

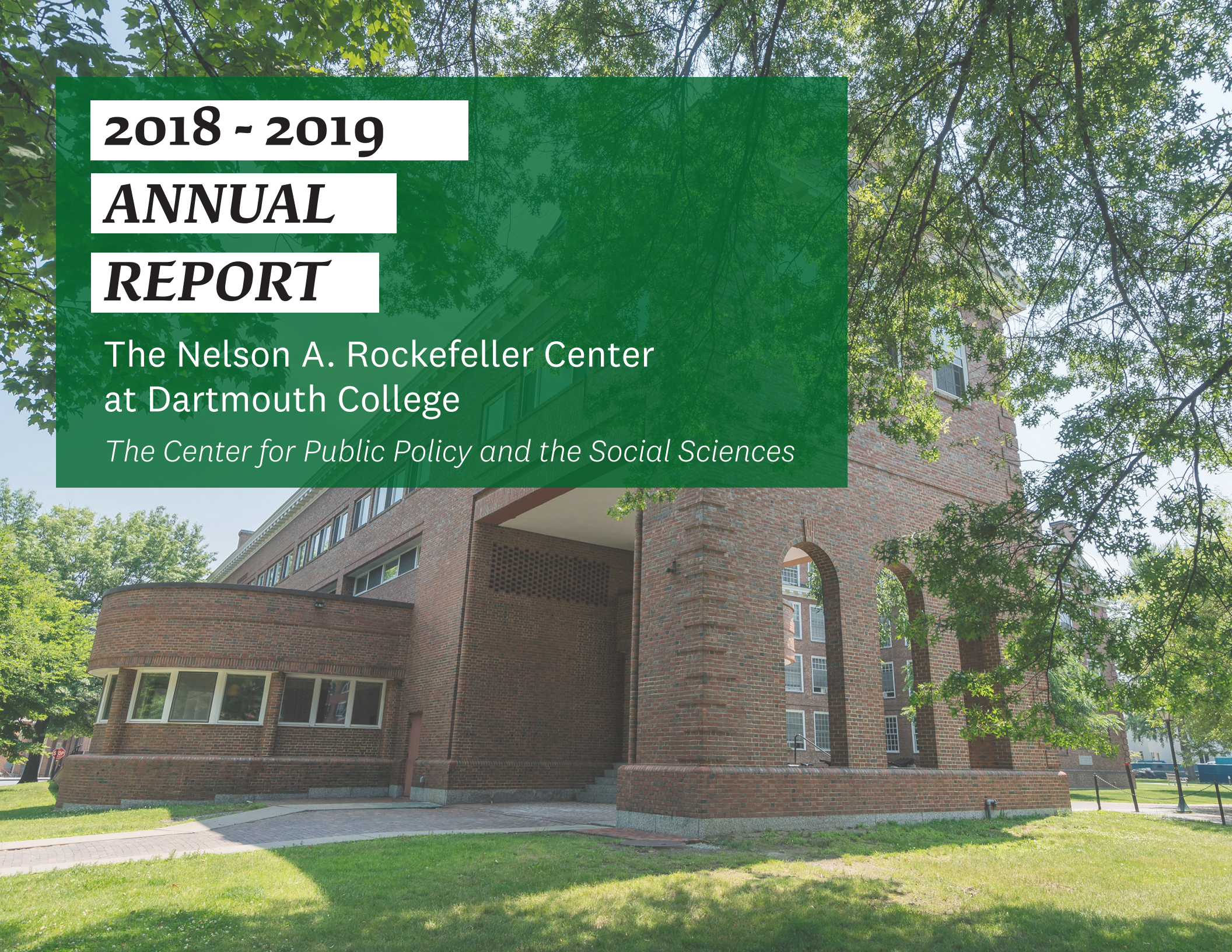
2018 - 2019

ANNUAL

REPORT

The Nelson A. Rockefeller Center
at Dartmouth College

The Center for Public Policy and the Social Sciences



MISSION

STATEMENT

The Rockefeller Center is a catalyst for teaching, research, and deliberation about public policy. Dedicated to providing an interdisciplinary perspective on policy-related topics, the Center fosters a commitment to the ideals of public service and informed public debate exemplified by Nelson A. Rockefeller, former governor of New York State and Vice President of the United States.

