

RUTH A. WOODEN Succeeds Deborah Wadsworth as President of Public Agenda




DEBORAH WADSWORTH AND RUTH A. WOODEN

ON AUGUST 4, 2003, Ruth A. Wooden became the new President of Public Agenda. The former Executive Vice President and Senior Counselor at the international public relations firm of Porter Novelli and former Advertising Council President succeeded retiring Public Agenda President Deborah Wadsworth.

Public Agenda Board Chairman Daniel Yankelovich said, "Under Deborah Wadsworth's extraordinary leadership, Public Agenda has grown into a unique national resource providing quality research into how Americans think and

what concerns them about issues ranging from education to immigration to civility and religion in American life."

According to Public Agenda's Executive Committee Chairman Sidney Harman, Executive Chairman of Harman International Industries, "Ruth is the ideal candidate to lead Public Agenda and to build on Deborah's 17-year legacy of excellence."

Deborah Wadsworth continues to serve as a Senior Advisor to Public Agenda and as a member of the Board of Directors. 

A Conversation with Ruth A. Wooden and Deborah Wadsworth

In late August, the month when the tenure of Public Agenda's new president Ruth Wooden and retiring president Deborah Wadsworth overlapped, newsletter editor Michael Hamill Remaley sat down with the two to talk about the transition. These are highlights from the interview. The complete conversation is available on Public Agenda's Web site: www.publicagenda.org.

MHR: Deborah, what was the Public Agenda Board looking for in a new president that they found in Ruth?

DW: I think that's a very interesting question because a part of the strength of this process was the conversation among the Board members about not just who should be the next president of Public Agenda, but really what is Public Agenda? Where is Public Agenda going? We were in total accord on the point that we needed someone who first and foremost would understand the mission of Public Agenda, who would be respectful of the public, and someone who could advance a vision for injecting the public voice into deliberations on the toughest issues this nation faces.

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Then & Now

CYRUS R. VANCE

1975: Cyrus R. Vance, later appointed U.S. Secretary of State, and Daniel



Yankelovich, the social scientist and author, establish Public Agenda to bridge the gap between leaders and citizens.

DANIEL YANKELOVICH



1976: Public Agenda produces **three public opinion studies** for presidential candidates Ford and Carter for their televised election debates: *Inflation and Unemployment*, *Moral Leadership in Government* and *U.S. Foreign Policy*.

1980-84: Public Agenda, the Aspen Institute and experts from Europe and Japan collaborate on "**Jobs in the 1980s and 1990s**," an examination of the economy in six industrialized countries. Culminates in publication of *Putting the Work Ethic to Work*.

1982: First year of **National Issues Forums guides**, a series that laid the foundation for town meetings on public issues across the country. Presidents Ford and Carter speak at plenary symposium.



1985: 100,000 people return ballots as part of Public Agenda's **School Vote campaign on education reform** in Philadelphia. U.S. Secretary of Education William Bennett calls it an "extraordinarily successful way of crossing the barrier between citizens and the government."

1986: **Deborah Wadsworth** joins Public Agenda as Executive Director, named President of Public Agenda in 1999.

1988: Public Summit '88 examines citizens' opinions on **U.S.-Soviet relations**. Max Kampelman, chief U.S. arms negotiator, hears Public Agenda's briefing on the results on eve of President Reagan's visit to Moscow.

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Are Teachers Scapegoats for Education System's Woes?

The June 2003 release of Public Agenda's most in-depth examination of the opinions of America's teachers marked the beginning of a robust public discussion about teachers and their role in education reform. *Stand by Me: What Teachers Really Think about Unions, Merit Pay and Other Professional Matters* drew attention to teachers' feelings that they have become "scapegoats for all the problems facing education," an opinion held by 76% of teachers.



Public Agenda found teachers feeling vulnerable to unfounded charges from students and parents, as well as capricious treatment by administrators and education

politics. While open to change, they are loyal to their unions and the protection they represent. The Associated Press noted that, "such reliance comes even as teachers acknowledge flaws in the system: only 14% said it was easy for their district to remove bad teachers, and 78% said their schools had at least a few." The AP article ran in over one hundred media outlets including Yahoo!News, *Chicago Sun-Times*, *The Houston Chronicle* and *The Philadelphia Inquirer*.

