age, and immigrated to the United States in middle school. Seeing the inequality in healthcare inspired her to pursue a career in medicine. Her strong interest in global health has led her to work closely with the Healthy Heart Initiative, a non-profit focused on cardiovascular health awareness and early detection of risk factors. She has published and presented her findings at the American Heart Association and Indian Heart Journal. On campus, Meghna is involved with Dartmouth EMS, the Political Violence Lab, Global Health Fellows. In her free time, she enjoys reading, hiking, and traveling.

**Vinay Reddy ’20**
Vinay Reddy ’20 grew up in Bangalore, India and Massachusetts, where he graduated from Wellesley High School. At Dartmouth, Vinay is an Economics major on the development and finance tracks. In addition to Economics, he is interested in Geography, Government, and South Asian Studies. Vinay is currently a member of The Dartmouth’s Board of Proprietors, Director of Communications & Marketing for The Dartmouth’s Business Staff, a DREAM mentor, a D-LAB facilitator, a member of the South Asian Students Association, and a member of Green Key Society. In addition, he has led The Dartmouth as Publisher and has led his DREAM community as Co-Chair. On campus, Vinay works as an admissions tour guide and as a tutor in the economics department. Professionally, Vinay has held internships at an international development think tank in D.C., a European private equity firm in New York, and a global management consulting firm in Boston.

**Alexander ‘Alex’ Rounaghi ’20**
Alex Rounaghi is a ’20 from Laguna Beach, California. At Dartmouth, he is majoring in government and history with a minor in public policy. He has participated in a wide-array of Rocky programs, including DLAB, RGLP, the Policy Research Shop, and the Keble Exchange. As a First Year Fellow, he had the opportunity to intern in the chambers of Judge John Mott. In addition, Alex studied abroad in London for the History FSP and had the opportunity to research the British Invasion of Iran in 1941. Alex has a passion for juvenile justice reform, which he developed through his work on the Orange County Juvenile Justice Commission and in the office of the Presiding Juvenile Judge. He envisions a day where the America juvenile justice system rehabilitates youth, instead of excessively incarcerating them. After graduating, he hopes to find ways to contribute to juvenile justice reform in Orange County.

**Andrew ‘Sosa’ Sosanya ’20**
Andrew Sosanya ’20 hails from the Newark, New Jersey and graduated from the monastery-run St. Benedict’s Prep. At Dartmouth, Andrew has found interests in astrophysics and international relations. He loves research, shown by his work on NASA projects, space physics, and U.S.-China politics. Andrew is currently the president of the Physics Society, an executive member of the World Affairs Council, a concert manager for Friday Night Rock, and a feature writer for the Dartmouth. This summer, Andrew will be interning at a San Francisco consulting firm. After graduation, Andrew hopes to work in diplomacy or virtual reality development.

**Nicholas ‘Nick’ Woo ’20**
Nicholas Woo ’20 hails from Seattle (siʔaɫ), Washington, where he graduated from University Prep. At Dartmouth, Nicholas majors in Native American Studies, with an interest in indigenous history, policy and governance. He has worked several terms as a founding Research Scholar of the Political Violence Lab under Dr. Andrew Shavers at the Dickey Center. Nicholas is a SpeakOut project interviewer for Rauner Archives, a senior editor with the Dartmouth Law Journal, and a former coordinator of PRIDE. Off campus, Nicholas has spent time in indigenous
language studies in Southern Lushootseed (dxʷləšúcid) and Navajo (diné bizaad), language study abroad in French, museum collections management, and childhood education. After graduation, Nicholas plans to serve tribal nations either directly or in cooperation with AmeriCorps and the PeaceCorps, before looking towards future career interests in U.S.-tribal consultation.

Catherine Zhao ’20
Catherine Zhao ’20 is from San Jose, California, where she graduated from Lynbrook High School as an AP Scholar with Distinction and valedictorian. At Dartmouth, she is a computer science major on the pre-medical track, who is passionate about the intersection of technology with diverse fields such as medicine, business, and the arts. On campus, Catherine is a designer in the DALI Lab, where she creates meaningful technological products for various organizations. She also spends her free time creating digital designs for organizations on campus and honing her skills in technology and design and learning new ones, such as in ceramics. She is excited for her upcoming software engineering internship in the summer.
V. Personal Leadership Philosophies

These are the leadership philosophies of the Rockefeller Leadership Fellows Class of 2020.

- A genuine leader defines her principles and sticks to them, recognizes her limited perspective and champions diversity, cultivates relationships and seeks to understand.

- As a leader, I aspire to empower others to grow and realize their potential.

- In every activity I participate in I begin with innate curiosity, acknowledging that I do not know everything yet, and excitement to learn and develop new skills. As a leader, I am empathetic, take initiative, and am organized for whatever lies ahead.

- I will always strive to lead with radical empathy, adaptive consistency, and a great hunger to learn. In times when I fail and need guidance, I will look to those who I have been led by before, and to those who I am leading.

- I aim to create highly collaborative and team-oriented environments with internal transparency and an openness to new ideas, as I believe that these conditions must exist to generate optimal outcomes.

- Good leadership built upon open and honest communication aimed at consistent growth and continuing service.

- Valuing diversity of thoughts and being flexible about expectations/plans

- Inclusivity and attentiveness yield meaningful innovation and change.

