



**Stanford** | Haas Center  
for Public Service  
*The Hub of Cardinal Service*

# COMMONS

Uncommonly good news from the Haas Center for Public Service

2016



**Stanford** | Cardinal Service

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

The Haas Center for Public Service, the hub of Cardinal Service, inspires and prepares students to create a more just and sustainable world through service, scholarship, and community partnerships. Guided by the Center's Principles of Ethical and Effective Service, students engage in service across diverse pathways—direct service, community engaged learning and research, activism, philanthropy, policy/politics, and social entrepreneurship.



(left) Larry Diamond. (right) Tom Schnaubelt. Photos: David Gonzales

## From the Directors

Since the Haas Center's founding in 1985, there has been remarkable growth in our students' desire to find meaningful ways to serve the public good. But we have never seen the energy and the passion to become engaged that we are seeing now from students across disciplines—from history and political science to the arts, engineering, and computer science. As it has in the past, Stanford is rising to the challenge.

In 2015–16, with robust support from President John Hennessy and Provost John Etchemendy, Stanford University launched Cardinal Service, the boldest expansion of public service since the establishment of the Haas Center for Public Service.

This initiative builds on the vision of Jane and Leland Stanford and three decades of Haas Center experience. It aims to weave public service more deeply into the Stanford culture.

Cardinal Service focuses on four dimensions proven to be transformative in the lives of students. By 2020, each year Stanford will support 500 students to pursue **Cardinal Quarter**, a full-time, quarter-long service experience; offer 150 **Cardinal Courses**, community engaged learning courses across diverse departments and programs; engage 600 students in **Cardinal Commitment**, a multi-quarter sustained service engagement; and support 30 percent of students to pursue work in the public interest through **Cardinal Careers**. There is already significant momentum behind the initiative:

- Thanks to leadership from Registrar Tom Black and approval from the Faculty Senate, students who have completed 12 Cardinal Course units or completed a Cardinal Quarter may have this distinction noted on their academic records.
- More than 1,725 students enrolled in 130 Cardinal Courses, 492 undergraduates pursued a Cardinal Quarter, and hundreds of students made a Cardinal Commitment or pursued Cardinal Careers serving the public good.
- We also are working to coalesce efforts across campus to support students in pursuing service. So far, 225 staff and faculty have signed on to be Cardinal Service Connectors.

We look forward to welcoming Deborah Stipek, former dean of the Stanford Graduate School of Education, when she assumes Larry's role as faculty director in fall 2016 and continues to build on this effort.

We are deeply grateful for the groundswell of support for Cardinal Service, and we know we would not be here without you.

With our heartfelt appreciation,

Larry Diamond  
Peter E. Haas Faculty Director

Thomas Schnaubelt  
Executive Director



# Cardinal Service



## Cardinal Quarter

Students pursue a full-time summer or quarter-long public service experience with Stanford support.



## Cardinal Commitment

Students make and sustain a significant service commitment as part of their Stanford experience.



## Cardinal Careers

Students explore service opportunities after graduation and integrate service into any career.



## Cardinal Courses

Students enroll in courses that apply classroom knowledge to real-world societal problems.

## Cardinal Quarter

Sophia Christel, BS '15, MS '17, was in the inaugural group of Stanford seniors to receive a Cardinal Service notation on their transcripts; she was recognized for Cardinal Quarter. Sophia graduated with a BS in Earth Systems with a focus on ecology and conservation, and is currently earning a master's in Earth Systems with a focus on urban ecology and science communication. She took courses to become a docent at Jasper Ridge Biological Preserve, served as conservation technician at Stanford, and is spending the summer as a naturalist and arts instructor with the Stanford Sierra Camp.

"I spent a summer with the City of Palo Alto's Parks and Golf Division designing interpretive signage in English and Spanish for the Palo Alto Baylands Nature Preserve. The signs discussed local birds (or avifauna), ecosystem services provided by the wetland, respectful interaction with wildlife at the Duck Pond, and tidal ecology. Because I grew up in Palo Alto and spent many hours of my childhood at the Baylands, the preserve has great meaning to me. As a child, hiking and watching birds there was one of my primary introductions to loving nature.

The opportunity to give back to the place that played such an instrumental role in developing my budding interests in ecology, conservation, and birding was incredibly gratifying. This Cardinal Quarter gave me a way to connect my identity as a Stanford student to my identity as a life-long resident of Palo Alto. It felt like a homecoming, and has inspired me to take on other research projects that relate specifically to local issues and to enroll in Cardinal Courses that allow me to work in my home community."

## Cardinal Courses

Rehan Adamjee, '16, is in the inaugural group of seniors to receive a Cardinal Service transcript notation; he was recognized for Cardinal Courses. While at Stanford, Adamjee traveled to Nicaragua for *Issues in Liberation: Central America*; researched global health organizations, including one tracking dengue mosquitos in Brazil through *Designing Research-Based Interventions to Solve Global Health Problems*, and helped design an offline internet server for health clinics in Nepal through *Design for a Sustainable World*. He also interned in Dhaka, Bangladesh with BRAC, a nongovernmental organization dedicated to alleviating poverty, and pursued community-based research on health decisions by people living in Karachi's slums as a Dalai Lama Fellow.

"I came to Stanford from Karachi, Pakistan with an interest in public service and public health. Although I have formally chosen development economics and health policy as fields of study, many of my deepest insights about development and healthcare access arose less from technical and quantitative economics classes, and more from engagement with communities globally. The Cardinal Courses I took at Stanford, in fields ranging from engineering to religious studies, reinforced the importance of being thoughtful, historically aware, and not bound by any one category of knowledge when approaching issues of public service and community development.

