



Cardinal Service Report 2020 Stanford University

Our founders envisioned it, our students aspire to it, and our world demands it.

In the first five years of Cardinal Service, we have dramatically expanded service at Stanford and established a networked-campus approach toward making service an essential feature of a Stanford education. This simply would not have been possible without your support.

Cardinal Service courses and programs provide students with rich and nuanced intellectual frameworks for understanding today's complex issues, as well as practical skills and hands-on experience to address them.

Students are learning first-hand what it takes to respond to the needs of community members in the face of a global pandemic, galvanize voter participation, engage in community organizing to counter systemic racism and inequity, mitigate the effects of climate change, and apply technical skills for the public good.

There could be no more important moment to prepare Stanford students as engaged citizens of today and tomorrow.

As the hub of Cardinal Service, the Haas Center for Public Service will continue to play a central role in expanding and deepening service at Stanford.

We are deeply grateful for your partnership in building the next chapter of Stanford's legacy of service.



Cover image of voting: Andrew Brodhead

Kyle Yu, '22, (above) completed an Empowering Asian/Asian American Communities Cardinal Quarter with the Asian Pacific Environmental Network, which organizes to fight for environmental justice.

All photos have been submitted by students and alumni or taken by Peggy Propp unless otherwise indicated.

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We invite you to learn more about ways Stanford and our partners are meeting this historical moment and reimagining what is possible through public service.

This report is designed to make it easy to see content that interests you most.

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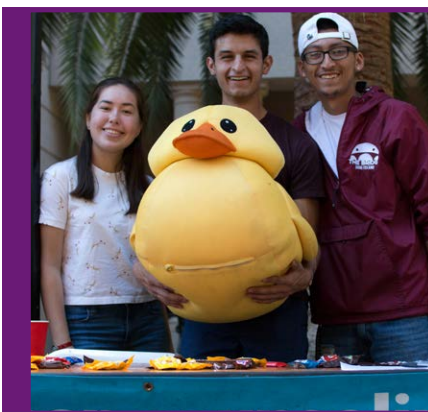
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Cardinal Quarter

Through Cardinal Quarter, students engage in full-time, summer or quarter-long service fellowships and internships. They build knowledge, skills, and networks while making meaningful contributions to communities locally, nationally, and across the globe.

In 2019-20, more than 30 campus partners supported students to pursue more than 300 Cardinal Quarter opportunities. Our goal is to make service fellowships and internships available for all students who seek them, regardless of financial circumstances.

Cardinal Quarter continues to build a strong network of campus partners offering full-time fellowship and internship experiences.

This year the Cardinal Quarter portfolio was expanded with the addition of the Steinbeck Service Fellowship through the English Department, and the Kyoto Bing Overseas Studies Program.

PREPARING FOR ETHICAL AND EFFECTIVE SERVICE

Thanks to advance planning, a robust online training curriculum was available for all participants to prepare for remote service experiences. Students could also complete a *Design Your Cardinal Quarter* workshop series with the d.School, and Principles of Ethical and Effective Service workshops co-facilitated by Haas Center staff and peer advisors.

MAKING MEANINGFUL CONTRIBUTIONS REMOTELY

Seventy percent of students who planned to do a full-time summer of service were able to complete their Haas Center Cardinal Quarter fellowships and internships remotely.

Despite being remote, these experiences were meaningful for both students and community partners. Ninety-four percent of student survey respondents rated their 2020 Cardinal Quarter experience as “excellent” or “good,” and 98 percent of community partners indicated students’ contributions were either “valuable” or “extremely valuable” to the organization.

See reflections from Cardinal Quarter participants on the following pages.

*With support from the Woods Institute for the Environment and Stanford in Government, **Austin Ota, '23**, completed an Environment and Policy Internship in California with the California Air Resources Board in Sacramento. Austin's projects included California-Mexico Air Quality monitoring, story-mapping community air grants through ArcGIS, facilitating consultation meetings, and more.*



“The California Strategic Growth Council and the Governor’s Office of Planning and Research were incredible agencies to work with. Their work is on the leading edge of approaching California’s sustainability initiatives with research-based approaches that build equity into solutions that concurrently seek to undo discriminatory pasts and practices.

By bringing a necessary layer of social justice and recognition of our flawed past to environmental sustainability efforts, these agencies demonstrated a truly inclusive and sustainable way forward for Californians in the face of climate change.

Prior to this experience, I can’t say that as a child of immigrants, I ever truly saw the pathway towards civil service as one that was ever accessible or particularly interesting to me. Now, I see it as a way to enact the change I hope to see, and to be part of teams of innovative, dynamic thinkers and doers aiming to truly serve people and their communities.”

With support from the Woods Institute for the Environment and Stanford in Government, **Kiara Bacasen, ’20**, completed an Environment and Policy Internship in California at the Strategic Growth Council.



With support from the Woods



“I was assigned to the Social Science Research Council’s Conflict Prevention and Peace Forum, focusing on policy work for the UN, especially issues related to conflict dynamics and prevention.

I got a better sense of the type of work that international lawyers and political academics do on a day-to-day basis. In addition, I learned a ton about different crises going on in the world, such as the Rohingya refugee crisis. I have a better idea of the types of jobs I could pursue after I graduate with a political science degree.”

Katherine Weissbluth, ’22, completed a Global Studies Cardinal Quarter with the Social Science Research Council.



“As curatorial intern at the Robert Rauschenberg Foundation (RRF) I assisted the foundation’s curatorial team with projects related to the life and artwork of the late artist Robert Rauschenberg.

My internship at RRF opened my eyes to a range of curatorial opportunities at arts foundations that I never knew existed.

As a student of art history, I gained so much from writing about Rauschenberg’s work and from having discussions with my colleagues—many of whom worked closely with the artist prior to his death in 2008.

The experience of interning remotely completely surpassed my expectations, and I came away from the nine-week program feeling as if I had truly contributed something meaningful to the foundation.”

Lucy Brewer, '21, (below) completed a Stanford Arts Cardinal Quarter with the Robert Rauschenberg Foundation. While Lucy could not visit the foundation’s Manhattan headquarters, she got to see over 50 of Rauschenberg’s works at the Museum of Outdoor Arts in Denver.





“I feel incredibly lucky to be offered this unique opportunity right after my first year. **I was given the opportunity to shape the outcome of important research work and contribute my own ideas as we developed a new project together, something I never thought I would have the chance to do in my first year of college.** This helped me to see the impact I can have on projects larger than myself and the power of learning by doing.”

