

Cardinal Service
2022-23

Preparing the next generation of ethical and engaged citizens

ENGAGE

LEAD

EXPLORE

LAUNCH





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Letters from the Directors



Warm greetings from the Haas Center, where I am so honored to join this amazing team and contribute to our work for a more just and sustainable world. It's also a joy to return to Stanford, which helped to form and reinforce my commitment to building ways for research and education to connect with societal needs. I believe that the principled public service opportunities we offer are vital to

equipping students with knowledge and skills that allow them to be more effective and ethical citizens and leaders—and this work is more important than ever.

I hope you will enjoy reading these highlights from 2022-23, which was an important year of supporting students and community partners as programs returned to in-person presence. We are grateful to our dedicated staff, whose efforts made it possible to strengthen and also grow some of our core programs. As the hub of the campus-wide [Cardinal Service](#) effort, we are so appreciative of our many campus partners who offer transformative opportunities for students and work alongside us to advance service as an essential feature of a Stanford education.

All of this work would not be possible without your generous gifts—the endowments that continue to be our largest source of support, and the annual gifts that help us both sustain and innovate. We are pleased that such a high proportion of our funds flows directly to student stipends to support their work with community partners, and all of our funds support the staff and program capacity that are vital to creating student learning experiences and community impact. We are deeply grateful for your vision and generosity, which make a lasting difference for so many.

Yi-Ching Ong
Associate Vice Provost and Executive Director,
Haas Center for Public Service



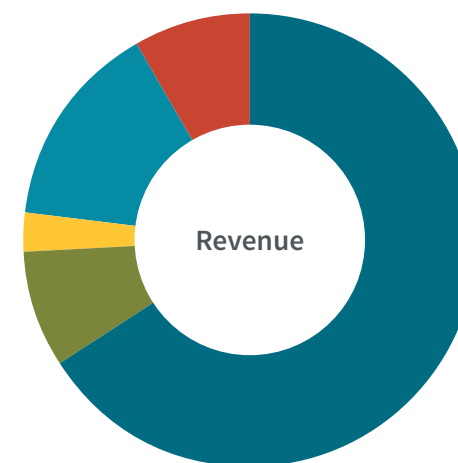
It is my joy to share with you the incredible work that our team accomplished last year. We are grateful for the extraordinary partnership of our National Advisory Board, whose quarterly meetings give us a chance to elevate issues and inflection points for discussion and feedback, and our Faculty Steering Committee, who help ensure we are grounded

in our academic service-learning mission. We are indebted to our community partners—both near campus and across the globe—who welcome our students as co-creators of knowledge and impact in public service. On behalf of the staff and students of the Haas Center, I extend my profound thanks to all of those partners.

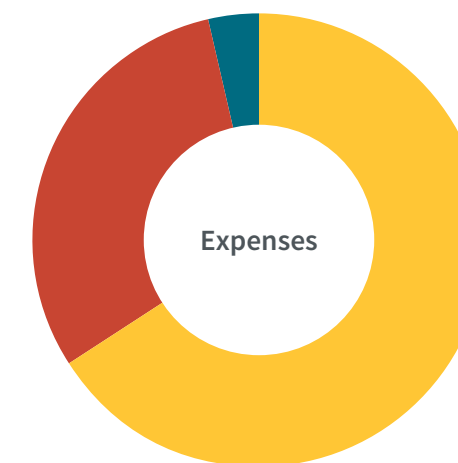
We were thrilled to welcome Yi-Ching as our new executive director in July; her vision is already enabling us to re-dedicate ourselves to our core mission and explore new ways to advance it. It was also my pleasure last year to teach for the first time our *Pathways to Purposeful Careers* course, in which over 100 undergrads enrolled. Other highlights included hosting Dr. Bob Ross as the year's Mimi and Peter E. Haas Distinguished Visitor, launching the re-imagined Graduate Public Service Fellowship, and enjoying the campus' first annual *What Do You StandFor?* campaign. As ever, the year was animated by the thousands of students who engage with our programs: volunteering in our local communities, enrolling in our community-engaged courses, leading and advising their peers, and dedicating their summers to full-time public service work.

Enjoy this report, and thank you for everything you do to make it possible!