USA Today focused on the fact that teachers view standardized tests as "seriously flawed" but a "necessary evil." United Press International reported that *Stand by Me*, "supports the unions' contentions that teachers believe they fulfill a critical role. But there are pockets of problems."

Scripps Howard News Service columnist

Linda Seebach said, "Public Agenda consistently offers insightful studies of education and its latest report is a winner." The report is encouraging, she noted, because teachers are "open to changing [the system], providing they can see their way clear to a better way of doing things."

"Whatever one's point of view, there is one belief that appears to be universal – the importance of teachers in making schools work."

DEBORAH WADSWORTH
Former President,
Public Agenda

Commenting on the report, the American Federation of Teachers said in an official statement, "It's great to see that American teachers support reforms [such as] accountability, performance pay, high standards for teachers and students, and incentives to get

the best teachers in hard-to-staff and low-performing schools."

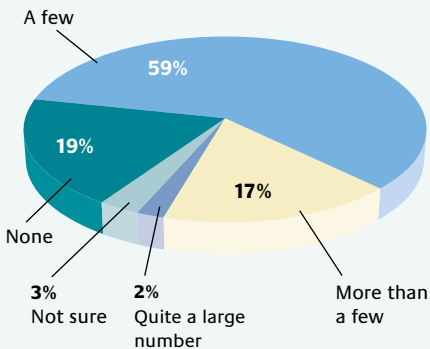
Gannett's Chief Political Correspondent Chuck Raasch focused on the finding that more than 4 in 10 teachers say they spend more time keeping the peace in class than actually teaching. He said, "that's a stunning acknowledgement."

Education Week's coverage of *Stand by Me* stated that teachers have positive feelings toward unions. Its story ran with a headline proclaiming, "Survey Finds Teachers Supportive of Unions," and focused on teachers' valuation of the unions' power in collective bargaining. One of the report's supporters was quoted in the piece providing an alternate view, "Teachers view their unions much the way that a person cast in the middle of the ocean would their life raft: It's not that I love my life raft, but that I am in peril... and I need it." *Stand by Me's* funders were The Broad Foundation, Thomas B. Fordham Foundation, The William and Flora Hewlett Foundation and the Sidney J. Weinberg, Jr. Foundation.

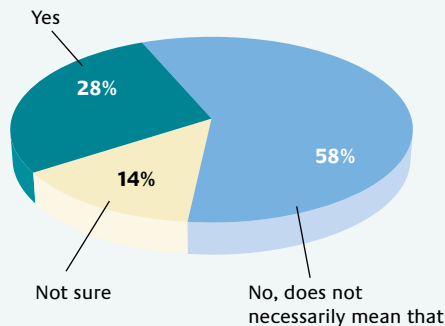
A Few Bad Eggs

% of teachers who say:

About how many teachers in your building fail to do a good job and are simply going through the motions?



In your district, does tenure mean that a teacher has worked hard and proved themselves to be very good at what they do?



Just the
FACTS

66%

of Americans said the U.S. Constitution is "good, but we should only help other countries imitate it if they ask us to." Only 19% said it is "so good that we should do as much as we can to bring it to other countries." Source: *Knowing It by Heart* Public Agenda 2002

With Help from Public Agenda, New Jerseyans Take Action on Taxes

New Jersey relies more heavily on property taxes than all but one other state and property-valued tax assessments keep rising at alarming rates.

Over the weekend of September 13 and 14, Public Agenda and the Coalition for Public Good, a group of New Jersey legislators, business leaders, and civic activists, brought over 100 New Jerseyans to the state capital to discuss ways to lessen the state's reliance on property taxes to fund education and other government services.

In opening remarks, Public Agenda

“Grass-roots reformers taking up a job undone. Legislators won’t do anything about it. And they won’t do anything to let New Jerseyans do anything about it. Fine. The ‘Citizens’ Assembly’ will pick up the ball and run with it.”