Abigail Neely, '23, completed a King Center on Global Development Cardinal Quarter conducting research with Professor Soledad Prillaman for the project, “Is Knowledge Power?: Civics Training, Women’s Political Representation, and Local Governance in India.”

“Causa Justa is a grassroots community organization that builds collective power for Black and brown communities in San Francisco and Oakland through policy advocacy, membership engagement, and direct immigration and housing-related services.

During the COVID-19 pandemic, housing instability has only grown. Causa Justa and its allies have won substantial protections for tenants in both cities, and many mutual aid funds and resources have become available to assist low-income individuals as their hours are cut or as they’re laid off. However, learning about and navigating the resources and information most crucial for low-income residents during this time is also more difficult than ever.

I was able to work with other interns and supervisors to compile and distribute a resource guide with information on food banks, COVID testing sites, and organizations providing funds for rent and utilities; a Tenant Tips page; and an informational guide on the eviction moratoriums in San Francisco and Oakland.

I was extremely grateful to be able work directly for the individuals most impacted by COVID-19. More than ever, I understand that this is the field that I want to work in.”

Sam Ribeiro-Broomhead, '21, completed an Urban Summer Fellowship Cardinal Quarter with Causa Justa: Just Cause.



“Before the FCC, I had only interacted with data and economic analysis in a classroom setting, but **during my internship I was able to assist in the analysis of real-world data in order to examine questions critical for government policy.** I am now much more comfortable working in Stata (especially with large, complicated datasets!), and I am even more intrigued by the intersection of economic analysis and policy making.”

With support from the Stanford Institute for Economic Policy Research (SIEPR), **Sarah Bitter, '22**, completed a Stanford in Government Cardinal Quarter at the Federal Communications Commission (FCC). She prepared data for analysis and assisted in interpretation for projects relating to the FCC’s E-Rate program and the 5G auction.



“I had the opportunity to work alongside World Bank economists and analysts to create the evidence base for administrative reforms that enable governments to optimize the delivery of public goods such as infrastructure and public education. **In my two projects at the Bank, I learned the critical role local government agencies play in implementing policies and interacting with individuals that need access to public goods the most.** The Bank’s daily virtual conferences and online courses allowed me to acquire a more nuanced understanding of development and to chart my own path in the field.”

with support from the Stanford Institute for Economic Policy Research (SIEPR), **Daniel Yang, '22**, completed a Stanford in Government Cardinal Quarter at the World Bank’s Bureaucracy Lab.

“Over the past several weeks, I’ve discovered how powerful pictures can be when it comes to exploring and understanding the natural and cultural history of the American West. **Digital media provided by Yellowstone has allowed me and so many others to interact with the national park and its history without an in-person visit, and I’ve been able to successfully develop foundational skills in museum curation work.**”

Nina Wagner, '20, MA '21, completed a Bill Lane Center for the American West Cardinal Quarter with the Yellowstone Park Heritage and Research Center.





“As a premedical student, I’ve always learned about American and Western health care systems, policies, and treatments. I learned so much from reading the words of Ugandan health care workers explaining what they see and experience on a day-to-day basis. There were many universal takeaways regarding culture, learning, and human nature in relation to healthcare. Even with all the differences between our systems, healthcare is universal, and I had a lot to learn.

I was already interested in global health academically, but this project has definitely piqued my interest in working internationally.”

Lian Stemler, ’22, completed a King Center on Global Development Cardinal Quarter conducting research with professors Jenna Davis and Stephen Luby for the “Implementing Strategies to Improve Sustainability of Clean Water and Hygiene Services in Rural Healthcare Facilities in Uganda” research project.

“I supported the Union of Concerned Scientists (UCS) in their Climate and Energy Program efforts to analyze and model equitable decarbonization pathways for the 24 states of the U.S. Climate Alliance.

In addition to imparting technical knowledge and research skills, my UCS colleagues left an indelible mark on how I will approach and evaluate energy systems problems in the future. **While rapidly transitioning our energy systems to 100 percent renewable is absolutely vital, how we get there matters, and we must center equity and justice in those conversations.**

As I strive forward in my education and career, I will take with me the human-centric and justice-focused approach to policy design and analysis that my colleagues embodied and modeled for me each day this summer.”

Myles Haigney, ’22, completed a Schneider Fellows Cardinal Quarter with the Union of Concerned Scientists.



Journey around the world to see where students have served for five summers.





Cardinal Commitment

Nearly 300 Stanford students declared a multi-quarter service commitment through more than 100 student-led organizations, Stanford programs, and community organizations.

Cardinal Commitment partner programs offer opportunities for students to serve for at least three quarters, promote training in ethical and effective service, and provide mentorship.



DEVELOPING FUTURE LEADERS AND NEXT-GENERATION APPROACHES

- Stanford in Government hosted a series of high-profile events with Julián Castro, '96, (pictured above) on "[The Future of American Leadership](#)," Valerie Jarrett, '78, on "Executive Responsibility in Times of Crisis;" U.S. Senator Jeff Flake on "The Future of American Democracy;" and Jim Mattis on "The Importance of Public Service."
- Students for a Sustainable Stanford developed and ran a successful program transporting students to the airport for winter break by bus, rather than individual cars or taxis. The group estimates that in addition to being cost effective, it saved 2,000 pounds of CO₂ emissions (photo below). [Read the story from Kelsie Wysong, '20](#)

New Cardinal Commitment programs

- Dance the Bay at Stanford
 - Fresh Lifelines for Youth
 - Healing Strokes
 - Matriculate
 - Reserve Officers' Training Corps (ROTC)
 - Society for International Affairs at Stanford
 - Stanford Cartographic Society
 - StanfordVotes
- Through [Future Advancers of Science and Technology \(FAST\)](#), 65 Stanford graduate students from 23 programs and departments mentored 110 high school students from San Jose and Hayward in science and engineering. About 75 percent of the record number of high school students would be the first in their family to go to college. Together the teams brainstormed projects, conducted science experiments, and built prototypes.