Juliet Brodie
Peter E. Haas Faculty Director, Haas Center for Public Service



■ Endowment Income ■ Expendable Gifts
■ Ongoing General Funds ■ Other Revenues and Transfers
■ One-Time General Funds



■ Operating Expenses
■ Student Stipends
■ Infrastructure Charges

Explore



Prepare, Reflect, Engage curriculum

To prepare students for off-campus engagements, the Haas Center, in partnership with the Vice Provost for Undergraduate Education, is launching the online Prepare, Reflect, Engage (PRE) curriculum. The curriculum prepares students to navigate new and complex environments and relate effectively to other people in these contexts, and explores how students' multifaceted identities may influence how they engage in these experiences. The curriculum can also be used to spark classroom discussions regarding the ethical dimensions of engagement. It reflects Stanford's commitment to equity and inclusion, valuing diverse perspectives, and examining the impact of our complex history.

What Do You StandFor?

In the fall of 2022, the Haas Center launched a quarter-long campaign called *What Do You StandFor? Exploring Values Through Service*. Playing on an anagram of Stanford, the campaign used a series of videos and social media posts to invite students and the Stanford community to consider what was important to them through events and service opportunities. [Read more on the Haas Center's website.](#)



Students pose at the *What Do You StandFor?* booth at Stanford Football's Fan Fest.

Civic engagement

StanfordVotes

Now in its eighth year, StanfordVotes is a student-led effort to register voters and promote voting, in partnership with staff at the Haas Center. Stanford has been among the leaders nationwide for the past few years in registering its students to vote. California Secretary of State Shirley Weber presented StanfordVotes leaders with the Ballot Bowl for registering the most California voters in the lead up to the 2022 election. [Read the *Stanford Report* article.](#)

Democracy Day

Established in 2021, Democracy Day is Stanford's annual Election Day holiday. Groups throughout campus offer activities and events designed to encourage students not only to vote but to engage in discussions, volunteering, and other activities promoting participation in the democratic process. The program is coordinated by a committee of undergraduates, with input from Stanford's students' associations and staff mentors from the Haas Center, Stanford Democracy Hub, the Office of Student Engagement, and the Office of Community Engagement. Events in 2022 included a conversation with former U.S. Secretary of State Condoleezza Rice, and a keynote by former U.S. Presidential candidate Andrew Yang.



Left to right: California Secretary of State Shirley Weber; Cameron Lange, '24, StanfordVotes student leader; Stanford President Marc Tessier-Lavigne. Photo credit: Andrew Brodhead

2023 Mimi and Peter E. Haas Distinguished Visitor

During winter and spring quarters, the Haas Center welcomed Dr. Robert K. Ross, president and CEO of The California Endowment, as the 2023 Mimi and Peter E. Haas Distinguished Visitor.

The Haas Center, in collaboration with the schools of Humanities and Sciences, Law, and Medicine, presented a rich series of events for students, faculty, staff, alumni, and the community. This included the Freedom Dreaming Speaker Series, in which Dr. Ross invited leaders from a range of social impact organizations on the frontlines of community organizing, policy change, and direct service to marginalized and vulnerable populations.



Dr. Ross (right) in conversation with Nicole Taylor of Silicon Valley Community Foundation during the Distinguished Visitor Lecture event in January.

A banner year for Cardinal Quarter

Cardinal Quarter opportunities support students to undertake a quarter of full-time service work in a nonprofit or government agency. Including summer, Stanford offered more than 680 Cardinal Quarter undergraduate opportunities in 2022-23 – the most ever since the launch of Cardinal Service in 2015. The Haas Center and Stanford in Government disbursed over \$3 million in summer fellowship stipends to more than 370 fellows. [See where they served on this interactive map.](#)

Cardinal Quarter events also boasted a record number of attendees, with more than 270 students at the Cardinal Quarter Opportunities Fair in the fall and more than 300 students attending *Engaging in Ethical and Effective Service* workshops prior to their service.

Posts from students about their summer fellowship and other service experiences can be found in the [Stories](#) section of the Cardinal Service website.

Expanded fellowships for Indigenous communities

In partnership with the Native American Cultural Center, a gift from a Haas Center supporter enabled the expansion of programming for work with Indigenous communities. Sixteen students pursued Indigenous Communities Fellowships this summer, including a graduate student who worked on Indigenous issues through a Community Based Research Fellowship.

“ I am Chamoru, who are the Native people of Guahan, yet I had never stepped foot on the island. I have never felt like I have belonged to a community as much as I did in Guahan. I met my father’s family, and I learned what it meant to belong to the land, live and work where your ancestors’ bones are resting. This experience has inspired me to support environmental sustainability and fight for the health of my community wherever I am.”