- I hope to lead with clarity, integrity, and inclusion as my guiding principles.

- Compassionate and empathy led leadership. As a leader I can never fully relate to my co-leaders worldview, but I can always try to understand and inhabit their world views.

- Use power and voice sparingly but strategically so that you are better able to listen to the voices, concerns, and perspectives of others in order to best cultivate decisions and communities that are productive and valuable for everyone.

- Leadership should be helping those around you grow so that everyone can accomplish their goals, do the right thing and have an impact in their communities.

- Leadership is the capacity to bring people together to a common purpose and translate vision into reality.

- I strive to lead with integrity, in line with the organization’s core values, and inclusively, with a sense of drive, purpose, and leading my organization towards excellence. I will lead in this manner while listening to and empathizing with the rest of my organization.

- Our life is what our thoughts make it—the values you hold make the manifold.

- Listen to your foundational instincts of justice and to those most marginalized to create diverse coalitions that build upon relationships of solidarity and reciprocity for lasting change.

- Leading through a cycle of listening, understanding, and advocating for others.
VI. Testimonials

RLF has expanded my perspective. Through RLF, I have met a diverse cohort full of people different from myself. They are all pursuing amazing passions, and I have been able to learn from each one of them. I have also gained new ways of thinking and seeing our world from our speakers. They have changed the way I frame problems and even how I see myself and my capabilities. I am grateful for the people in RLF I have learned from and will continue to learn from the cohort, speakers, and staff.

-Catherine Zhao

The RLF program provided me with skills beyond what I initially sought out the program for. Our weekly vast range of speakers provided invaluable insights into pursuing negotiation, handling criticism, pushing innovation, resolving disputes, and upholding professionalism. I know for certain that the lessons from the sessions will echo in my mind throughout my future academic and professional careers. Moreover, the program solidified lifelong networks with members from my fellow cohorts, guest speakers, and program staff.

-Alaa ‘Al’ Nafea

RLF was a bright spot of my senior year. The leadership, the cohort of seniors, and the speakers were integral to the program. At a school like Dartmouth, it is easy to feel that it is small; however, RLF introduced me to a diverse group of ’20s involved all across campus. While we learned important lessons regarding design thinking, bridging and bonding communities, and reframing situations, my favorite part was the chance to develop and refine our own leadership philosophies.

-Peninah Benjamin

RLF is a great capstone program for my time at Dartmouth. I feel ready to go out in the world and execute my vision. I currently work in policymaking, and RLF has prepared me to work effectively within small and large structures, have difficult conversations, and leverage relationships. The speakers that RLF brings are phenomenal and diverse; they covered a broad-range of riveting topics such as framing, design-thinking, grand strategy, emotional intelligence. Being a leader in our world is more important than ever, and RLF has given me the tools to do so.

- Andrew 'Sosa' Sosanya
VII. End-of-Year SWOT Analysis

On April 23, 2020, the Rockefeller Leadership Fellows Class of 2020 met via Zoom for the final time. During the “Final Reflection and Call to Action,” they worked in small groups to perform a SWOT Analysis of their experience in RLF. The following table contains a summary of their analysis.

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<tr>
<th>Strengths</th>
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<tr>
<td>- bonding with cohort and accountability partners</td>
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<td>- format of the retreats and opportunities for bonding</td>
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<tr>
<td>- guest speakers</td>
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<tr>
<td>- various ages, backgrounds, and careers of guest speakers</td>
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<tr>
<td>- resources of the Rockefeller Center</td>
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<tr>
<td>- authentic diversity of the cohort</td>
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<tr>
<td>- student presentations as a tool for developing public speaking</td>
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<tr>
<td>- safe space to express ideas, learn, and foster a growth mindset</td>
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<tr>
<td>- ability to easily work in breakout room via Zoom</td>
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<tr>
<th>Weaknesses</th>
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<tbody>
<tr>
<td>- not enough time to bond at retreats</td>
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<tr>
<td>- length of sessions (some have class until 6:20 and arrive late; remote Zoom sessions are too long, too much sitting)</td>
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<tr>
<td>- attendance policy is inflexible and inconsistent (take time to review regularly)</td>
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<tr>
<td>- limited scope of presentation topics doesn’t allow diverse fellows to showcase varied interests and passions</td>
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<tr>
<td>- not enough opportunity for meeting and talking with guest speakers</td>
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<tr>
<td>- too much lecture, not enough activities and engagement with speakers during sessions</td>
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<tr>
<td>- many speakers from business and government fields, not more diverse fields</td>
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<tr>
<th>Opportunities</th>
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<td>- take advantage of the final 30 minutes of the session (Ideas: get fellows to decide, conversation with guest speakers, working on a final product)</td>
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<tr>
<td>- have a tangible product or experience to take away</td>
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<tr>
<td>- serve tea and coffee</td>
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<tr>
<td>- include more bonding at retreats</td>
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</tbody>
</table>
- establish a norm for deeper engagement with speakers
- bring in speakers from more varied areas such as athletics and the arts
- provide opportunities to “do” rather than “say”

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<tr>
<th>Threats</th>
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<tbody>
<tr>
<td>uncertainty surrounding COVID-19 and what next year will look like</td>
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<tr>
<td>other commitments and time conflicts can keep people from participating and/or meeting attendance obligations</td>
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<tr>
<td>low application numbers</td>
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