EDITORIAL, *COURIER NEWS* (BRIDGEWATER)

President Ruth A. Wooden said, “You can demonstrate that New Jersey citizens can tackle complex politically charged issues and do it in a civil and fruitful way. Your insights will provide policy makers at the state and local level with a real citizen mandate for concrete reforms.”

The delegates came to consensus that reform must occur. Assembly delegates generally acknowledged that in order to reduce property

taxes, other forms of government income would have to rise. That would mean greater reliance on impact fees, “sin taxes” and higher sales and income taxes. Many delegates also called on local governments and school districts to reduce costs by sharing services.

The Citizens Tax Assembly was conducted with support from the Fund for New Jersey, the Geraldine R. Dodge Foundation and The Schumann Fund for New Jersey. Results of this Assembly’s discussions are being compiled in a report that will be presented to the governor, state and local elected officials and the public in the coming months.

The Citizens Tax Assembly is already having an impact on public discussion of New Jersey tax reform with editorials and news features appearing in newspapers covering the state, including *The Philadelphia Inquirer*, *The Times* (Trenton), *The Daily Journal* (Vineland), *The Press of Atlantic City*, and *NJBiz Business News of New Jersey*.

Hispanic Students’ College Dreams Derailed by Application Process, Little Support

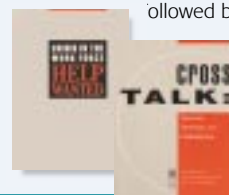
New focus group research indicates that academically-qualified Hispanic high school students are often derailed on the road to higher education by low expectations from teachers, poor understanding of the college admissions and financial aid processes, and little adult support. Those are the findings in *With Diploma in Hand: Hispanic High School Seniors Talk about their Future*, a new report prepared by Public Agenda for the National Center for Public Policy and Higher Education.

Then & Now

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1991: Publication of *Crosstalk: The Public, the Experts and Competitiveness*, a groundbreaking report on the huge differences in what business leaders and the public see as **problems in public schools**.

followed by *Help Wanted*, a citizen education campaign in six states involving tens of thousands of people.



1993: The National Issues Forums book, *The \$4 Trillion Debt*, serves as the basis of town meetings around the country organized by The Concord Coalition. Copies distributed to each of the Coalition’s 20,000 members.

1994: *First Things First* published, the first of a continuing series of **national opinion surveys on public schools**

that have made Public Agenda a major force in education reform. Study prompts American Federation of Teachers to undertake safety and basics campaign.

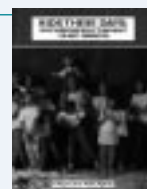


1996: Publication of *Clarifying Issues 1996*, a guide to help citizens understand election issues. *USA Today Weekend* excerpts section on the family, reaching 19.5 million households. *Clarifying Issues* went online in 2000 and is slated to again play an important role in the 2004 election season.



1996: National Education Summit uses a specially-prepared Public Agenda report on **Americans’ attitudes towards schools**. Updates provided at subsequent summits in 1998 and 1999.

1997: Congressional Quarterly selects **Kids These Days** to be included in its anthology of Historic Documents of 1997.



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37%

of parents said that when talking with their kids, “there are times when a little lying is in order” rather than “parents should be totally honest about their own misbehavior.” Source: *A Lot Easier Said than Done* Public Agenda 2002

70%

of parents said that a small high school (with fewer than 500 students) is more likely than a larger high school (with more than 1,000 students) to have “teachers who take a personal interest in students and really get to know them.” Source: *Sizing Things Up*, Public Agenda 2002

A Conversation with Ruth A. Wooden and Deborah Wadsworth

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We wanted someone who understood that Public Agenda’s role is distinctive and increasingly unique as the world becomes more embattled and more polarized. In the discussions with Ruth, the search committee and the entire Board were assured that this was a person who not only has all the right credentials, but who understands deeply what this organization is all about. Ruth not only has deep respect for this tradition and experience but will also bring to it new ideas to achieve our mission.

MHR: Ruth, you recently said that you felt your entire career had led you to be here at Public Agenda. What did you mean by that?