Natasha Charfauros, '25



Natasha Charfauros received an Indigenous Communities Fellowship to work in Guam, where her family is from. Photo credit: Courtesy of Natasha Charfauros



Amisha Iyer, '23, spent the summer as an intern at Green Chimneys, a school in New York that supports children with special educational needs through interaction with animals and nature. Photo credit: Courtesy of Amisha Iyer

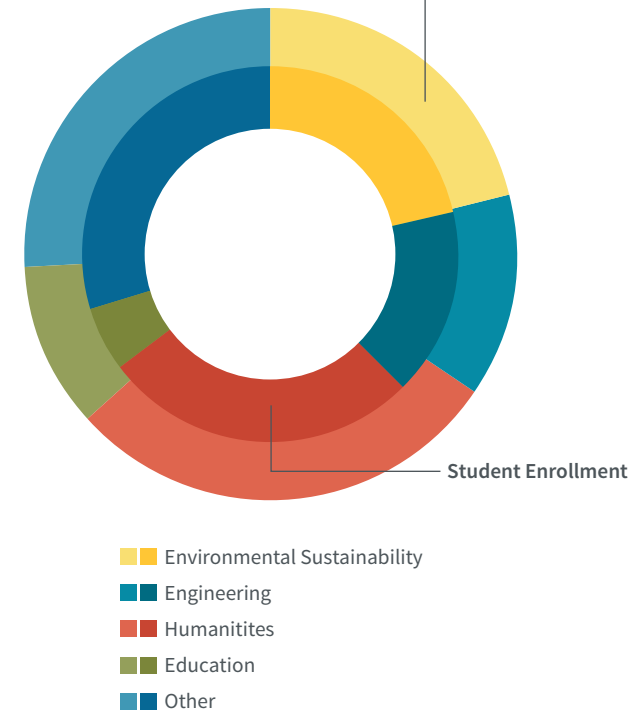
Engage



Cardinal Courses highlights

Cardinal Courses are academic courses that integrate community engagement with academic learning, generating reciprocal benefits for students, faculty, and community partners. There were a total of 3,259 student enrollments in 156 Cardinal Courses in 2022-23, with some students enrolling in multiple community-engaged courses. We also rolled out a new [Cardinal Courses Dashboard](#), displaying Courses’ engagement with community partners in the region and around the world by thematic area. Instructors, students, and community partners have found it useful to see a variety of examples to help them gather ideas and scope their own projects.

Number of Cardinal Courses



Preschool Counts tutors engage with children and their families through Family Math Night at St. Elizabeth Seton School.

Education Partnerships

After two years of disruption due to the pandemic, in-person tutoring was back in 2022-23 for all four Education Partnerships (EdP) programs - Preschool Counts, Ravenswood Reads, East Palo Alto Stanford Academy, and the High School Support Initiative. Ravenswood Reads, the program for elementary-aged children, integrated experiential direct service with academic service-learning and community-based research through a partnership with faculty in the Graduate School of Education. Middle- and high-school students returned to campus for February break and weekend enrichment programs. During the summer, the Stanford EdP Fellows served as literacy instructors at the Boys & Girls Club in East Palo Alto and teaching assistants at Ravenswood Middle School, and led enrichment for high school students participating in the 49ers program at Menlo-Atherton High School.

Faculty engaged in service

Out of the classroom and into the world

Manu Prakash, associate professor of bioengineering and senior fellow at the Stanford Woods Institute for the Environment, was awarded the 2023 Miriam Aaron Roland Volunteer Service Prize. The Roland Prize recognizes a faculty member who involves students in integrating academic scholarship with significant public service contributions. Prakash was recognized for his commitment to community-engaged learning and his extensive work to make science more equitable. His Cardinal Course, *Frugal Science*, connects Stanford students with citizen scientists around the world and engages them in identifying and tackling real-world problems.



Manu Prakash (left) and Miriam Roland at a community event co-hosted by the Haas Center and Stanford's Office of Community Engagement.



Students in Perspectives in Assistive Technology pose with a community member and her service dog. Photo credit: Courtesy of Breanna Sandova

Enhancing lives through assistive technology

Students in *Perspectives in Assistive Technology* explore the medical, social, ethical, and technical challenges surrounding the design, development, and use of technologies that improve the lives of people with disabilities and older adults. Students from any discipline and year may enroll and pursue a team-based assistive technology project that addresses real challenges experienced by individuals in the local community, with the goal of developing prototype devices that enhance function, improve independence, and increase quality of life.