Virtual Companions is a student-run organization connecting older and younger generations. [View a concert](#)

FINDING CREATIVE WAYS TO MEET COMMUNITY NEEDS DURING THE PANDEMIC

Student organization leaders have opened up new avenues for students to serve during the pandemic. Here are a few examples:

- **Virtual Companions** connects Stanford students with senior citizens experiencing social isolation, through four programs: PhonePal, PenPal, Cards & Crafts, and Virtual Concerts. To date, 60+ musicians, poets, and dancers have performed in 30 concerts through the Virtual Concerts program. [Read more](#)
- Through **SCOPE: Be a Good Doctor**, 70 students volunteered in the Santa Clara Valley Medical Center in fall and winter to provide Spanish and Vietnamese translation and improve patients’ experiences. In May, the group hosted a successful day-long fundraising event to purchase tablets that would facilitate remote translation.

- Students who had declared Commitments with groups such as Code the Change and Women in Computer Science had their final quarter of the three-quarter service commitment disrupted by COVID. They completed their Commitment as teaching assistants (TAs) for **CS 106A: Code in Place**, an introductory computer science course for people around the world. For other TAs, the course was an entry point for a Commitment, with the following two quarters being dedicated to service through CS+Social Good, Streetcode Academy, Code the Change, Women in Computer Science, or similar organizations.
- **Healing Strokes** facilitates weekly online art therapy for stroke survivors and their caregivers to alleviate the depression experienced by about a third of survivors during recovery. Activities include clay pot painting and origami, and the virtual model has enabled the group to reach patients across the United States. [Read more](#)



LEADING THE NATION IN COLLEGE VOTER REGISTRATION EFFORTS

In preparation for the 2020 presidential election, the university-wide [StanfordVotes](#) campaign built significant momentum for voter registration and participation.

More than 6,000 people in the Stanford community signed up through online voter registration tool TurboVote in 2020.

Examples of diverse efforts include:

- Stanford in Government and other student organizations hosted a number of outreach and education events with the theme “Your Vote, Your Voice,” including a Get Out the Vote Dining Hall Night.
- [Stanford Athletics set a goal](#) of getting 100 percent of eligible student-athletes registered

to vote and ensuring that there were no required athletic activities on November 3 so they could vote.

- Thanks to the Registrar’s Office, when students register for classes, they find a reminder to register to vote with a link.
- StanfordVotes student leaders created a series of Zoom backgrounds on the power of voting.
- *Stanford Report* ran a series of stories on:

[Stanford as a leader in the national effort to get out the vote](#) on college campuses;

[Students building on suffragists’ legacy](#) 100 years after women got the right to vote; and

[StanfordVotes student civic engagement efforts](#) in a time of COVID-19.

StanfordVotes students employed a variety of creative strategies to promote voter registration and participation. [See a video](#)





Haas Center for Public Service Education Partnerships

PRESCHOOL COUNTS

Math skills development for young children

RAVENSWOOD READS

Reading and language acquisition for Kindergarten through third graders

EAST PALO ALTO STANFORD ACADEMY

Academic and life skills for middle school students

HIGH SCHOOL SUPPORT INITIATIVE

Tutoring, mentoring, and academic support for high school students

Ocheze Amuzie, '21, participates in the High School Support Initiative's SWEET program.

SUPPORTING CHILDREN TO LEARN AND THRIVE IN AN UNPRECEDENTED SCHOOL YEAR

The Haas Center's Education Partnerships (EdP) programs are a key component of Cardinal Commitment. EdP programs inspire and train Stanford students, many of whom are first-generation students, to make a difference in the field of education by connecting them as mentors and tutors to local youth.

Directed by professional staff, each program engages a team of experienced student leaders (EdP Fellows) and a corps of student volunteers. In 2019–20, more than 250 Stanford student volunteers served more than 250 local youth.

EdP programs began the academic year with strong mentoring and tutoring support for local youth. When schools were thrust into online learning, program staff and Stanford students rapidly shifted to meet the needs of children and families.

Through Preschool Counts, Stanford students provide math tutoring. Given the challenge of online tutoring for preschoolers, Stanford students shifted to examining tutoring methods to incorporate in future tutor-training modules.

Ravenswood Reads connects Stanford students with Kindergarten through third grade children for meaningful one-on-one interactions to help develop language and literacy skills.

In spring, Stanford students shifted to developing guides to accompany picture books for 3,000 parents to help their children develop vocabulary and reasoning skills at home. The guides were also shared with Kidango.org and the Bring Me a Book Foundation of Palo Alto.

Over the summer, Ravenswood Reads piloted a "Summer Boost," with tutoring for 14 children in the Ravenswood City School District.



In fall, East Palo Alto Stanford Academy (EPASA) tutor-mentors fostered deep relationships with youth through weekly Saturday programming that integrated topics such as healthy food choices, youth's role in community-building, and the value of building relationships with community elders.

The High School Support Initiative (HSSI) kicked off the year with a career day event and SAT preparation workshop, and then piloted a week-long Stanford Winter Enrichment Experience for Teens (SWEET) on campus. Highlights include:

- visits to Stanford classes
- a KZSU radio station visit
- d.school session on “Exploring Your Future through Design Thinking” and
- an “Introduction to Game Design” workshop in a Stanford makerspace to design and build original board games using a 3D printer, laser and vinyl cutters, and more.

In spring, EPASA and HSSI shifted to virtual tutoring to help local middle and high school youth stay on track academically and maintain a consistent connection to Stanford mentors.

Given the difficulty of being socially isolated and learning online, a significant part of Stanford students' role was providing support in the new virtual environment.

Over the summer, EPASA's online program featured enrichment courses led by Stanford students for 13 middle school students.

In one course, youth learned about the science of health and the importance of community efforts to ensure access to healthy food and recreational spaces. In another, the middle schoolers explored the art of museums, public murals, protest posters, and more as part of developing personal definitions of art.

HSSI's online summer program for 35 high school students included personalized tutoring, enrichment, and community-building activities, as well as workshops on leadership, personal and group identity, values, and empowerment and self-advocacy.

See EdP Fellows' reflections on the next page.

In the unexpected and stressful shift to a virtual environment, Stanford students played an important role as mentors and sources of support and inspiration for middle school and high school students.



“I engage in educational equity work because I believe everyone should have access to a quality education.

I am a product of after-school tutoring programs and other educational outreach programs, so I have seen firsthand how impactful the work we do is.”

Henry Liera, '22, serves with Ravenswood Reads.



“EPASA is a caring program that I have worked with for two years now. I think it is very intentional and helps me question myself as a person for the better.

It is important to ensure young children of color in low-income communities feel valued, cared for, and capable.”