The Center endeavors to:

- Develop undergraduates' potential for leadership
- Support high-quality research on policy-related topics
- Encourage experiential learning in the policy realm
- Foster campus dialogue about policy issues
- Stimulate cross-disciplinary approaches to policy problems
- Promote understanding of policy issues in the community beyond Dartmouth

The Center pursues these objectives through a variety of programs, including a Minor in Public Policy; an exchange program on political economy at Keble College at Oxford University; financial support for student internships; the First-Year Fellows program; the Class of 1964 Policy Research Shop; grants for faculty research and conferences; interdisciplinary faculty seminars; a sequence of co-curricular leadership development opportunities; and lectures and group discussions with distinguished visiting scholars and policymakers.



Clockwise from top left: Civic Skills Training participants visit the U.S. Department of Health and Human Services; Class of 2021 First-Year Fellows visit Capitol Hill; Rockefeller Student Program Assistants play a vital role in Center events, programs, and activities; Sadhana Hall and Gama Perruci host a Dartmouth Center for Advancement of Learning (DCAL) workshop on Teaching Leadership; Students engage in a team-building exercise in the Management & Leadership Development Program.



**LETTER FROM****Andrew Samwick**

I came to Dartmouth 25 years ago because it aspires to be the best of both worlds: a major research university that pushes the frontiers of knowledge and a small liberal arts college that focuses on the education of undergraduates. I am honored and grateful to have had the opportunity over the last 15 years to serve as director of the Rockefeller Center and, along with a talented and dedicated team of faculty and staff, make the Center an integral part of Dartmouth's aspiration. In 2012, when the College's Strategic Planning Working Group on Pedagogy, Teaching, and Mentorship recommended creating "multidisciplinary centers to facilitate faculty-faculty and faculty-student interaction across departments and schools outside of the classroom," it singled out the Rockefeller Center as "an example of a successful model that should be replicated for other disciplines."

I joined the Rockefeller Center after spending a year as the chief economist on the staff of the President's Council of Economic Advisers (CEA). The most interesting realization that I made during my year at CEA was that the lack of subject knowledge is seldom the constraint in effecting better public policy. The

“The Center aims to educate, train, and inspire the next generation of public policy leaders. We now do that through a suite of programs that engage students in and out of the classroom, on and off campus, for all four years that they are with us in Hanover.”

binding constraint is that too few policymakers have the ability to translate knowledge into socially beneficial outcomes. That translation requires leadership—the ability to mobilize a group and its resources to achieve a common goal despite a variety of potentially competing interests. Upon my return to Hanover, I sought ways to elevate the knowledge translation inherent in leadership to the same status as the knowledge production and knowledge dissemination that comprise the core activities of scholarship and teaching at Dartmouth.

While I value, and the Center delivers on, all elements in its mission statement, the Center’s programmatic growth over the last 15 years has focused on encouraging experiential learning in the policy realm and developing undergraduates’ potential for leadership. The Center aims to educate, train, and inspire the next generation of public policy leaders. We now do that through a suite

of programs that engage students in and out of the classroom, on and off campus, for all four years that they are with us in Hanover. In recent graduating classes, over 25 percent of the students have participated in at least one term-long program at the Center during their time at Dartmouth. Many of Dartmouth’s most successful students, including several Rhodes and Truman Scholars, have testified that their experiences at the Rockefeller Center have been instrumental to their success.

As I step down from my position as director after 15 years, I am grateful to many people who have helped make the Rockefeller Center such a vibrant home for public policy and leadership on campus. I have benefited from the guidance and counsel of the Center’s alumni Board of Visitors. I am particularly grateful to Ron Schram ’64, Curt Welling ’71 Tu’77, and Tim Harrison ’78 who have served as chair of that Board, as well as to Fritz Corrigan ’64, who brought a passion for and investment in leadership development to the Center. There have been many dedicated faculty, staff, and students who have worked at the Center in support of its programs, and none are more instrumental in the Center’s past and future successes than Sadhana Hall and Ron Shaiko. And lastly, I would like to acknowledge that none of these successes would be possible outside the larger academic context established by Dartmouth leadership, who value the strategic opportunities provided by an interdisciplinary center like the Rockefeller Center that has the freedom to innovate and work hard in pursuit of our shared mission.



Experiential Learning

At the Rockefeller Center, academic courses are paired with experiential opportunities so students can put their abstract learning into practice. This integrated model gives students the intellectual framework and the hands-on experience they need to become effective leaders in the world beyond Dartmouth.