“My team members were passionate about trying to make a difference in someone's life, and as computer science, mechanical engineering, and management science & engineering majors, we all had different perspectives on user design and engineering. Overall, this class was a very valuable experience for me. I never before understood that there are so many people with disabilities in the United States and that so much research and development goes into design for assistive technology. As the United States ages more and more, there needs to be even more research going into this industry and even more students who are willing to take on the challenge.”

Student enrolled in Perspectives in Assistive Technology



Lead



Partnering with community organizations

Students who make a Cardinal Commitment engage with a community or student organization to address a problem or need for at least three quarters while they're at Stanford. They receive support from program staff at the Haas Center, as well as advice and guidance from a mentor or supervisor within their chosen organization.



At an enrichment class at the Siena Youth Center in North Fair Oaks, volunteers help students make videos about A Day in the Life at SYC. Photo credit: Courtesy of Sheila Botein

Issue Area Coordinators

The [Issue Area Coordinators](#) (IACs) are undergraduate students with a deep commitment to service who coordinate events and partnerships among campus and community groups in the areas of Affordability, Civic Engagement, Education, Environment, Health, and Public Interest Technology. For example, the IAC in Education worked with four student leaders over the summer to address challenges with tutor recruitment and retention, and established a newsletter to promote opportunities with community partners to students at Stanford.

Graduate student engagement

Staff with the Haas Center, the Vice Provost for Graduate Education, and Stanford Center on Philanthropy and Civil Society worked together to gather a number of [resources](#) from various partners on campus for graduate students interested in grounding their scholarship in community engagement and social impact. These include funded fellowships, small grants, and trainings and workshops.

Graduate students from the Stanford Doerr School of Sustainability have been extensively engaged in the Haas Center's Partnerships for Climate Justice in the Bay Area (PCJ in the Bay) initiative. In 2022-23, three graduate students served on the Advisory Board and three graduate students served as PCJ in the Bay summer fellows. Additionally, four Masters and PhD students received summer-long Schneider Fellowships during summer 2022.

Community Engaged Learning Project Development Fund

The Cardinal Courses team distributed \$35,000 through a one-time Community Engaged Learning Project Development Fund to faculty and community partners. Recipients designed Cardinal Course projects, expanded partnerships, bridged Cardinal Courses with other Cardinal Service elements, and created preparation materials for students. Among others, the fund supported a project developed by [Foundation for a College Education](#), which works to support local first-generation, low-income students of color in their journey to graduate from a four-year college or university. This year, they launched a new curriculum that was specifically designed to bolster students' mental health education.

Cardinal Capstones

Starting with the graduating class of 2025, all Stanford undergraduates are required to complete a capstone project as part of their major. The Haas Center's Community Engaged Learning and Research team supports academic programs and departments in developing community-engaged capstone offerings for students. These projects partner with community organizations to provide meaningful opportunities for students to synthesize and apply the learning from their major. Cardinal Capstones can take many forms—individual or group, creative or analytical—but all involve a community partner in the design and implementation of the project. Like all capstone experiences, they must also meet the requirements of the relevant department or program.



PCJ in the Bay summer fellows on a visit to Valley Verde, a nonprofit organization working to promote food access and a healthy lifestyle for all.



Students in the course *Mechanical Engineering Design: Integrating Context with Engineering* work on developing an engineering system to address a real-world problem.

New Voices for Youth

Founded in 2004, [New Voices for Youth](#) operates out of existing after-school programs in East Palo Alto and North Fair Oaks serving middle- and high-school students. The organization hired four Stanford undergraduates in 2022 to help administer their program, in which youth make videos about subjects that interest and concern them in their community. For example, students at the Siena Youth Center in North Fair Oaks experienced the digital divide during the pandemic, made a video about it, and wanted to start a bilingual help desk for parents.

“The Stanford undergraduates who we hired at the beginning of the term have made significant and wonderful contributions to New Voices. We are very pleased to have them. In addition to their main responsibilities, they have spoken at Redwood City high schools to recruit student-tutors for the technology Help Desk and they will promote the Help Desk to a group of parents in January. They have made strong relationships with the student-tutors at the Help Desk and with the students who attend the Enrichment class at Siena Youth Center. They have allowed us to restart our program at EPA's Boys and Girls Club.”