Marcela Cisneros, '21, serves with East Palo Alto Stanford Academy.

“Growing up in Florida, I learned the importance of fostering community by tutoring others. When I arrived at Stanford, I wanted to find community in a similar way. **The people I work with, from coworkers to tutor-mentors to students, are some of the most amazing, funny, and heartfelt people I have met.**

My service through the High School Supportive Initiative (HSSI) enabled me to support first-generation, low-income students, like me, in the local community. Through HSSI, I hope to ensure that more students are equipped with tools that will help them achieve their academic goals.”

Karim Aloul, '21, serves with the High School Support Initiative.





Photo: Christine Baker

Cardinal Courses

Through Cardinal Courses, students apply classroom learning in nearly every school and major to address complex social and environmental challenges.

In 2019-20, more than 2,400 students enrolled in more than 150 Cardinal Courses offered by more than 50 schools, departments, and programs.

INTEGRATING SERVICE AND ACADEMICS

Cardinal Courses are increasingly part of the required curriculum, and Cardinal Service programs are working to leverage classroom learning for longer-term service engagements.

For example, support from the Firefly Scientists Foundation enabled 14 undergraduate and graduate students to bridge learning from Cardinal Courses with part- and full-time summer fellowships and community-based research.

In the course, *Challenging the Status Quo: Social Entrepreneurs Advancing Democracy, Development and Justice*, students learn from Social Entrepreneurs in Residence at Stanford (SEERS Fellows), who lead organizations taking groundbreaking approaches to social change.

Through the fellowship, Lindsay Newfeld, '22, served at Alliance for Safety and Justice (ASJ), founded and directed by SEERS Fellow Lenore Anderson. Lindsay worked with the policy team to produce analyses of various criminal justice policies to inform ASJ's reform priorities. Following her fellowship, she went deeper with Lenore and the other SEERS Fellows through the course. Because of her understanding of ASJ's work, she was able to co-lead a group project and apply the course content to live situations.

Through the fellowship, Alison Bloomgarden, MA '20, and Garrett Jensen MPP/MA '20, collaborated with the ACLU of Northern California and Asian Americans Advancing Justice - Asian Law Caucus (AAAJ-ALC) to develop [two tools](#) to help voters, community organizations, and election officials visualize newly expanded language access coverage under state law starting in 2020. The first tool is an interactive map of California language communities by precinct. The second allows voters and community organizations to find out which languages are supported by county.

These opportunities gave students a chance to apply course concepts and the skills they were developing directly to service projects, to gain a deeper understanding of the disparate effects of policies on historically marginalized communities, and to see first-hand the important roles people play across sectors that are essential to support thriving communities.

New Cardinal Courses in 2019-20

Bridging Policy and Tech Through Design

Coaching Corps

Community Health Advocacy

Conservation Photography

COVID-19 Case Investigation and Contact Tracing

Data Challenge Lab

Ecological Farm Systems

Investigative Watchdog Reporting

Islamic Psychology

ITALIC Seminar: Notes to a Young Artist

Light Through Language: Service Learning Through Creative Writing

On the Path to Medical School

Policy, Organization, and Leadership Studies Workshop

Policy Practicum: The Outlaw Ocean

Science Education through Community Service

Social and Environmental Determinants of Health

Spanish Immersion Service-Learning: Migration, Asylum, and Human Rights at the U.S.-Mexico Border

The Science of Community Engagement in Health Research



USING COURSE LEARNING TO ACCELERATE RESPONSES TO COVID-19

When COVID-19 struck, the directors of community-engaged learning worked closely with instructors and community partners to shift courses to remote learning.

Thirty-six of 54 Cardinal Courses planned for spring shifted to an online format that could meet community needs, and by fall 2020, this number increased to 42 of 45 courses.

Through these courses, students applied the rigors of Stanford coursework to contribute to efforts to curb the pandemic's spread and to help families hit hardest by the economic downturn.

While the pandemic resulted in physicians and clinicians not being able to deliver in-person care for most patients, a positive unintended consequence was the removal of barriers to telehealth services by federal and state governments. In response to the challenge of patients and providers untrained in the delivery of telehealth and virtual healthcare services, a team of faculty moved quickly to develop the virtual course, *Stanford Technology Access Resource Team - A Primary Care Effort to Bridge the Telehealth Divide*.

In the course, students learned design-thinking processes, practiced communication skills with providers and patients, and became part of the care team. The students' main responsibility was to teach patients (remotely) how to maximize the use of technologies such as FaceTime, Facebook Messenger, Google Hangouts, Zoom, or Skype and to prepare patients for productive telehealth visits. Ultimately, these video visits have been invaluable during COVID and will continue to serve as a vital connection between patients and their care team.

When Bay Area schools shut down due to COVID-19, it created a challenge for families that rely on the free meals for children that these schools provide. A group of students in the *Data Challenge Lab* course created a digital map showing where local families could pick up free meals. The collaborative effort grew to include graduate and undergraduate student volunteers from across Stanford schools and to provide locations for groceries, legal assistance, and medical help. [Read more](#)

In *COVID-19 Case Investigation and Contact Tracing*, students learned about the epidemiology of SARS-CoV-2 and the health effects of COVID-19. Twenty-eight students were trained by staff and physician leads in the Santa Clara County Public Health Department's Emergency Operations Center to interrupt chains of transmission. Students learned interviewing skills, contact tracing protocols, privacy obligations, and other related topics.

Once trained, students called potential contacts, recorded and managed data, and provided resources needed to ensure appropriate follow-up and compliance with isolation and quarantine. One advantage of this course is that the students were able to do all of the training and volunteer work remotely, allowing students from all parts of the country (and the world) to participate while avoiding risk of contagion and exposure to COVID-19.

Reflecting on the course, a student noted, "It is eye-opening to see the diversity of living situations and meaningful to be able to try and help alleviate people's stress during this scary time. I feel like I'm learning how to listen and share information more effectively."





RECOGNIZING INSPIRING FACULTY

Arnetha F. Ball, Charles E. Ducommun Endowed Professor, emerita, in the Stanford Graduate School of Education, was awarded the 2020 Miriam Aaron Roland Volunteer Service Prize. She was honored for engaging students in integrating scholarship with service, including through Cardinal Courses she has taught for more than a decade to improve teaching and learning in culturally and linguistically diverse classrooms. [Read more](#)

Dr. Rania Awaad (pictured) features in [a video](#) about her Cardinal Course, *The Psychology of Xenophobia*. In it, students explore Islamophobia and its relationship to the global refugee crisis—particularly in terms of the impact on local residents’ lives and mental health.