Most students start with Public Policy 5: Introduction to Public Policy, where they learn the fundamentals of policymaking. The course serves as a prerequisite to the First-Year Fellows program, which places rising sophomores into summer policy internships with Dartmouth alumni mentors in Washington, D.C. Commenting on the impact of First-Year Fellows, Olivia Brody-Bizar '21 says, "Experiencing this fellowship early in my college career has changed the trajectory of my future endeavors. Each day presented immense opportunity for growth, both professionally and personally."

The Class of 1964 Policy Research Shop (PRS) is an experiential learning opportunity that begins in Public Policy 45: Introduction to Public Policy Research. Since its inception, the PRS has engaged 400 students in 65,000 hours of research and analysis to produce 200 non-partisan, pro-bono reports for the New Hampshire and Vermont state legislatures as well as statewide commissions,

county and regional governments, and localities. "We challenge students beyond the traditional boundaries of what constitutes a meaningful educational experience. Students work on real issues for real clients who need high-quality, unbiased social science research," says Professor Ronald Shaiko, Senior Fellow and Associate Director of Curricular and Research Programs at the Rockefeller Center.

At the conclusion of their research, students testify before state legislators, and many students cite this experience as a highlight of their undergraduate education. "PRS taught me so much about how to present complicated material in an easy to understand and actionable fashion," says Joby Bernstein '17. "My experiences in the Policy Research Shop and also earlier as a First-Year Fellow taught me that to be a leader, I would have to be the one always willing to work the hardest. These lessons and others I learned through Rocky were very valuable and helped me in many other aspects."

Public Policy 85: Global Policy Leadership shifts the out-of-classroom experience from the domestic to the international, but with the same goal of making the theoretical learning more personal, nuanced, and tangible. In the classroom, students contextualize a public policy

17 | public policy courses offered during the 2018-2019 academic year

433 | students enrolled in public policy courses in 2018-2019

200 | Policy Research Shop reports published to date

“We challenge students beyond the traditional boundaries of what constitutes a meaningful educational experience. Students work on real issues for real clients who need high-quality, unbiased social science research.”

challenge in a country or region. They then travel to the country or region during winter interim to conduct field research. This past fall, students examined the genesis and implementation of the peace accords signed in 2016 between the Colombian government and the Revolutionary Armed Forces of Colombia (FARC). Students meet with politicians, academics, civil society leaders, journalists, business leaders, diplomats, and other in-country experts to inform their analyses.

“The importance of travel is twofold,” explains Professor Charles Wheelan ’88. “First is this marriage of learning in the classroom and talking to people on the ground. Second is testing your hypotheses and listening to people who have very conflicting points of view.”

The culminating project—delivering a detailed memo with specific policy recommendations—teaches students transferable workplace skills such as project management, teamwork, and problem solving.

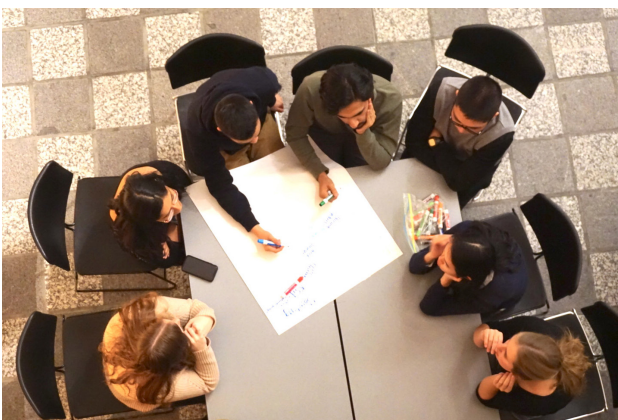
This academic year also featured a redesigned course, PBPL 51: Leadership in Civil Society - Philanthropy in the Nonprofit Sector. Students awarded \$40,000 in grants to eight Upper Valley nonprofit organizations after soliciting proposals and evaluating funding applications from 30 area organizations. Professor Shaiko refreshed the class

with support from the Center for Social Impact and a grant from the Once Upon a Time Foundation’s Philanthropy Lab.

President Philip J. Hanlon ’77 attended the grant presentation in May and hailed the class as an outstanding example of experiential learning. He congratulated the students for undertaking the challenging real-world task of figuring out how to distribute limited resources for maximum good. “I hope you learned a lot about the complexities of the world in this course—about the difficulty of making decisions when it’s a good thing versus another good thing,” Hanlon said.

Eitan Darwish ’21, a student in the class, said evaluating funding requests was eye-opening. “How many 20-year-olds get a chance to evaluate grants? We were essentially a foundation, and we got to be the board of the foundation, and that’s pretty remarkable,” Darwish said.

