

The Nelson A. Rockefeller Center
for public policy and the social sciences

2013-2014

ANNUAL REPORT

LEADERSHIP IN ACTION



Glenda and Fritz Corrigan '64
(photo courtesy of Kent Pettit)

Our definition of leadership at the Nelson A. Rockefeller Center is the process of influencing and organizing a group to mobilize its resources toward accomplishing an identified goal. Leadership is based on action, not position, and focuses on the translation of knowledge into socially beneficial outcomes. Since its founding in 1983, a core element of the Rockefeller Center's mission has been to develop undergraduates' potential for leadership.

In 2009, Glenda and Fritz Corrigan '64 made possible a dramatic expansion of the Rockefeller Center's leadership programming through a \$5.6 million, twenty-year funding commitment. Prior to the Corrigan gift, the Rockefeller Center had the capacity to support only limited enrollment, and therefore, highly selective, leadership development programs. The Corrigan gift has enabled the Center both to offer courses in leadership and to design new co-curricular leadership programs that are available to all Dartmouth students.

Over the past five years, the Rockefeller Center has offered four different courses focusing on the theory and practice of leadership, including: PBPL 7: Leadership in Foreign Policy Decision-making, PBPL 47: Foundations of Leadership and Followership,

PBPL 51: Leadership in Civil Society, and PBPL 52/GOVT 30.02: Leadership and Political Institutions. These courses have enabled students to explore leadership in new ways as part of their liberal arts education.

The greatest success in expanding the Center's impact has been outside the formal curriculum through co-curricular programming. The Management and Leadership Development Program (MLDP) has had the widest reach. Five years on, about 10 percent of undergraduate students participate in the program during their time at Dartmouth. MLDP encourages students to understand both management, "doing things right," and leadership, "doing the right thing." During weekly sessions, MLDP participants engage with one another and expert guest speakers on topics ranging from innovation and collaboration to networking and crafting a public narrative. MLDP participants grow as managers and leaders by practicing and reflecting upon key leadership competencies. Participants then apply their leadership capacities to the advancement of both the Dartmouth and greater communities.

This year, the Rockefeller Center celebrates the Corrigan gift's five-year mark and is committed to further developing its leadership initiatives through a long-standing relationship with the Class of 1964. The Corrigan gift has enabled larger-footprint programming, dramatically changing the way the Center interacts with campus. The gift has inspired a culture of leadership—both inside and outside of the classroom—to complement the Center's culture of learning.

ROCKY BY THE NUMBERS

STUDENTS GRADUATED WITH A PUBLIC POLICY MINOR
29

STUDENTS ENROLLED IN PUBLIC POLICY CLASSES
357 (includes cross-listed courses)

PARTICIPANTS IN THE POLICY RESEARCH SHOP (PRS)
47

POLICY RESEARCH BRIEFS PRODUCED
16

SENIOR HONORS THESIS GRANTS AWARDED
15

DARTMOUTH-OXFORD EXCHANGE PARTICIPANTS
15

INTERNSHIPS FUNDED
40

ROCKY GLOBAL LEADERSHIP PROGRAM PARTICIPANTS
31

CIVIC SKILLS TRAINING PARTICIPANTS
28

FIRST-YEAR FELLOWS
24

ROCKEFELLER LEADERSHIP FELLOWS
25

CREATE YOUR PATH PARTICIPANTS
230

FACULTY GRANTS AWARDED
7

FACULTY WORKSHOPS OFFERED
28

CLASSROOM ENHANCEMENT GRANTS AWARDED
20

PUBLIC PROGRAMS OFFERED
31 (includes co-sponsored programs)

MANAGEMENT AND LEADERSHIP DEVELOPMENT PROGRAM PARTICIPANTS
126

DARTMOUTH LEADERSHIP ATTITUDES AND BEHAVIORS PARTICIPANTS/FACILITATORS
65/12

Note: This is a compilation of statistics on our programmatic activities during the 2013-2014 fiscal year. Go to <https://bitly.com/bundles/rockefellercenter/8> for additional details.

EXPERIENTIAL LEARNING THROUGH SOCIAL ENTREPRENEURSHIP

The traditional focus of public policy is the mobilization of government institutions to promote socially beneficial outcomes. Recognizing that the work of these institutions may be inadequate to address social challenges, the Rockefeller Center is developing and implementing programs in social entrepreneurship. Social entrepreneurs seek to translate technical knowledge and expertise into socially beneficial outcomes through organizations that are financially sustainable, even without the full participation of government or the ability of all beneficiaries to pay for what they receive.