PARTNERING ON BAY AREA SOLUTIONS NOW AND FOR THE FUTURE

As part of the Future Bay Initiative, students enrolled in the Cardinal Course *Shaping the Future of the Bay Area* undertook projects in collaboration with local government and community leaders to support community responses to COVID-19:

- A student team worked with the City of San Jose to analyze the effectiveness of public health orders and City-led interventions in [increasing social distancing compliance](#), with the aim of refining strategies. Students’ analyses were used by the City of San Jose’s Emergency Operations committees.
- A student team developed a map of all food stamp-accepting retailers in the Bay Area, tailored to the needs of food stamp beneficiaries. The team was advised by local partners such as the North Fair Oaks Community Council and the Western Center on Law and Poverty, as well as national organizations such as Hunger Free America.
- Another student team worked with San Mateo County agencies and other stakeholders to inform risk communication and resource planning as the County prepares for climate risks in the context of the pandemic. The students conducted interviews with community members about how they were coping, resources they need, and planning for stressors such as wildfires.

See reflections from course instructors and a community partner on the next page.

“For students in science and engineering fields, who don’t usually have as many community-engaged courses to choose from as in other disciplines, this kind of learning experience fills a really important gap in their education.

Being good at math is one thing, but leveraging that skill to make a difference in the world is a whole other ball game. It is frustrating at times, when students realize that waving the magic math wand is not automatically going to fix things, but exhilarating and uniquely inspiring when they find a way to leverage these skills in a meaningful way.”

Jenny Suckale is an assistant professor of geophysics and director of the Future Bay Initiative.



“The COVID-19 pandemic stretched community partners, instructors, and students to their limits, but our model of community-engaged learning was resilient enough to keep us centered, agile, and effective throughout the hectic spring.

Leveraging our year-long model of skill development and partnership-building, our student teams were able to react quickly to the week-to-week changing priorities of our government and nonprofit partners and empower them with actionable intelligence. Our students demonstrated the supportive role that community-engaged courses can play in times of crisis.”

Derek Ouyang is a lecturer in Geophysics and co-instructor for the three-quarter sequence, *Shaping the Future Bay Area*.

“The students provided insights that helped us save lives in the middle of a pandemic and taught us new ways of thinking about data and using technology, AND they were fun and interesting. You really can’t ask for more.”

Kip Harkness is the deputy city manager of San Jose.



FACILITATING DELIBERATIVE DEMOCRACY THROUGH DIALOGUE ACROSS DIFFERENCE

Ordinary polls provide a snapshot of public impressions of sound bites and headlines, and most citizens are not well informed about complex public issues. Deliberative Polling addresses the question: What would a scientific sample of the public think about policy issues if engaged in good conditions for thinking about them?

Those conditions include balanced briefing materials, small group discussions with trained moderators, questions from small groups posed to panels of competing experts in plenary sessions, and an opportunity to register opinions in confidential questionnaires before and after the deliberation process.

In September 2019, more than 500 registered voters representing the political, cultural, and demographic diversity of the United States participated in “America in One Room,” a landmark event organized by Stanford professors James Fishkin and Larry Diamond with Alice Siu of the Center for Deliberative Democracy.

At the event, Stanford students stepped in to lead group deliberations about five issues in the presidential election: the economy, immigration, health care, the environment, and foreign policy. [Read about results in *The New York Times*.](#)

The Cardinal Course, *Deliberative Democracy Practicum*, built on this success and brought the conversation closer to home. The original plan was to host an on-campus deliberative polling event. With the shift to online learning, students instead organized the two-day deliberation using a custom online platform developed by the Center for Deliberative Democracy. Nearly 200 undergraduates deliberated on Stanford-specific and national policy issues—from campus housing policies to national universal health care proposals.

[Results from Stanford’s event](#) show that not only did students view the event overwhelmingly favorably, they became more knowledgeable about the issues, more confident in their ability to understand political issues, less critical of those with whom they disagree, and their views on the proposals changed significantly.

Stanford students facilitate discussions for “America in One Room.” Photo: Jason Liu/Helena



STRENGTHENING SERVICE IN CAPSTONE EXPERIENCES

The recently approved Future of the Major initiative establishes a capstone experience as part of every course of study, emphasizing that a culminating undergraduate experience not only enhances academic rigor and skills within a given discipline, but also provides an opportunity for students to develop project management skills, leadership, character and values, and the practice of citizenship.

Community-engaged capstones, in which students work with a community partner to apply academic knowledge to current issues, offer a valuable pathway for this experience. In addition to demonstrating the relevance of a course of study to complex social and environmental challenges, community-engaged capstones provide opportunities to develop skills in logistics, communication, and intentional application of ethical frameworks.

Several departmental capstones are Cardinal Courses—including in public policy, comparative studies in race and ethnicity, management science and engineering, and earth systems.



“As I reflect on my POLS experience, I found my placement at East Palo Alto Academy (EPAAF) as the most meaningful and integral part of my formal master’s requirements. ... [W]hen I heard of EPAAF using educational programs to liberate communities and support first-generation college students, I became excited to work with and learn from the organization. **Working at my field site, I co-created solutions to address community needs, integrated academic theories with community-based practices, and gained insight into my research on education equity. Working with EPAAF will always be the highlight of my POLS experience!**”

Praveen Loganathan, MA '20, completed a community-engaged learning project as part of a Stanford Graduate School of Education Policy, Organization, and Leadership Studies capstone.

In addition, for more than 20 years the [Public Service Scholars Program](#) has supported students across majors who want to integrate service with a capstone.

The Cardinal Courses team is working with faculty to expand community-engaged capstone options, focusing on projects related to public interest technology and those that offer cross-disciplinary options for students.

For example, computer science students will be developing machine learning algorithms that analyze computer vision data collected via a rugged lightbox developed in an engineering class. Together, the two projects will form the basis of a low-cost produce-grading system that allows smallholder farmers to communicate directly with marketplaces.

Stanford is also expanding community-engaged capstone projects for graduate students. For example, the Stanford Graduate School of Education’s Policy, Organization, and Leadership Studies program partnered with East Palo Alto Academy Foundation (EPAAF). Graduate students evaluated the effectiveness of EPAAF’s mentorship program and offered recommendations to strengthen it and pathways to help first-generation students thrive in college.