RW: I have an eclectic professional background, but woven throughout has been a consistent concern for what’s on the public’s mind. Whether I was working in the commercial sector in my early career or focused on social issues as I was at The Advertising Council, I was always striving to understand the public’s thinking and to initiate innovative programs to engage the public. What Public Agenda has, which I share, is a respect for the individual’s ability to learn about and contribute to debate on complex issues. I think the public’s authentic voice is increasingly at risk of being marginalized, and I’m passionate about putting it back in there.

Mark Twain said it: “Supposing is good, finding out is better.” Many experts assume they know the public’s opinion and thought processes. But until you really ask the right questions within a full, probing research process, it is really just an unfounded hypothesis. So, it is this “coming together” of my professional experiences and personal passions in one place that makes me say that I am meant to be at Public Agenda right here, right now.

MHR: Deborah, what are the accomplishments you are most proud of?

DW: I think I would put the question a bit differently. I would say it has been my great good fortune to have had the chance to work with one of the most incredible group of people I have come across in my

career. I am glad that I have been a part of making this organization into an institution that has earned the respect of experts and policy makers of whatever perspective, helped the organization achieve the visibility it deserves.

I am also proud that we have had a real impact on issues. That impact has often

Coming Soon

Rolling Up Their Sleeves: Superintendents and Principals Talk about What’s Needed to Fix Public Schools

Slated for Release: November 2003

In November 2003, Public Agenda will release the results of a sweeping new survey of principals and superintendents that paints a picture of a vastly changed landscape of new demands, increasing unfunded mandates and added pressures from the federal government’s No Child Left Behind legislation. *Rolling Up Their Sleeves* is the second in a series of studies on school leadership conducted by Public Agenda and funded by **THE WALLACE FOUNDATION**.

Litigation’s Impact on Education

Slated for Release: November 2003

COMMON GOOD, a bipartisan organization with a mission to overhaul America’s lawsuit culture, is supporting research to explore the impact of litigation on schools. The exploratory research for Common Good draws upon newly-commissioned focus groups with teachers, superintendents and principals and a review of existing polling research conducted by Public Agenda and other survey researchers.

Business Ethics: Are American Values and Business Values at Odds?

THE KETTERING FOUNDATION is supporting a new area of research exploring ethics and the personal values that influence the corporate world. For leaders of some of the nation’s most high-profile corporations, what has been the impact of recent financial accounting and compensation scandals? What does the public think about business leaders? Have attitudes toward accountability changed? The research will draw from a review of extant public opinion data, a series of focus groups with the general public and individual interviews with executives.

56% of Americans say that the way gay people are treated in America in terms of courtesy and respect is “failing” or “needs improvement.” **32%** said people’s treatment of gays is generally “good” or “excellent.” Source: *Aggravating Circumstances* Public Agenda 2002

65% of parents of special education students agreed with the statement “some children who get special education services really have behavior problems, not learning or physical disabilities.” Source: *When It’s Your Own Child* Public Agenda 2002

come in places where the conventional wisdom had just been dead wrong, where the “experts” were so locked into their thinking that they couldn’t see the public view. Very often we confound them all, we challenge prevailing assumptions.

RW: I want to just tell you a short story that speaks to the amazing impact Deborah has had. When the report *First Things First* was released, it transformed public discussion on education. The experts were all entrenched in their own positions, and this report came out and said Americans have expectations of our schools that you’re totally missing – safety and the basics. And that transformed the public discussion. Deborah and the rest of the team at Public Agenda made that happen. And this has occurred on a whole range of topics.

DW: I think that as the national policy agenda becomes more complicated, more diverse, there is certainly an even greater need for Public Agenda’s kind of work. It seems to me that there are few voices, few institutions in America, that really are not guns-for-hire, that have a kind of integrity and a commitment to a higher purpose that is not compromised by profit motive, intellectual bias or strident advocacy. I think Public Agenda is also unique in committing its attention to issues over time. I think there are only a few institutions in America that effectively do this – help the public come to understanding and judgment – and Public Agenda is one of them.