“Grand ideas of government—lofty abstract principles, even the wisest of constitutions and laws—depend for their very life and meaning on the willingness of citizens and leaders to apply them and to improve them,” wrote Nelson A. Rockefeller in *The Future of Federalism*. Thirty-five years after its dedication, the Rockefeller Center is fully committed to the development of such citizens and leaders.



Lives of Leadership

The liberal arts education at Dartmouth is the cornerstone, but not the extent, of leadership development. Problem-solving, persuasive communication, and the ability to work in teams are not optional. Faculty and staff at the Rockefeller Center believe these skills can and should be taught, and as President Hanlon has been known to say, deserve to be thought of more as “power skills” than soft skills.

Each of the leadership programs offered at the Rockefeller Center incorporates self-discovery, exposure to relevant theoretical concepts, opportunities to put theory into practice, and time for reflection. Students can expect to walk out of an experience at Rocky having worked in teams to

gain the ability to understand their strengths and weaknesses and the kind of impact they can make at an organizational level. Nikki Sachdeva '15 shares, “Rocky enabled me to practice essential workplace and life skills, such as developing a personal narrative, networking, giving and receiving feedback, and project management. Rocky programs allowed me to reflect on my experiences, ensuring my lessons are neither lost nor forgotten.”

The leadership learning mission influences the broad curriculum of public policy courses, internships, and foreign study opportunities offered by the Center. “We do not see how it is possible to improve public policy without developing leadership capacity,” says Center director Andrew Samwick.

The Rockefeller Center pays careful attention to the learning environment, intentionally creating a community that welcomes students from all majors and at all levels and where the practice of peer mentoring is encouraged. At its most basic level, the Rockefeller Center is a home with mentors and peers.

“Rocky’s mentoring program connected me with a group of people on campus who also wanted to pursue public policy, but who had a diverse set of other interests as well. The mentors and mentees were great resources in terms of helping me see the

“Students need to be self-aware, to understand how to work in teams, to learn how organizations work, and to see how all these elements can come together to enable them to address a cause that’s larger than themselves.”

54

**unique internships
funded in public policy,
public affairs, and social
entrepreneurship in
2018-2019**

390

**students participated
in co-curricular
leadership programs
offered through the
Center in 2018-2019**

1000+

**students have
completed the
Management and
Leadership Development
Program since its
inception**

many ways that I could become involved in public policy at Dartmouth and beyond Dartmouth,” says Erica Ng ’19.

In many of the Center’s programs, alumni involvement is front and center. More than 50 alumni have served as mentors in the First-Year Fellows program, multiple alumni classes provide funding for named internships, other alumni serve as facilitators in program sessions related to their areas of expertise, and many more alumni mentor juniors and seniors each year through the Rockefeller Alumni Mentoring Programs.

“The Rockefeller Center fuses public policy, leadership development and experiential learning in uniquely powerful ways. It is inspiring to witness first-hand, as I have, the profoundly positive impact that the Center exerts upon the lives and careers of its students,” says Tim Harrison ’78, chair of the Center’s Board of Visitors.

Some of the Center’s programs, like the First-Year Fellows and the Rockefeller Leadership Fellows programs, have existed for more than a decade. More recent additions, such as the Dartmouth Leadership Attitudes and Behaviors program, the Management and Leadership Development Program, and the Rockefeller Global Leadership Program were able to expand from earlier iterations thanks

to generous gifts from the Corrigan family in 2009 and the Class of 1964 in 2014. As a result, in recent years, over 25 percent of each graduating class has participated in at least one term-long Center-sponsored program while an undergraduate at Dartmouth.

Sadhana Hall, deputy director of the Rockefeller Center, has played a key role in conceptualizing and developing the leadership programs, saying, “As emerging leaders, we want our students to develop integrity, honesty, transparency, and technical competence. Students need to be self-aware, to understand how to work in teams, to learn how organizations work, and to see how all these elements can come together to enable them to address a cause that’s larger than themselves.”

And this method has been proven extremely effective, as many students credit these lessons from the Center’s leadership programs in their later success. Hannah Pruitt ’19 says, “Seeing the complexity of collaboration that happens in Washington made me appreciate the training I have had through the Rockefeller Center about how to effectively work with and lead people who may work, learn, and think differently than myself.”