APPLYING ENGINEERING PRACTICES TO GLOBAL CHALLENGES

Cardinal Courses offer students the opportunity to apply the knowledge and skills they are developing through hands-on service.

Through *Mechanical Engineering Design: Integrating Context with Engineering*, student teams work closely with community partners to address specific challenges through their knowledge of controls, materials and structures, thermosciences, and product realization principles.

The mechanical engineering (ME) department piloted the course in 2017-18; it expanded from 24 students to 37 students in its second year; and starting in 2019-20, all mechanical engineering students enroll in the ME 170 sequence.

A new course project will contribute to Stanford efforts drawing on the work of scholars from across the university to reduce lead levels in turmeric, a spice used throughout South Asia.

Students will adapt a low-cost produce drying system that previous students developed to improve large-scale chili pepper processing in India (photo below).

If successful, the concept would make processing turmeric less time- and labor-intensive and would preserve the spice's color and quality, making lead-based alternatives for enhancing the color unnecessary. [Read about Stanford efforts to reduce lead poisoning.](#)

Mechanical Engineering Design **2019-20 Project Highlights:**

- Building a prototype energy microgrid for use in rural communities
- Developing a system to inject high-viscosity medications quickly to improve the efficacy of HIV treatments while reducing pain
- Reducing black carbon generated by brick kilns used in parts of Asia that causes respiratory and cardiovascular disease and premature death
- Recapturing and reusing excess heat generated by photovoltaic solar panels
- Designing a wearable device to improve the gait of children with cerebral palsy



Photo: Christine Baker



Cardinal Careers

Cardinal Careers makes public interest work more visible, accessible, and valued for students.

High-impact programs and events connect students with alumni and public interest organizations across sectors. Resources and tailored advising help students plan and execute social sector job searches. Cardinal Careers fellowships provide unique first public service job opportunities for graduating students.

MAKING PUBLIC SERVICE CAREERS VISIBLE AND VALUED AT STANFORD

To support students in exploring diverse pathways of public service, the Haas Center and BEAM, Stanford Career Education hosted a series of successful, high-profile events.

They included a four-part Law and Justice Careers Intensive, “How to Land a Campaign Job This Summer,” and six public service career panels (of 20 panels) at BEAM’s Summer Boot Camp.

The Black Community Services Center, El Centro Chicano y Latino, and Haas Center also cosponsored “Leading Your Parents: How to Educate and Influence Older Generations on Today’s Issues of Social Justice.”

A record-breaking number—350 students—attended the annual fall Kickstart Your Social Impact Career event (photo below) with keynote speaker Ami Dar, founder and executive director of Idealist.org.

Government careers programming highlighted the Peace Corps, State Department, AmeriCorps, and City of San Jose. The last was part of a successful City Manager in Residence Program, this year featuring San Jose City Manager Dave Sykes.

The McCoy Family Center for Ethics in Society, Stanford Institute for Economic Policy Research (SIEPR), Haas Center, and BEAM also jointly funded and managed a team of eight interns to engage in employer, alumni, and on-campus outreach to raise the visibility of public service careers at Stanford.

In addition to facilitating personal connections, the Cardinal Careers team offers a robust suite of public service job search resources. They include a weekly, curated newsletter that is the go-to resource for public service opportunities; an overview of steps on the journey to public service careers; a year-long job search timeline; and a guide to service fellowships, job boards, and organizations by service theme.

Cardinal Careers ended the year having engaged over 1,100 students through events, workshops, and advising tailored to their interests and goals.



SUPPORTING GRADUATING STUDENTS THROUGH UNIQUE PROGRAMS

As graduating students face historic challenges in the job market, public service advising has been more important than ever.

Cardinal Careers has taken this support a step further by offering a Public Service Job Search Support Guarantee. If students are actively seeking a public service position, the Haas Center and BEAM will provide career coaching until the student receives a job offer.

Cardinal Careers Fellowships are also vitally important to help graduating students launch careers. Fellows are matched with a mentor and work full-time for 10-12 months with a leading public interest organization. In addition to learning from senior leaders, Fellows are given unique levels of access and responsibility.

In 2019-20, Cardinal Careers offered 20 percent more Community Impact Fellowship placements than in prior years, and though some fell through due to COVID-related budget cuts, 19 graduating students were able to pursue fellowships.

In addition to these prestigious Stanford fellowships, the Cardinal Careers team manages Stanford's application and selection process for the national Truman Scholarship.

Stanford juniors Leya Elias and Nik Marda were selected as [2020 Truman Scholars](#), joining a cohort that includes Supreme Court Associate Justice Neil Gorsuch; former National Security Advisor Susan Rice, '86; and Georgia House Minority Leader Stacey Abrams. [Read more in Stanford Report](#)

Cardinal Careers Fellowships

JOHN GARDNER PUBLIC SERVICE FELLOWSHIP

Samuel Feineh, '19; Vera Institute of Justice; New York, NY

Mentors: Jim Parsons, Vice President and Research Director; Insha Rahman, Director of Strategy and New Initiatives

Andrea Flores, '18, MA '19; America's Voice Education Fund; Washington, D.C.

Mentor: Ur Jaddou, '96, MA '97; Director of Department of Homeland Security Watch

Audrey Huynh, '19; Capital Area Immigrants' Rights Coalition; Washington, D.C.

Mentor: Claudia Cubas, Litigation Director

TOM FORD FELLOWSHIP IN PHILANTHROPY

Grace Anderson, '19; United Nations Foundation; New York, NY

Mentor: Sofia Borges, Senior Vice President at United Nations Foundation

Isabela Bumanlag, '19; Global Health at United Nations Foundation; Washington, D.C.

Mentor: Kate Dodson, Vice President, Global Health Strategy, United Nations Foundation

Madeline Lisaius, '18, MS '19; The Rockefeller Foundation; New York, NY

Mentor: Doris Sullivan, Director of Data Product Management, The Rockefeller Foundation

SCHNEIDER FELLOWS AT THE NATURAL RESOURCES DEFENSE COUNCIL

Rebecca Behrens, '19, MS '20; New York, NY

Robbie Harding, MS '19; Washington, D.C.