The research that Public Agenda conducts – and this was Dan Yankelovich’s invention – insists upon a mixture of methodologies

and a depth of analysis and just plain thoughtfulness that consistently adds new dimensions to public debates on very tough issues. And as we struggle to figure out who we are as a nation, as we face increasing anger about America elsewhere in the world, as we try to figure out how really to live with the diversity of populations that call America home – the multitude of tough issues we face – I think the kind of research we do, and the kind of citizen education that we believe in, is essential.

MHR: Ruth, is there anything you can say about future directions for Public Agenda right now?

RW: This is a wonderful time for Public Agenda because we are blessed with a unique blend of stability and vitality. It is my dream and my hope that we will be able to

take what we have in front of us and build on it. New issues will surface, new questions that we want to ask will become apparent. Of course we will always be striving to look at things with fresh eyes, we want stable and vibrant. That’s the balance.

MHR: From your individual perspectives, what’s the one thing you’d like to say about Public Agenda’s future?

RW: What I would say is that Public Agenda has never been needed more than right now.

DW: I completely agree. And I would add that we are grateful to our supporters and contributors as we continue to advance the mission that has always been at the core of Public Agenda’s work. 🙏

“This is a wonderful time for Public Agenda because we are blessed with a unique blend of stability and vitality. It is my dream and my hope that we will be able to take what we have in front of us and build on it.”

RUTH A. WOODEN
President, Public Agenda

 PUBLIC AGENDA

Then & Now

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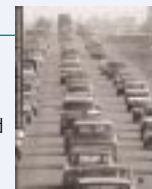
1997: Public Agenda Online launched with a major grant from The Markle Foundation. Rave reviews from *The New York Times*, MSNBC and others. *Editor & Publisher* calls it “a model of clarity and organization.”



1998: Public Agenda launched “Reality Check,” a series of surveys on school reform in collaboration with *Education Week*. The yearly surveys on educators’, parents’, students’ and other key stakeholders’ opinions on public education and the standards movement continues to shape the public discussion on public schools.

2002: Fueled with a **\$2 million challenge grant** from The Ford Foundation, The Program Development Fund reaches a milestone with **contributions totaling \$5 million.**

2002: *Aggravating Circumstances: A Status Report on Rudeness in America* is released with widespread media coverage (*The Today Show*, *The New York Times*, *Time Magazine*, etc.) and jumpstarts a **nationwide discussion about civility.** The project continues with an ongoing national campaign on civility and transportation.



2003: Ruth A. Wooden assumes the role of Public Agenda President following the retirement of Deborah Wadsworth.

79%

of school superintendents said that the first and most important step in turning a troubled school around is to **find a strong and talented principal.**
Source: *Trying to Stay Ahead of the Game*, Public Agenda 2001

94%

of teachers said that one of the best ways for schools to win support of nonparents is to bring them inside to **see the schools up close.** Source: *Just Waiting to Be Asked?* Public Agenda 2001

ISSUES IN POLLING

Who Needs Polling?

By Ann Duffett, Public Agenda Associate Director of Research

In a recent set of columns, political commentator Arianna Huffington advised Americans to hang up the phone when polling organizations call. She said that polls are unreliable because of low response rates, leading questions and dubious sampling methods. Even though there are many high-quality polls being conducted, there are also enough questionable surveys to warrant consideration of the criticism. In fact, growing numbers of pundits are expressing doubt about the credibility of what the media passes off as reliable research today.

From *American Idol*'s self-selecting phone polls to internet forums to overnight spot polls, people have many new ways to voice their views, and the results are often put forth as legitimate reflections of American public opinion. Perhaps that's fine when the topic is who is to be the next pop sensation. Unfortunately, such scientifically unreliable methods are also used to solicit and represent Americans' feelings on serious matters that affect public policy. And they are conveyed through the media without any indication of their quality and reliability.

Without sound methodology – in particular, a careful effort to obtain a random, representative sample – there can be no confidence that a poll actually reflects the reality of public opinion. With online polls, call-in surveys and the like, the people who decide to participate are often those who have a particular point of view they want to advance, and therefore in the aggregate not representative of the population as a whole. Even adhering to sound methodology can't produce 100% certainty. But findings based on anything less are

hardly more than organized speculation.