Sheila Botein, New Voices for Youth



Cardinal Careers Fellows

Cardinal Careers offers in-person support for seniors and new graduates to pursue a career in service. Hundreds of students have taken advantage of recruiting and networking events, coaching, and advising; and 25 students were awarded full-time, one-year fellowships in organizations with a mission to serve the public good.

Community Impact Fellowship

The Community Impact Fellowship continues to thrive, with 15 fellowships awarded in 2023. Fellows work for a partner public interest organization and are matched with a mentor.



Left to right from top: Daniella Caluza, Kelly Clavel, Leila Doty, Harleen Kaur, Rachel Koo, Saw Kyaw, Lauryn Lowe, NJ Magbual, Audrey Mitchell, Charlie O'Donohue, Jennifer Pham, Nardos Solomon, Lian Stemler, Grace Wang, and Helena Zhang.

John Gardner Public Service Fellowship

Gardner Fellows work in a government or nonprofit organization of their choice, and are matched with mentors to guide their professional growth and development.

Famyrah Lafortune, '22 (International Relations);
Black Alliance for Just Immigration (Washington, D.C.)

Megha Parwani, '22 (Philosophy and Political Science);
U.S. Senate Committee on Rules and Administration (Washington, D.C.)

Haleigh Quinn, '22 (Public Policy);
National Housing Law Project (Washington, D.C.)



Left to right: Haleigh Quinn, Megha Parwani, and Famyrah Lafortune.

Launch



Left to right: Zecheng Wang, Kayla Williams, Maggie Roache

Tom Ford Fellowship in Philanthropy

Ford Fellows work in a mentored position at a grant-making foundation of their choice, and learn about the role of philanthropy in society.

Maggie Roache, '22 (Political Science);
United Nations Foundation (New York City, NY)

Zecheng Wang, '22 (Political Science);
Co-Impact (Remote; New York City, NY)

Kayla Williams, '22 (Political Science);
Share Our Strength (Washington, DC)

Schneider Fellows

Schneider Fellows work at the Natural Resources Defense Council's regional offices to tackle today's sustainable energy challenges.

Sylvie Ashford, '21, '22 (B.A. International Relations, M.A. International Policy);
Natural Resources Defense Council (San Francisco, CA)

Rachel Hu, '22 (Civil and Environmental Engineering);
National Resources Defense Council (Chicago, IL)

Ricky Huang, '22 (B.A. Comparative Literature, M.A. Sustainability Science and Practice);
Natural Resources Defense Council (New York City, NY)

Claire Lang-Ree, '21, '22 (B.S. Earth Systems, M.S. Earth Systems);
National Resources Defense Council (San Francisco, CA)



Pathways to purposeful careers

Through Cardinal Careers, the Haas Center hosts a one-unit course, *Public Service and Social Impact: Pathways to Purposeful Careers*, where students hear from accomplished speakers from a variety of roles that help shape public policy and civic life, including government, law, international affairs, education, technology, and sustainability. For a second unit, students can participate in a career development seminar to identify roles that might be a good match, build their network through informational interviewing, receive career coaching, and acquire the tools needed to launch a job or internship search.

Cardinal Service transcript notations

Undergraduates may apply for a Cardinal Service Transcript Notation after completing either 12 units of Cardinal Courses or a nine-week Cardinal Quarter fellowship. Students submit a statement of academic integration that reflects on how their service experience contributed to their intellectual and civic development. Seventy students were granted notations in 2022-23.



Jumbotron shot of Vice Provost for Academic Affairs Stephanie Kalfayan (left) presenting Dianne Calvi (center) and Rey Saldaña (right) with their awards.

Alumni advancing the common good

In 2022, the Office of the President partnered with the Haas Center and the Stanford Alumni Association to create an award for alumni, the President's Award for the Advancement of the Common Good. The university community nominated alumni, representing both recent graduates and graduates with established careers in public service. The recipients for 2023, Dianne Calvi, '84; and Rey Saldaña, '09, MA '10, were recognized at the spring Commencement ceremony.

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Directors' Circle

Thank you to our Directors' Circle members, whose sustained annual contributions enable us to offer service programs to more students each year.

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Maurine Shores Halperin and Philip Halperin	Jerry Yang and Akiko Yamazaki
John Hodge and Stacey Keare	Anonymous (4)
Tom and Wende Hutton	



Stanford | Cardinal Service

Cardinal Quarter • Cardinal Courses
Cardinal Commitment • Cardinal Careers

Together we are making service an essential feature
of a Stanford education