Aviva Klein Meyers, '19, MS, '22; Chicago, IL

Sergio Sanchez Lopez, LLM '19; San Francisco, CA





COMMUNITY IMPACT FELLOWSHIP

City of San Jose, City Manager's Office

Pablo Haake, '19

City of San Jose, Department of Clean Energy

Victoria Mendez, '19, MA '21

City of San Jose, Department of Public Works

Sebastian Green, '19

City of San Jose, Mayor's Office of Innovation and Technology

Kaylana Mueller-Hsia, '19

City of San Jose, Parks, Recreation & Neighborhood Services

Tynan Challenor, '17, MS, '19

GreatNonprofits/CommunityConnect Labs

Jett Hayward, '19

LifeMoves

Marika Buccholz, '19

Rachel Thomson, '19

Partnership for Public Service

Joshua De Leon, '17, MA '18

Ravenswood Family Health Clinic

Javier Aguayo, '19

Caroline Hayse, '19

Emma Mathers, '19

Paulina Nava, '19

Camila Vargas, '19

Redwood City 2020/John Gardner Center

Shannon Chiu, '19

SIRUM

Jennifer Ampey, '19

Claudia Heymach, '19

TalkingPoints

Mark Ferguson, '19

Alma Flores-Perez, '19



“Working on human rights at the United Nations Foundation (UNF) has given me a front row seat not only to see issues and political dynamics play out in high-level diplomatic circles, but to engage directly with stakeholders to shape discussions and policy on vital human rights issues.

The most significant aspect of my fellowship experience has been the opportunities I have had to represent UNF and take on leadership roles in different capacities. In working with the human rights team, I have been able to attend meetings with other NGOs, diplomats, and even members of the UN Security Council and pose questions to them and make public comments on behalf of UNF. Being able to engage with others as the face of UNF is an honor and not something I ever expected to do in my first job out of college.”

Grace Anderson, '19, completed a Tom Ford Fellowship in Philanthropy at the United Nations Foundation.



“This year has undoubtedly been one of the most transformative years of my life. My experience as Gardner Fellow has built a powerful foundation for the advocate, lawyer, policymaker, and public servant I aspire to be.

As part of Capital Area Immigrants’ Rights (CAIR) Coalition’s Immigration Impact Lab team, I worked on the plaintiff component of three major class action lawsuits, including two of the first lawsuits in the country to demand the release of detained immigrants with serious medical conditions from ICE detention facilities due to the risk of COVID-19, as well as *Miranda v. Barr*, which ruled that the Trump administration must provide fair bond hearings for people in immigrant detention.

I was also able to take part in multiple groundbreaking court hearings at the U.S. Court of Appeals for the Fourth Circuit and the D.C. District Court, including *CAIR Coalition v. Trump*, which struck down the Trump Administration’s ‘third country’ asylum ban. Every day, I watched history unfold.”

Audrey Huynh, '19, completed the John Gardner Public Service Fellowship with the Capital Area Immigrants’ Rights (CAIR) Coalition.



“I worked with my mentor on a site-specific felony bond reform project in Harris County, Texas. The Vera Institute was contracted by Harris County to reform felony bond practices with the goal of releasing more people pretrial.

My mentor and I traveled to Houston three times and met with felony judges, county administrators, district attorneys, public defenders, the sheriff, police chief, and other stakeholders. Ultimately, we crafted a policy to release more people pretrial on low-level felonies that the County can incorporate into its long-term reform strategies.

This policy was also utilized in April 2020 as an emergency initiative to release people from Harris County Jail due to COVID-19. Nobody could’ve expected COVID to devastate the world, let alone our jails and prisons, and we were elated to help the County in any way possible.”

Sam Feineh, ’19, completed a John Gardner Public Service Fellowship with the Vera Institute of Justice.



“Over the last two years as a Community Impact Fellow, it has been exciting to help build out the organization’s diversity, equity, and inclusion efforts. I also have appreciated the opportunity to expand its presence in California and beyond, which has included the launch of a Cybersecurity Talent Initiative, a two-year fellowship for technologists in federal agencies.

Throughout my time at the Partnership for Public Service, I have been clear-eyed in knowing that this is a rare opportunity for someone like me, still quite early in my professional career, to contribute in such a meaningful way.”

Joshua De Leon, ’17, MA ’18, completed a Community Impact Fellowship with the Partnership for Public Service.



New Developments and Directions

The first five years of Cardinal Service have seen the rapid expansion and enhancement of service at Stanford, as well as careful stewardship of resources and coordination for maximum impact.

We will draw on this momentum to continue deepening students' experiences, partnerships on and off campus, and efforts to make lasting change on pressing social and environmental issues.



PUTTING HUNDREDS OF SERVICE OPPORTUNITIES AT STUDENTS' FINGERTIPS

A just-launched [Cardinal Service website](#) is a one-stop-shop for hundreds of public service opportunities campus-wide. Students can easily:

- find and “favorite” fellowships, courses, student groups, and events in service themes from arts to environmental sustainability
- read student and alumni stories
- access resources and advising; and
- locate graduate student service fellowships, grants, and other opportunities in one place.

UNITING SCHOLARS AND PRACTITIONERS TO GENERATE NEW INSIGHTS ON ISSUES

Through a [Scholars in Service](#) program launched by the Haas Center and Stanford Impact Labs, three faculty members will build on their existing partnerships with public service organizations to find practical, evidence-based ways to make progress on pressing social issues.

Henry Lee (Pediatrics), Latha Palaniappan (Medicine), and Teresa LaFromboise (Education) (pictured L-R above) will pursue collaborative research to address health disparities among mothers and newborns in California; use mobile technology to prevent chronic disease across India; and expand suicide prevention programs at the Zuni Pueblo and Acoma Pueblo in New Mexico, respectively. [Read more](#)



ENHANCING SUPPORT FOR GRADUATE STUDENTS

Graduate students play a significant role in service on campus. As just one example, the [Stanford Institute for Innovation in Developing Economies \(Seed\)](#) partners with entrepreneurs in emerging markets to build thriving enterprises that transform lives. Through Seed fellowships, students help facilitate the growth and scaling of businesses in the developing world to help build economic vitality and self-sufficiency.

Campus partners are working to expand on service opportunities for graduate students. For example, two new Haas Center workshop series supported graduate students in engaged research and professional development as community-engaged scholars. In a pilot program, graduate students were each paired with a community partner to address a research question of mutual interest.

