

COMMENCEMENT REMARKS: RAND GRADUATE INSTITUTE'S
THIRD COMMENCEMENT EXERCISES
SEPTEMBER 4, 1980

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PREFACE

The remarks presented in this Paper were delivered by Donald Rice, President of The Rand Corporation, and Charles Wolf, Jr., Director of the Rand Graduate Institute at the Rand Graduate Institute's Third Commencement Exercises on September 4, 1980.

These remarks were followed by the commencement address delivered by McGeorge Bundy, "The Polity of Discussion: Bagehot's Physics and Politics Revisited in the Nuclear Age," P-6544, September 1980.

RAND GRADUATE INSTITUTE

COMMENCEMENT REMARKS

by Charles Wolf, Jr.

Members of the graduating class, faculty, students, and former students of The Rand Graduate Institute, Professor Bundy, Rand colleagues, ladies and gentlemen: Good Morning!

It is a pleasure for me to welcome you to this very special occasion. The occasion is special not only because it is the third commencement exercises of The Rand Graduate Institute, but also because it marks the Institute's tenth anniversary.

It is an additional pleasure to welcome our commencement speaker, Professor McGeorge Bundy, whom you will hear from later. As a scholar, Professor Bundy has taught and written widely in the field of foreign policy and national security policy. As a practitioner, he has contributed significantly, and with distinction, to the formulation of public policy under two presidents. And as President of the Ford Foundation until last year, he and his colleagues there, among their other accomplishments, provided noteworthy encouragement and support to The Rand Graduate Institute, as well as the other major public policy programs in the United States.

It is perhaps especially appropriate, on this tenth anniversary, to take stock of where the Institute stands, where it has come from, and where it is heading.

RGI now has 51 graduate students, excluding today's graduating class. This compares with a student body of 42 in 1978 at the time of the previous commencement exercises, and 30 at the Institute's first commencement exercises in 1974.

Currently there are 32 members of The Rand Graduate Institute faculty, so RGI probably has the highest faculty-to-student ratio of any graduate school in the country.

Let me mention briefly a few significant developments that have occurred in the past several years, especially since the Institute held its second commencement exercises in 1978.

As you know, RGI received formal reaffirmation of its accreditation in June 1980, from the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges.

In the past year, we have also established a Faculty Committee on Curriculum and Appointments, a majority of whose members are elected by the faculty. The Committee exercises decisionmaking responsibility for curricular review and modification, a process which in the past six months, has gotten off to a very encouraging start.

In the past two years, RGI has participated actively as a founding member of the new Association for Public Policy Analysis and Management (APPAM), and RGI faculty members and graduate fellows are well represented on the programs of the Association's annual meetings, the first one held in Chicago in October 1979, and the second one to be held in Boston next month.

RGI's Academic Advisory Board, under the chairmanship of Kenneth Arrow, formerly at Harvard and now at Stanford, continues its record of active involvement in the Institute's affairs through the Board's semi-annual meetings. Attendance at these meetings has been excellent, and the three new members who have been added to the Board in the past couple of years, Professors Judith Blake of UCLA, Marian Koshland of Berkeley, and Leon Lipson of Yale's Law School, have contributed notably to the Board's valuable role in RGI's development.

One type of "bottom line" for evaluating RGI's record, is, of course, the job offers and inquiries that our graduates receive, the jobs they actually take, and, of course, the records they make in those jobs.

Expressions of interest in employing RGI graduates have been received in the past couple of years in increasing and encouraging numbers, especially from government agencies, but also from private research and private consulting firms with major interests in the public sector, as well as from academic institutions.

The total number of RGI graduates, including the seven who will be receiving their degrees today, is 16. (Parenthetically, I might mention that, while this number is small, our annual rate of producing Ph.D.'s in policy analysis, now running at about 4, is about 20% of the national total; this is because most of the other graduate programs in public policy concentrate on the Master's degree rather than the Doctoral degree.)

The agencies that have employed these sixteen graduates include the following: the Congressional Budget Office, the Office of Management and Budget, the Intelligence Community staff, private consulting firms such as Coopers & Lybrand, Science Applications Incorporated and the Solar Energy Research Institute, the Naval

Postgraduate School in Monterey, the Center for Strategic and International Studies in Indonesia, and the Rand Corporation.