Rockefeller Programs

Dartmouth Leadership Attitudes & Behaviors Program

First-Year Fellows & Civic Skills Training

Management Leadership & Development Program

Rockefeller Global Leadership Program

Rockefeller Mentoring Programs

Rockefeller Leadership Fellows



Faculty Opportunities

Public policy issues are complex and multilayered, spanning multiple disciplines in the academic world. For this reason, the Rockefeller Center has an active program of support for faculty interested in a multidisciplinary approach to research and scholarly collaboration.

Faculty can utilize research grants offered through the Center to fund the beginnings of promising projects. In many cases, the Rockefeller Center's funding program is able to fund initial research in its exploratory phase that more traditional sources of funding would not approve.

"The Rockefeller Center's Faculty Research Grant served as seed money that led to our successful proposal," says Professor Christopher Sneddon of Geography and Environmental Studies. Working alongside Department of Geography colleagues, Coleen Fox and Frank Magilligan, these three scholars aimed to identify key gaps in scholarship surrounding dam removal. "The grant from Rocky was important for allowing us to achieve our research goals."

Faculty can also benefit from classroom enhancement grants, which can cover costs associated with inviting guest speakers to the classroom or short excursions out of the classroom. In addition, the Center sponsors on-campus faculty workshops; public lectures featuring distinguished scholars,

political figures, journalists, and other civically engaged leaders and activists; and large conferences involving dozens of scholars from on and off campus. Three examples from the past year show the range of the Rockefeller Center's support for social science research within and across departments.

First, building on a long history of collaboration with departments at Dartmouth, the History Department launched the Dartmouth History Institute (DHI) in 2017 with crucial help from the Rockefeller Center. The annual multi-day event brought together the best emerging Ph.D.'s in a specific subfield, along with leading senior scholars, to read and discuss their dissertations.

Anne Lester, Associate Professor of Medieval History at John Hopkins University, attended the Institute on New Directions in Medieval Religious History in 2018. She says, "The Dartmouth History Institute was an immensely rewarding experience for me and, I think, for all participants involved, senior and junior scholars alike. By bringing together a highly competitive group of recent or near Ph.D.'s who shared their research in the form of a dissertation or book chapter, DHI functions as a true laboratory for ideas."

The Dartmouth History Institute allows Dartmouth faculty to gain exposure to the best new research, to identify emerging trends and method-

2018 - 2019 Faculty Council Members

ologies occurring in graduate schools before publication, to raise the profile of the Dartmouth History department as an institution which fosters not only excellent teaching but historical research of the highest caliber, and to play a leading role in the larger intellectual work of their subfields. The Institute was an extraordinary success, both from the viewpoints of the faculty directors and from that of the invited participants. Dartmouth Professor of History Cecilia Gaposchkin shared, “It is safe to say that we would not have been able to organize these events without the funding provided by Rocky.” A third Institute, with support from the Rockefeller Center, is in the planning phases.

Second, in 2018, Marc Dixon, Associate Professor of Sociology at Dartmouth, approached Andrew Samwick, seeking feedback on his latest book project, *Heartland Blues: Labor Rights in the Industrial Midwest*. The Rockefeller Center coordinated and funded a manuscript review, bringing together six readers for a three-hour seminar in March 2019.

Dixon found the experience to be incredibly beneficial, saying, “As academics, we rarely get the chance to workshop our projects with a panel of experts in the same room. This kind of feedback is invaluable. I left the seminar with an entire notebook full of questions and comments, but also a clear path for improving the manuscript. It was a

great experience and an incredible resource provided by the Rockefeller Center.”

The partnership with the Political Economy Project (PEP) is the third example of how the Center seeks to connect with those seeking an interdisciplinary approach to research and scholarly collaboration. PEP seeks to tackle broad questions at the intersection of economics, politics, and ethics across the disciplines of philosophy, history, sociology, government and economics.

“The idea is to open an academic framework that equips students to address these questions in a disciplined and rigorous way,” says Russell Muirhead, the Robert Clements Professor of Democracy and Politics in the Department of Government. This past year the Center has co-sponsored several PEP events, including “Has Liberalism Failed? An Exchange” and “Is Capitalism Rigged?” PEP recently entered its fifth year at the College, and in its next five years, hopes to utilize the Center’s funding opportunities to collaborate with the Center on bringing guest speakers to campus to engage in robust debate.