Overnight polls – where the pollsters call phone numbers until they reach a set number of households rather than calling back the original households in the random sample until the desired number is reached – also seriously undermine accuracy and representativeness.

But methodological shortcomings are not the only problem. Many polls are conducted because a sponsor has an idea that they believe can be substantiated and advanced through the process. This can affect how questions are asked and which questions are not asked at all. It also affects what information is released and how it is packaged.

And so for all of these reasons, those who slam polls have a valid point, albeit one that throws the baby out with the bathwater.

The core of the problem is really this: the media often do not distinguish

Public Engagement

Highlights of ongoing projects

CONNECTICUT DELIBERATES EDUCATION

Public Agenda has designed and implemented a statewide public engagement initiative on issues facing Connecticut schools. The first forum was held in Bridgeport in 1998 and the initiative now involves over 60 communities, many of which have had at least six community conversations. The William Caspar Graustein Memorial



Fund is now adding additional support to the development of a case study to examine the project's sustainability as a model.

TALKING ABOUT NO CHILD LEFT BEHIND

This fall, Public Agenda will create a new video discussion guide focusing on the federal No Child Left Behind Act and its implications. Public Agenda's conversation starters on this and other education topics are used by many reform advocates working from diverse ideological perspectives.

MID CONTINENTAL RESEARCH EDUCATION LAB

Public Agenda has worked with McREL since 2002, conducting training sessions on organizing and moderating community conversations. Public Agenda created an issue guide and video discussion starter for McREL entitled, "Making Standards Work for All Students." This fall Public Agenda's public engagement director Will



Friedman will travel to California and Connecticut to train local organizers to set up their own community conversations.

75%

of journalists said that the media's coverage of religion and religious issues "tend to focus on soft, 'feel good' stories about religion, especially during the holidays." Source: *For Goodness' Sake* Public Agenda 2001

61%

of America's immigrants said there is a "great deal" or "some" discrimination against immigrants in the U.S. today, but at the same time 67% of immigrants say they had personally experienced "only a little" or "none at all." Source: *Now That I'm Here* Public Agenda 2003

between public opinion research founded on sound methodology and findings based on dubious or not much methodology at all. Describing a poll's methodology in full may not be feasible, so the reporter should make a judgment and say whether or not the poll has serious merit and is conducted by a reputable organization or is simply an unscientific survey primarily done for entertainment purposes.

Ironically, it is during an era of unprecedented technological advances, which provide all kinds of new ways for individuals and organizations to advance their opinions, that reflections of public opinion are often distorted. That is why organizations engaging in deep, probing and unbiased public opinion research are needed more than ever.

Public Agenda never holds back findings that don't fit a certain point of view. Public Agenda's only commitment is to unbiased, thoughtful exploration of issues,

"Ironically, it is during an era of unprecedented technological advances that provide all kinds of new ways for individuals and organizations to advance their opinions, that reflections of public opinion are often distorted."

not the advancement of an ideology. Our commitment is to the public itself, not to a particular point of view.

Thorough, sound research is not easy. It takes time and resources, and it requires sticking with issues over the long haul. But without this investment, all one has is anecdote and intuition. Sound public opinion research has become one of the most important ways the American people are able to contribute to public debate – and the citizen voice has never been more needed than it is today.

READING PAST THE HEADLINES

New Teachers Are Struggling



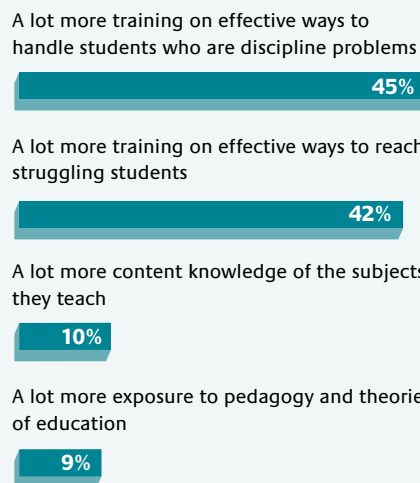
adequate preparation in managing classrooms and in handling discipline problems?