So much for progress and accomplishments. What about opportunities for the future? And what about problems and difficulties?

One of our plans is to add to the already impressive RGI faculty by trying to attract several visiting scholars and practitioners to spend varying periods of time on the RGI faculty in the coming years.

Another opportunity we have begun to explore is in the field of continuing education. To what extent can we shape and modify parts of the RGI curriculum to help in the advanced training, or retraining, of mid-career or senior professionals in other related walks of life? And at what incremental cost? One possibility we have been considering recently is the development of a set of two or three intensive seminars in a few key policy areas for a small number of chief executive officers of major corporations, whose own corporate activities increasingly affect, and are affected by, the evolution of public policy.

Another activity we are seriously considering is to undertake a summer Institute next year, under sponsorship of The Sloan Foundation, to upgrade the skills of minority undergraduates in the fields of applied mathematics, economics, and communications. The aim of this institute, like those Sloan has previously sponsored for pre-medical and pre-engineering students, is to place the participants in a stronger position to apply for and gain admission to the top ranking public policy programs around the country.

I said I would make some comments about problems and difficulties, so let me turn briefly to these.

First, I will mention a few internal problems that we have in RGI.

We have been trying over the last several years, and more concertedly within the last few months in the Faculty Committee on Curriculum and Appointments, to renovate the social science component of the RGI curriculum. This renovation will include the addition of a sequence of courses on "Social Science Perspectives on Policy Analysis," and "Social Science Methods," as well as a new experimental course on "The Uses of History" in policy analysis.

I think we are making some progress in this domain, but it is slow.

The same comment is warranted, I think, with respect to the technology component of the curriculum, something which a number of us feel can be further improved beyond what we presently have in the program.

And, finally, I should mention the recurring problem that we have of matching students to on-going Rand projects, as part of their "on-the-job training." This is a truly unique and invaluable part of the RGI program, as I think the students who are receiving their degrees today can testify. It is still an area in which we have numerous and time-consuming problems: for example, choosing the most appropriate type of Rand research for students to work on, providing funding and supervision for this research, and assuring proper understanding and acceptance of the mutual responsibilities of students and Rand project leaders.

These are some illustrations of RGI's internal problems. They are problems which I am confident we will resolve, because the processes and procedures which we have in place for addressing them are sensible and participative ones. Usually, if not always, sensible processes contribute to problem resolution!

Let me turn in conclusion to one puzzling external problem which RGI faces, as do all the other public policy graduate schools as well. This is perhaps the kind of problem that is especially appropriate to raise for our seven doctoral degree recipients at these commencement exercises, a time when they are commencing new activities and contemplating new problems and new directions.

The problem may be put in the form of a puzzle.

I think it is fair to say that the technical training we are providing in RGI, and also in other graduate programs around the country, has become persistently richer, more powerful, and more proficient over the past decade. Especially in RGI, where this formal academic training is coupled with sustained on-the-job-training, the result is a formidable combination of theory and practice, tools, techniques, and experience, including experience in dealing not only with complex models and large data sets, but also with people (clients, critics, and colleagues), as well as with organizations. Our graduates today embody this formidable array of capabilities.

Conjoined with this improved training, I think we at Rand, and elsewhere in the policy analysis profession, are performing "better" research and analysis, "better" in the sense that our methods are more sophisticated, our data sets larger and more accurate, our computers more powerful, and the options, objectives, and outcomes that we look at are much broader than they used to be.

The puzzle is simply this: while our capabilities, our analysis, and our training have improved impressively, the reality of public policy, as it actually shapes up, is in disarray or, if not in disarray, then at least is in a profoundly sad and sorry condition. I think one comes to this evaluation regardless of which domain of public policy one considers: economic policy, energy policy, national security policy, alliance policy, welfare policy, health policy, urban policy, and so on.

In other words, if we're so smart and proficient in public policy analysis and training, why isn't public policy improving? What is the explanation for our shortfall? What is the source of our public policy confusion?

I am reminded of a story about a professor who had labored through a long and involved proof in a statistics course (or micro-economics or econometrics course). One of the students then raised his hand and said, "I'm sorry, I don't think I understand. I am confused. Would you mind going through that again?"

So the professor repeats the laborious explanation, then turns to the student and says, "Now, do you understand?"