Ex-officio Members

- **Jay Hull**
- **Andrew Samwick**
- **Ron Shaiko**

Members with Term Appointments

- **Dean Lacy**, Government
- **Frank Magilligan**, Geography
- **Lucas Swaine**, Government
- **Annelise Orleck**, History, Jewish Studies, Women’s, Gender, & Sexuality Studies
- **Thalia Wheatley**, Psychological and Brain Sciences
- **Douglas Irwin**, Economics
- **John Campbell**, Sociology
- **Janice McCabe**, Sociology
- **Elizabeth Cascio**, Economics



Bringing the World to Dartmouth

Each year, the Rockefeller Center hosts a robust agenda of public programs to complement students' learning. These programs offer a close look at public policy and policymaking through the lens of public officials, distinguished scholars, political figures, journalists and other civically engaged leaders and activists.

Invited guests serve as an important part of the educational experience for students by often taking the time to visit classes while on campus. During these interactions, they expose students to career experiences, sharing insights and perspectives from their fields.

"The public programs build on the material I learn in my classes, and provide enriching examples of the real-life implications of theoretical studies. I have been surprised by the level of access I have had to famous writers, prominent activists and policymakers, who sit down with us over lunch or dinner and share their experiences and expert knowledge," says Olivia Bewley '19.

This past fall, Kelly Ayotte visited the class Government 85.38: Gender and War, taught by Professor Lisa Baldez. Ayotte, who served as a U.S. Senator from New Hampshire from 2011–2016, was the Rockefeller Center's 2018 Perkins Bass Distinguished Visitor, an honor given to a New Hampshire citizen who has made or is making an

outstanding contribution in the field of government.

"Senator Ayotte, a former member of the Armed Services Committee, spoke candidly about her views and provided nuanced perspectives on the issues we would later address in class, such as why she supported Senator McCaskill's bill on sexual assault in the military over Senator Gillibrand's bill," recounts Baldez. "We referred back to her comments at many points throughout the term." During her visit, she engaged with students outside of the classroom as well, participating in a dinner discussion with the students.

Dartmouth's location in New Hampshire affords the College special access to the first-in-the-nation Presidential primary election. The Rockefeller Center has hosted Democratic and Republican hopefuls on campus as well as organized nationally televised debates, town meetings, and topical forums. Already, prospective candidates for the 2020 election have come to campus and interacted with students.

All of these public events, as well as events in collaboration with other centers and departments, continuously carry out the Rockefeller Center's mission, informing, educating, and enriching the discourse among faculty, staff and students from across campus, as well as with members of the broader community.

Alumni Conference

At the heart of the Center's strategy is a commitment to a connection between alumni, students, staff, and faculty. The Rockefeller Alumni Conference fulfilled that pledge. Over 150 alumni and students came together in May 2019 for "Finding Your Purpose: Leadership, Public Policy, What Matters and Why." This conference brought the Rocky family together not only to celebrate each other and the mission of the Center, but also the 35th anniversary of the Rockefeller Center and the conclusion of Andrew Samwick's 15 years as the director.

The weekend was filled with a full slate of speakers and events. The keynote speaker, Neal Katyal '91, captivated the audience with candid reflections from his career and dove deep into the theme of the weekend—what matters and why and was awarded the Distinguished Public Service Award. From negotiation to leadership in action to thriving in the digital age, participants had the opportunity to experience professional skills workshops led by alumni leaders. The room was buzzing during the policy panel with Bobby Charles '82 and Leah Daughtry '84, moderated by Professor Dean Lacy, who spoke about the future of politics in the United States from their respective sides of the aisle. A highlight for many, ROCKYx brought together seven diverse alumni speakers, including

"From negotiation to leadership in action to thriving in the digital age, participants had the opportunity to experience professional skills workshops led by alumni leaders."

a shamanic storyteller, a data-driven journalist at CNN, and a former chief of police. Their stories wove together a narrative about the importance of community.

Alumni and students were able to reflect on their time at Rocky and connect with each other. Shoshana Silverstein '15 was excited to be back at Rocky, the place where she developed many competencies she uses today. "Everything from little basics, such as the etiquette dinner, to the bigger ideas of how to work with a team and how to leverage different leadership styles to make sure a team works effectively all came into play post-Dartmouth." Current student Tara Burchmore '19 adds, "It's exciting for me to see alumni who have leveraged experiences at Rocky to launch into successful careers in public service."

This was a conference with a heart, with a group of alumni and students who care deeply about leadership, public policy, what matters and why.