Abisola Kusimo, MS '17, PhD '20, worked with [The Crucible](#), a nonprofit industrial arts school in West Oakland, on a community survey to better understand and improve The Crucible's relationship with neighboring communities. While The Crucible aims to make its offerings accessible for all, it has struggled to reach communities of color, who are geographically closest, attracting instead newcomers in a rapidly gentrifying neighborhood. The goal of the survey was to assess these dynamics to improve diversity, equity, and inclusion metrics and facilitate greater dialogue and communication between The Crucible and members of surrounding communities.

Kimya Loder, a doctoral candidate in sociology, partnered with [Delta Sigma Theta Sorority, Inc., San Francisco-Peninsula Alumnae Chapter](#) to develop a survey to measure the factors that motivate and discourage political engagement among Black girls.

The Black Girls UNITE for Change Youth Summit was used as a case study, and Kimya helped design a post-Summit evaluation survey to measure attendees' actions as an outcome. Findings will be used to help the organization build its capacity to develop and execute programming to support Black girls in the Bay Area who face unique social, political, economic, and educational problems.

Dean Chahim, a doctoral candidate in anthropology, partnered with [Pie de Página](#), an independent network of journalists in Mexico City, to create a digital platform that makes visible the social costs of persistent flooding in Mexico City and the ways that the city's drainage infrastructure reproduces urban inequality. [The project](#) weaves together oral histories of community members—told through film, audio, and photos—through interactive maps of the city's drainage infrastructure and flood patterns. It is intended to be used not only by communities affected by flooding, but also the broader Mexican public, to provoke public debate on the causes and consequences of flooding.

“Service has been a community for me and a family for me no matter where I am, but it has also been this incredible way to learn about the world and my place in the world.”

Preeti Srinivasan, PhD '23 (Business), participated in the Graduate Public Service Fellowship.



BUILDING STANFORD PIPELINES TO PUBLIC INTEREST TECHNOLOGY CAREERS

Stanford is a founding member of the [Public Interest Technology University Network](#), a collaboration among 35 universities and colleges committed to building the nascent field of public interest technology and growing a new generation of civic-minded technologists.

Over a third of Stanford undergraduates major in subjects related to computer technology, and nearly half of current masters and PhD students are studying computer science or related fields.

Within the rich tech ecosystem at Stanford, Cardinal Service programs, in particular, have focused on building pipelines to public interest technology (PIT) careers through hands-on fellowships, courses and capstones, participation in student-led organizations, and career support. A weekly PIT newsletter promotes PIT jobs, fellowships, internships, and research and volunteer opportunities to over 450 students.



“I came into Stanford intending to get a computer science degree and find a comfortable job in Silicon Valley. The summer after my sophomore year, I helped build technology for the National Institutes of Health, where I contributed to a platform that was essential for biomedical research around the world. Seeing the scope and impact of this work, I realized how important it was to have technologists in the public sector.

Since then, it’s been rewarding to find ways I can already apply my technical education toward meaningful problems in government. This has included a Cardinal Quarter during summer 2020, where I worked on AI ethics at the National Security Commission on Artificial Intelligence. **Going forward, I am excited not only to work on more technical problems in government myself, but also to encourage other Stanford engineering students to apply their technical skills to public service.**”

Nik Marda, '21, MA '21, is co-president of the Stanford Public Interest Tech Lab and a student member of the Haas Center National Advisory Board, and was selected as a 2020 Truman Scholar. [Read his story](#)

These experiences and support enable students to build skills to critically assess the ethical, political, and societal implications of new technologies and to design technology for the public good.

Students have been some of the largest proponents, as seen in an [Opinion piece](#) by Priya Chatwani, '20 (now a software engineer for Remix), and Dina Safreno, '20 (now a program manager at Microsoft), about finding fulfillment in public interest tech and ways to get involved.

Hands-on fellowship opportunities

This year, eight PIT Cardinal Quarter summer internships and seven PIT Community Impact Fellowship placements were added.

Student organization leadership

Students lead organizations including Code the Change, CS+Social Good, Stanford Public Interest Tech Lab, Stanford Social Entrepreneurial Students' Association, and Women in Computer Science, building the field at Stanford.

Applied learning in public interest technology through Cardinal Courses

In *Big Earth Hackathon Wildland Fire Challenge*, students used data analysis, programming, and Geographic Information System skills to develop original solutions to wildland fire prediction, prevention, and evacuation.

In *Bridging Policy and Tech Through Design*, students from computer science and the social sciences worked on projects for partner organizations related to technology’s role in society—from using natural language to identify “hidden” white supremacy and political ads to assessing voter turnout in communities of color.

In *The Opioid Epidemic: Developing New Law and Policy Tools*, students worked with a national organization of parents and families who have lost family members to opioid use to design evidence-based policies related to drug use and addiction using public health data.

Public interest technology career support resources and timely events

In addition to advising and the PIT newsletter, tools to help students include job search resources such as a how-to video and infographic.

Events have included:

- “Advocating for Racial Justice in Tech” with panelists from Facebook/Tech Workers Coalition, Raheem, and Black Tech For Black Lives
- A panel of alumni in PIT careers at the ACLU, Code for America, and Talking Points and in Colorado state government
- The addition of PIT organization representatives in BEAM’s career fairs and career programming
- A conversation with Airbnb’s chief ethics officer, Rob Chesnut, about corporate ethics during COVID-19

“I found that I could use my experience with AI and computer science to solve current social problems. [Raheem](#), where I interned, is a nonprofit that aims to end police terror. They had a database containing narratives of encounters with police and no quick way to analyze the data or traverse it. I indexed the database for fast search and put the location of each encounter on a map of the city, color-coding the points by encounter type.


This kind of work has challenged me to think through the humanistic implications of the tech I make and see where I can help the most.”

Nandita Naik, ’23, completed a CS+Social Good Fellowship with Raheem in Oakland, CA.



Back cover: Sarrah Hussain, ’23, completed an International Public Service Cardinal Quarter with The Lily Project, which combines virtual and in-person care to improve the sexual health of women in rural Nicaragua.





In coming years, Cardinal Service will be a cornerstone of Stanford's pursuit of excellence in research, teaching, and service to benefit humanity and to educate students for lives of civic purpose.

To learn more, please contact Haas Center for Public Service Director of External Relations Kamba Tshionyi at ktshionyi@stanford.edu or 650-725-2870.

Photo: Linda Cicero



Stanford | Cardinal Service

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