"No," says the student, "but my confusion is at a higher level!"

Perhaps what our more powerful analysis and training have accomplished is to raise the level of our confusion and to make our perplexity more sophisticated ...

This is a problem and a puzzle which I hope our graduates today will not only contemplate seriously, but will contribute to resolving and remedying in their future careers!

Now, it is a pleasure for me to call upon Rand's President, Dr. Donald Rice, to make a few remarks and to introduce our commencement speaker. Don has been President of Rand for eight of the ten years of RGI's existence. Throughout this time, he has been an active, informed and constructive source of ideas, encouragement and support for The Rand Graduate Institute.

REMARKS AT THE
RAND GRADUATE INSTITUTE COMMENCEMENT EXERCISES

SEPTEMBER 4, 1980

by Donald B. Rice

Graduating Fellows, McGeorge Bundy, Rand colleagues, and honored guests, welcome to this proud and happy occasion - the third graduating ceremony of The Rand Graduate Institute.

I congratulate those fellows--Hanon Alon, Bruce Bennett, Rick Fallon, Ed Franks, Hadi Soesastro, Peggy Thomas, and Ragnhild Sohlberg--who are the reasons for this celebration, and whose academic and research performance we are honoring here today.

Reciting their names reminds me that it has become a criterion for participation in these ceremonies that one be at least able to pronounce the names of the graduates. The multiplicity of nationalities may test the syntax--a test I have probably failed --but it also testifies to the international participation and recognition that the RGI program has achieved.

You who are families and friends of the graduating fellows will now have a chance to see more of them and to see them in a less hurried frame of mind. You are due a special vote of appreciation for your long period of tolerance and support, and I join you in congratulating the new Ph.Ds.

These graduates receiving their degrees and our congratulations today join a long line of Rand's "people" products. Throughout its history, Rand has contributed to government and other institutions concerned with public policy, persons well versed in its analysis. For the first 22 years, Rand's output of public policy specialists was entirely a by-product of its research processes. During the past 10 years, the RGI program has extended and formalized Rand's educational role. We are especially pleased that today's graduating class represents such a noteworthy fulfillment of these aims.

In its first 10 years, the RGI, under Charlie Wolf's able leadership, and with the advice and assistance of many thoughtful and generous people, in and out of Rand, has come to occupy a position of prominence among the country's public policy programs. The RGI derives a great deal of benefit from Rand's research programs but contributes so much to those programs and to the institution as a whole that, today, it is difficult to conceive of Rand without a Graduate Institute.

At the same time, we are not going to rest on this record. As Charlie described to you, we are continually seeking ways to make the substance and the processes of RGI better. And, as he also mentioned, we are exploring supplementary missions that can further increase RGI's and Rand's contributions to society. So I expect you'll be hearing even more from RGI in the future.

Each of you who is getting a degree today has been for some time wrestling with the problems of today and tomorrow and with the policies that may in the future help remedy those problems. Your subjects have included Terrorism; ICBM Survivability; Tools for Resource Allocation; Economic Interdependence and International Cooperation; Indonesian Development; Educational Alternatives; and Manpower Policy.

From what I have seen of your dissertations, I expect your work on these problems will have an effect on the outside world that will continue long after you have turned to other issues.

So you have also contributed to Rand's record of research products that speak to important problems facing government and society, at the same time that you have become part of our "people product." Both have happened because of your participation in RGI's unique work-study program, which could have been based on Aristotle's idea that "The end is not mere speculative knowledge of what is to be done, but rather the doing of it."

Rand and The Graduate Institute are dedicated to Aristotle's view that the goal is not only speculative knowledge of what is to be done, but also the doing of it. Knowing and doing are equally important, and one without the other can be fruitless or dangerous.

We are honored to have with us today, to give the commencement address, a man who embodies magnificently these twin ideas of knowing and doing. Dean of the Harvard Faculty of Arts and Sciences at the age of 34, National Security Adviser to Presidents John Kennedy and Lyndon Johnson, President and Leader of The Ford Foundation for 13 years, and now Professor of History at New York University, Mac Bundy is both a knower and a doer.

Ladies and Gentlemen, your commencement speaker, McGeorge Bundy.

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D. B. Rice, C. Wolf, Jr.