More than 4 in 10 teachers say that "quite a large number" of the new teachers they come across need a lot more training in effective ways to help struggling students (42%) and to handle discipline problems (45%). Seniority typically gives teachers more say over where and who they teach, the result is that those with experience often end up working with kids who are easier to reach, while newcomers are thrown into working with the most challenging students. Only 20% of teachers say this is reasonable because veteran teachers have earned this benefit by putting in their time; 61% say "this is wrong because it leaves inexperienced teachers with the hardest-to-reach students."

The responses to two questions in the research for *Stand by Me* (page 2) raised concerns about the challenges new teachers face. Are they facing tough odds because their training does not provide

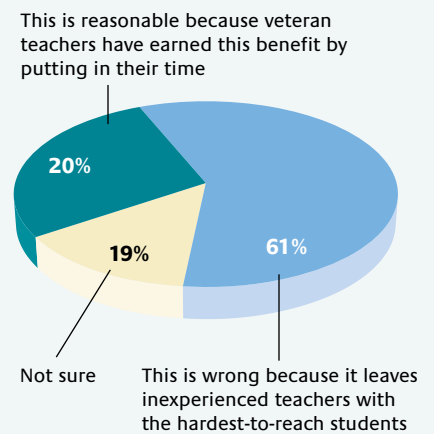
Where New Teachers Need Help

% of teachers who say "quite a large number" of the new teachers they see need:



A Problematic Perk

Sometimes, teachers with seniority have more say over where they teach and they end up working with kids who are easier to reach. Do you think that:



Board Member News Sidney Harman Honored

On October 16, 2003, Public Agenda's Executive Committee Chairman Sidney Harman received the Charles Loring Brace Award, a medal named after the founder and first president of The Children's Aid Society. The award honors leadership efforts and sustained commitment to New York City children and the field of child welfare. Mr. Harman, who is Chairman and Chief Executive Officer of Harman International Industries, is being recognized for his consistent and exceptionally generous support for arts education in public schools. Mr. Harman is also the author of *Mind Your Own Business*, set for publication by Doubleday on October 29, 2003.

Reflections from the President

By Ruth A. Wooden

I would first like to thank the Board of Directors for giving me the opportunity and the honor to succeed Deborah Wadsworth as President of Public Agenda. Six years ago, The Ad Council partnered with Public Agenda on the groundbreaking study, *Kids These Days: What Americans Really Think about the Next Generation*. I learned then that there are very few organizations with as much insight, integrity and credibility as Public Agenda.



Bold New Areas of Work

This is a difficult time for non-profit organizations. Yet, we have remained busy during these unsettled times. In June, Public Agenda released *Stand by Me: What Teachers Really Think about Unions, Merit Pay and Other Professional Matters*. This major research received extensive media coverage, and it has succeeded in stimulating conversations throughout the nation about just how teachers view their own profession and what might be done to improve it. *Stand by Me* has particular resonance these days in light of the national attention over the federal government's No Child Left Behind initiatives.

Later on this fall, Public Agenda will release *Rolling Up Their Sleeves*, a follow-up study to its 2001 report on school leadership, *Trying to Stay Ahead of the Game*. Both studies were funded by The Wallace Foundation, which has made school leadership a centerpiece of its education reform effort. This new research will reveal new insights into the views and concerns expressed by public school superintendents and principals in the earlier study.

Public Agenda is also planning major projects on such diverse topics as business ethics, after-school programs, litigation in schools, and foreign policy. We are expanding our unique public

engagement work, providing technical assistance to such diverse organizations as the National Education Association, Common Good and the Coalition for the Public Good, a tax reform group in New Jersey. And finally, as follow-up to our groundbreaking study on rudeness in America, *Aggravating Circumstances*, we are planning a variety of high-profile communications strategies designed to advance the national conversation on civility in transportation.

Looking to the Future

We are moving ahead with projects on a wide range of important policy and social issues. Deborah has left me a vibrant institution, and I shall manage her legacy with the same care, creativity and energy she used to build it.

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