STAFF RECOGNITION

Andrew Samwick Honored for Fifteen Years of Leadership as Director of the Rockefeller Center

Andrew Samwick '64a was honored at the Rockefeller Center Board of Visitors dinner on May 9, 2019 for his 15 years of leadership as director of the Center. Samwick's term as director ended on June 30, 2019.

The Class of 1964 presented Samwick with the Class of 1964 Outstanding Leadership Award for his work as director since 2004. The Class

had adopted Samwick as a member of their class on the occasion of their 50th reunion. They established the Outstanding Leadership Award to honor those who share the class's belief in the importance of developing young leaders to take on today's challenges. Samwick is the fifth recipient of the Award.

Samwick is the longest serving of

the Rockefeller Center's five directors. In that capacity, he nourished innovative and popular leadership programs that Samwick believes "are an essential element of Dartmouth's mission to prepare its students for a lifetime of learning and of responsible leadership." Samwick has been an unflagging advocate for leadership education at Dartmouth.

Curt Welling '71 Tu '77, former chair of the Board of Visitors (2011-2017) praised Andrew's legacy of leadership at the Center, and his many contributions—as teacher, executive, mentor, and innovator. "In all these roles, Andrew has been a superb partner, colleague and co-conspirator," Welling said. "The Rockefeller Center today is stronger than ever, more effective than ever, more impactful on student lives than ever." Welling continued, "You have built a terrific team at Rocky, kept that team intact for a long time, and changed the lives of hundreds of students. You have set the standard by which the College should develop broader leadership

initiatives engaging all students."

Tim Harrison '78, current chair of the Board of Visitors, added his recognition of Samwick. "It has been one of the signal honors of my life to work with Andrew Samwick and the Board of Visitors of the Rockefeller Center, to witness first-hand not just Andrew's passion for teaching and mentoring his students, but also the creativity, leadership, and skill with which he and his dedicated team have expanded and enhanced the Center's public policy and leadership training programs. Nelson Rockefeller must be smiling at Andrew's accomplishments."

"The Rockefeller Center today is stronger than ever, more effective than ever, more impactful on students' lives than ever."





Deputy Director Sadhana Hall Receives Prestigious Award

Sadhana Hall, the Center's deputy director, is one out of 45 individuals worldwide to receive the Endeavour Executive Leadership Award, presented by the Australian Government to leading professionals to undertake research and professional development in Australian institutions.

With support from the Endeavour Award, often described as "the Australian equivalent of the Fulbright," Hall will work at Tranby National Indigenous Adult Education and Training, the country's oldest independent Indigenous education provider serving the Aboriginal and Torres Strait Islander peoples.

Belinda Russon, CEO of Tranby, says she looks forward to welcoming Hall to Sydney. "This impactful research project will build Indigenous specific leadership program content and pave the way for meaningful and ongoing international research collaboration between our organizations," Russon says.

Rockefeller Center Director Andrew Samwick says, "Sadhana will bring back the lessons learned from adapting her approach to this community, so that the Rockefeller Center can better prepare students for a lifetime of leadership, including advocating for and with marginalized groups for their greater opportunities here and abroad."

As the deputy director of the Rockefeller Center, Hall has designed leadership programs for the college's undergraduate students. Based on this experience, she has authored a book, *Teaching Leadership: Bridging Theory and Practice*, in which she and her co-author Gama Perruci, dean of the McDonough Leadership Center at Marietta College, share their personal experiences of bridging theory and practice in curricular and co-curricular settings to set the pace and tone for leadership development and lifelong learning.

Program Officer Joanne Needham Recognized at Lone Pine Awards Ceremony

Joanne Needham, the Center's program officer for public programs and special events, has received the prestigious Dartmouth College Lone Pine Award for Excellence in Passion and Commitment. This inaugural awards program intends to recognize Dartmouth College employees who have gone above and beyond in showing Dartmouth's commitment to excellence in different areas of service. The Rockefeller Center staff was pleased to celebrate Needham's passion toward her work, at the Rockefeller Center and Dartmouth, at the Lone Pine Awards ceremony on Wednesday, April 3, 2019.