The Rockefeller Center began offering Public Policy 43: Social Entrepreneurship (PBPL 43/ECON 77) this past summer. This course combines the study of public policy with experiential learning, creating a consequential opportunity for students to apply knowledge and practice leadership skills. Students are introduced to the underlying causes of domestic and global poverty, the emerging field of social entrepreneurship, and the processes by which entrepreneurs recognize opportunities and generate innovations.



PBPL 43/ECON 77: Social Entrepreneurship allows students to work together to develop innovative solutions for unmet social needs.

Twice each week, students engage in lectures, topical research, hands-on activities, group discussions, writing exercises, and class projects in order to understand, contextualize, and design solutions for complex public policy issues. They learn how to recognize opportunities provided by change,

whether in technology, public policy, public opinion, demographics, or other aspects of society. They study examples of successful businesses with different styles of innovation and learn new ways of solving problems in teams, generating and organizing new ideas, and developing business models.

For the final project, students work in teams to develop their own business model to provide a viable solution to a social problem. Projects from the first offering of the course focused on policy challenges related to health, education, energy, housing, the environment, and nutrition.

The use of the Sophomore Summer for the course allows students to continue to work on their projects under the guidance of staff, faculty, and other mentors over their junior and senior years, using the flexibility of the D Plan. Projects that begin in the course are eligible for subsequent funding based on successful completion of prototypes, business plans, and other milestones.



AUG 2013 The Startup Experience brought together students from across campus in an intensive workshop on social innovation.



DEC 2013 Joseph Singh '14, Rockefeller Leadership Fellow named Rhodes Scholar for 2014. Dartmouth's 74th Rhodes Scholar.



WINTER INTERIM 2013 Students in Public Policy 85: Global Policy Leadership Practicum, spend two weeks in India during winter interim.



WINTER TERM 2014 The Rockefeller Center teams up with the Collis Center for the Creation of Dartmouth Leadership Attitudes and Behaviors.

FACULTY GRANTS

ROCKEFELLER CENTER INCOME STATEMENT 2014

Extending beyond the walls of the Rockefeller Center, Dartmouth Professors Michele Tine of the Education Department and Deborah Nichols of the Anthropology Department have seen their research succeed as beneficiaries of grants made possible by the Center's Faculty Grant program.

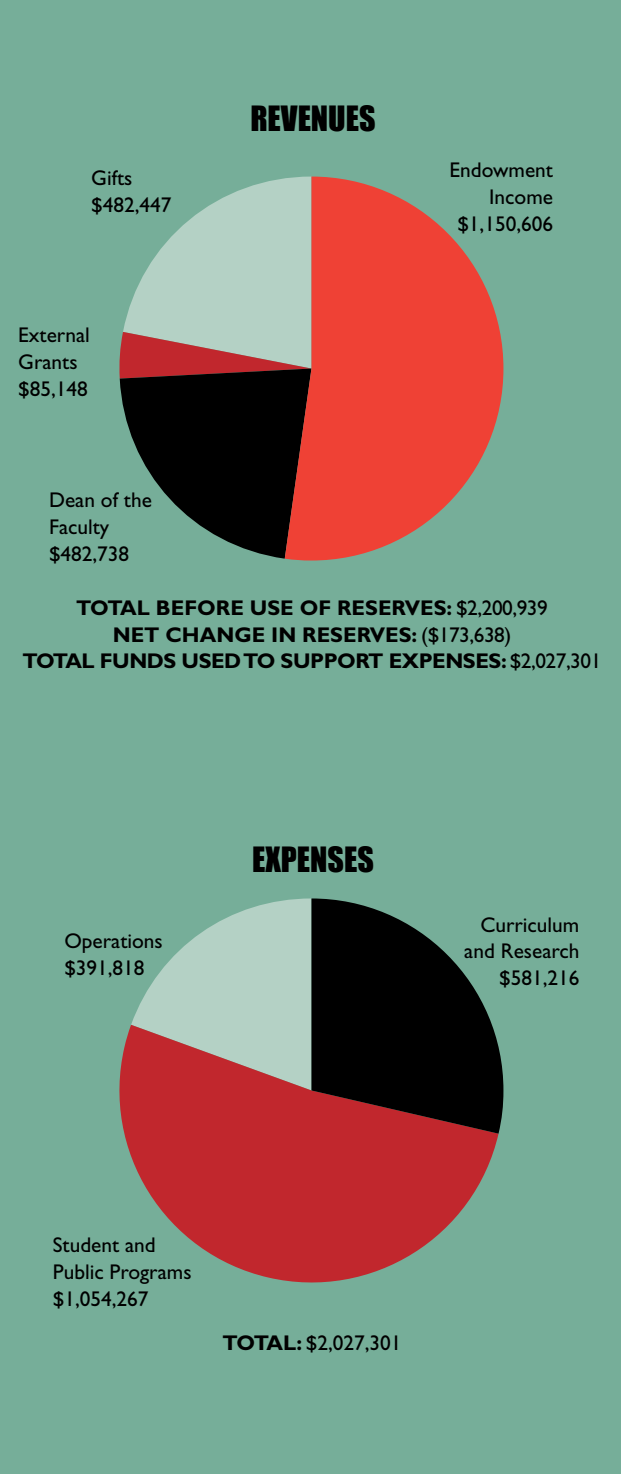
Professor Tine uses her research to build a foundation for solving educational problems faced by children in communities of rural poverty. Shortly after joining the Dartmouth faculty, Professor Tine sought out a Faculty Grant from the Rockefeller Center. She notes that "The goals of the Rockefeller Center are very well aligned with my own work," specifically in regards to the public policy implications of her findings. The exploratory nature of Tine's research disqualified it from funding through many traditional sources, but it was a perfect fit for the Rockefeller Center's mission. "It's a fantastic funding mechanism for studies at Dartmouth that might not otherwise be funded," Professor Tine emphasizes.

Following the presentation of results at a host of industry conferences, the success of this study led to applications for further grants from the Spencer Foundation and the National Science Foundation as well as public policy achievements as she met with schools interested in understanding the study and achieving reforms. "The Rockefeller Center has been a joy to work with," states Professor Tine, now an eager advocate of the Center's grant process.

A Rockefeller Center grant proved to be a vital source of funding when Professor Nichols sought to explore an Aztec farming settlement northwest of Mexico City theorized to hold the secrets of how large-scale societies first formed and developed. With questions as to the continued existence of the site with the growth of Mexico City, only the accommodating nature of a Rockefeller Center grant provided the backing necessary to make a return visit to the site in 2013. The initial results from this visit led to a larger grant from the National Science Foundation. "These small grants can become the seed for initiating larger projects and being able to establish their feasibility," stressed Professor Nichols. Subsequent site visits, including a six-week field study in summer 2014, have involved Dartmouth students in their research and further advanced the Rockefeller Center's social science mission.



Deborah Nichols at the Teotihuacan Research Facility in San Juan Teotihuacán, Mexico.



MAY 2014 Public Program guests speakers, Greg Mankiw and Jared Bernstein, debate income inequality, co-hosted by the Political Economy Project.



SPRING TERM 2014 Management and Leadership Development Program completes its 5th year.



SUMMER 2014 The Rockefeller Center conducts the Leadership component of the Young African Leaders Initiative.



SUMMER TERM 2014 Public Policy 43/ Economics 77 Social Entrepreneurship is offered for the first time at Dartmouth.

SHARE YOUR TIME, TALENTS, AND TREASURES

[HTTP://ROCKEFELLER.DARTMOUTH.EDU/GIVE.HTML](http://rockefeller.dartmouth.edu/give.html)

This generation of Dartmouth students will graduate into an uncertain world of daunting public policy challenges. They will need both the knowledge to understand these challenges and the leadership ability to mobilize people and resources to meet them. The Nelson A. Rockefeller Center is a pioneer in developing programs to engage students in the twin objectives of scholarship and leadership in public policy, on or off campus. Your support for the programs of the Nelson A. Rockefeller Center is an investment in the next generation of public policy leaders.

YOU can have an impact on the next generation of public policy leaders!



The **First Year Fellows** program allows students early on in their Dartmouth career to explore public policy and politics in Washington, DC.



The **Rockefeller Leadership Fellows** program prepares seniors for leadership opportunities after graduation through a process of workshops, discussions, personal reflection, and team-building exercises.



Public Policy 85: Global Policy Practicum combines the study of public policy during the Fall Term with an experiential learning opportunity abroad during winter break.

2013 - 2014 BOARD OF VISITORS

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"Over the past decade, the faculty and staff of the Rockefeller Center have worked to build a comprehensive curriculum to engage students in public policy and develop their leadership abilities. In 2014, we both celebrate the accomplishments of established programs like the Rockefeller Leadership Fellows program and the Management and Leadership Development program and launch new opportunities, like courses in Global Policy Leadership and Social Entrepreneurship and the Dartmouth Leadership Attitudes and Behaviors program."

~ **Andrew Samwick,**

Director of the Nelson A. Rockefeller Center for Public Policy and the Social Sciences

Sandra L. and Arthur L. Irving '72a, P'10 Professor of Economics



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6082 Rockefeller Hall • Hanover, NH 03755-3514