Needham is honored and grateful to have been nominated and selected for the Passion and Commitment Award. "I learned about passion and commitment from both of my parents, and I gained a strong work ethic from my dad. I have found it easy to be passionate about and committed to my work at Dartmouth because of my amazing colleagues at the Rockefeller Center and across campus," says Needham. She enjoys having the opportunity to meet distinguished speakers through her role working with Rocky's Public Programs. Needham shares that

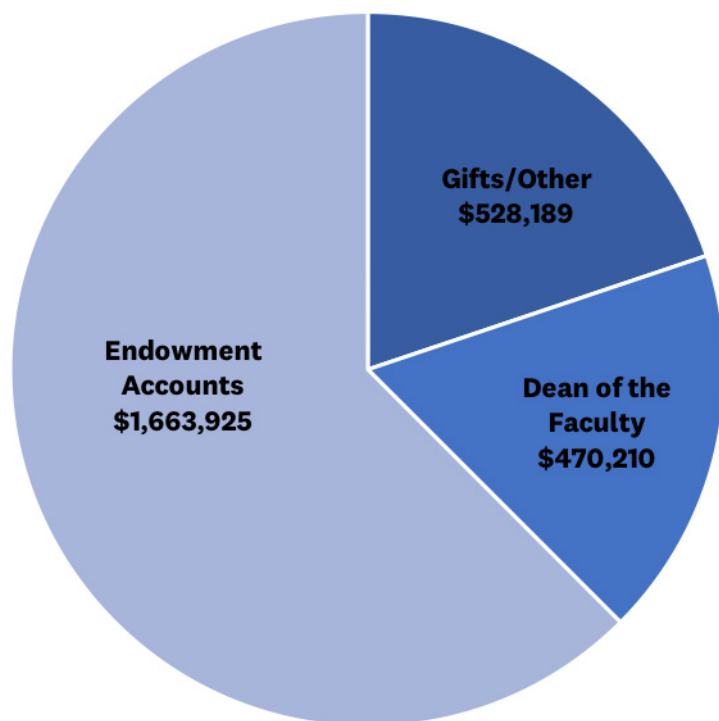


her favorite part of her job is the constant learning and growth she experiences.

Needham makes visitors to the Rockefeller Center feel welcomed and engaged. She strives to give the entire Dartmouth community a great experience every time they come through the doors at the Rockefeller Center. Since joining the Rocky staff team in 2011, Needham has left an impact on many students, staff, and faculty because of her strong passion for the mission of the Rockefeller Center. Dartmouth College and the Rockefeller Center would like to congratulate and recognize Needham for her outstanding contributions to the campus community.

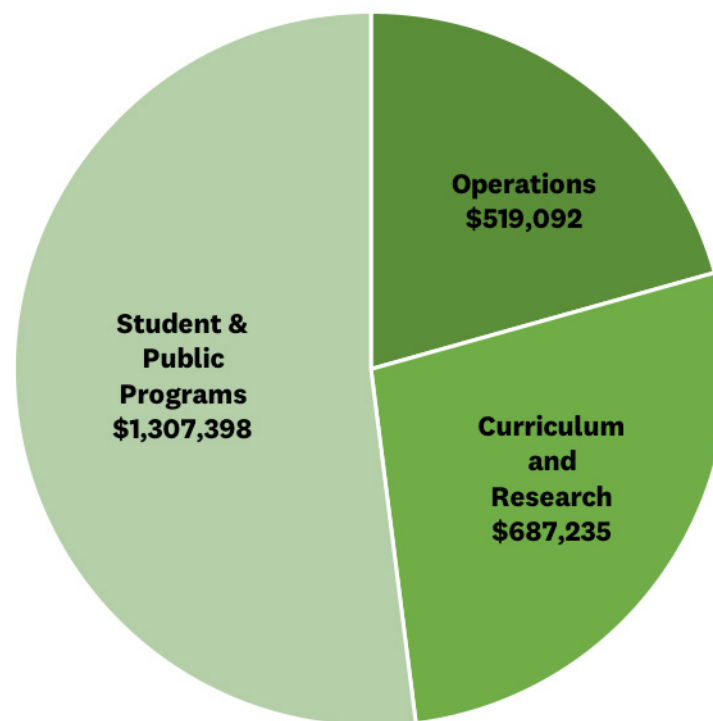
FINANCIALS

Revenues



Total Revenue:
\$2,662,324

Expenses



Total Expenses:
\$2,513,725



The Nelson A. Rockefeller Center delivers innovative programs that engage students in scholarship and leadership. It is only through the generosity of past, present, and future donors that the Center can pursue this mission and achieve it with such positive impact. Thank you for your support!



Rockefeller

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&

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Andrew A. Samwick

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Sadhana Hall

Deputy Director

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Research Associate and Lecturer of Economics, Manager of the Policy Research Shop

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