Stanford has given us few answers. Instead, it has pushed us to question and struggle to find creative ways to approach problems. Cardinal Courses contributed to this in no small measure. They opened up a world of opportunity and a process of deep introspection about how to learn, live, and lead public service efforts in an ethical, thoughtful, and rigorous manner."

9/16



President Hennessy announces **Cardinal Service** at the 125th Opening Convocation Ceremony and in *Stanford Magazine*.

9/19



At New Student Orientation, 500 freshmen package 63,000 meals with Stop Hunger Now and attend the Public Service Open House.

2015

Students and alumni share visions for a more just and sustainable world in the **#ienvisionaworld** social media campaign.



9/18

The **Cardinal Careers Social Impact Fair** brings together employers, alumni, and students interested in working for the public good.



10/7

## Cardinal Commitment

Originally from York, South Carolina, Jonathan Spratley, '15, has made a deep commitment to advancing educational equity. He served as executive director of The Phoenix Scholars, which helps low-income, first-generation students of color navigate the college application process; interned with IkamvaYouth in Cape Town, South Africa; and co-chaired the Stanford NAACP Education Committee. He also interned for the I Have a Dream Foundation in New York; developed a mentorship program for at-risk middle school students through the Office of Stockton Councilman Michael Tubbs, '12, MA '12; and taught high-achieving but underserved middle school students through Summerbridge in San Francisco. Following graduation, Jonathan was awarded the John Gardner Public Service Fellowship to serve with Harlem Children's Zone, and this year will teach U.S. History at Dreamyard Prep, a public high school in the Bronx, through Teach for America.

"I personally experienced the 'cycle of poverty' long before I heard that term in an academic context. From an early age, I learned that education could provide me with the knowledge, skillset, and credentials to escape the cycle of poverty and join leaders working to end this vicious cycle for future generations. At Stanford, I had more extraordinary opportunities than I knew existed—my life's trajectory was permanently altered. Since education was my ticket out, I served with incredible educational organizations, including the I Have a Dream Foundation and The Phoenix Scholars. Each of these experiences reinforced and strengthened my passion and commitment to education.

One of the greatest challenges we face in education is developing solutions that can be scaled and institutionalized. There is a wealth of both academic scholarship and organizational best practices, but only rarely does this knowledge effectively inform and transform educational practice. I am committed to bridging theory and praxis to bring tangible solutions to communities like mine."

## Cardinal Careers

Originally from Santa Cruz, California, Kelly Hernandez, '16, MA '16, completed a Cardinal Quarter internship in the Santa Clara County Office of Reentry Services, co-led an Alternative Spring Break, co-chaired MEChA, and served on the Board of Judicial Affairs, among other leadership roles. Hernandez has headed to Washington, D.C. to pursue a postgraduate SPIN Fellowship with the Young Invincibles, a nonprofit that educates young people about current issues and elevates their voices in policy debates.

"The Stanford campus janitor I helped teach English to as an Habla core leader could have been any of my family members who struggle to learn a second language in between jobs and hope to get *papeles*. The high school students I guided through the college application process included my younger brother and my Phoenix Scholar mentees. The students I helped teach creative writing to in Hillcrest Juvenile Detention Center could have been any of my childhood friends caught in the school-to-prison pipeline. The formerly incarcerated people I worked with as a research fellow for the Santa Clara Office of Reentry Services are also members of my community. When I fight for social justice—in workshops, classrooms, or legal clinics—I also fight for my family and community."

11/14



Alumni and friends gather for a **Cardinal Service** launch event in Los Angeles, followed by events in Atherton, New York, and at Stanford.

3/28



**DANCE 100: Dance, Movement, and Medicine** is added as one of 130+ **Cardinal Courses**.

2016

Former U.S. Congressman Barney Frank meets with Public Service Leadership Program and Public Service Honor Society students pursuing a **Cardinal Commitment**.



2/10

In the launch year, 492 undergraduates pursue a **Cardinal Quarter**. Students serve in 45 countries and 151 cities in summer 2016. [tinyurl.com/CardinalQuarter16](http://tinyurl.com/CardinalQuarter16)

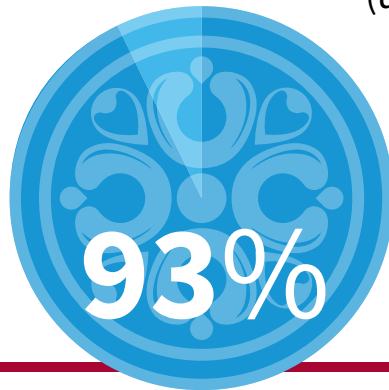


5/25



(left-right) Haas Center staff Priscila Garcia, Rosy Capron, and Amy Harris, '14, participate in outreach and advising to get students involved in Cardinal Service. Photo: Virginia Bock

**131** Cardinal Courses across 38 departments and programs (up from 75 courses a year ago)



**492** undergraduates participate in Cardinal Quarter

**1,726** students participate in Cardinal Courses

93% of student survey respondents rated their 2015 Cardinal Quarter experience as “excellent” or “good”

**209** students tutor and mentor local youth through signature Education Partnerships programs, making a commitment to advancing educational equity

**1,800** students connect to public service resources through the Haas Center’s student engagement and development team advising and support

97% of community partners “agree” or “strongly agree” that they are satisfied with their Cardinal Courses partnership with Stanford



**225** Cardinal Service Connectors—staff and faculty across campus—commit to sharing and building service opportunities





Haas Center Frosh Service Liaisons 2015–16. Photo: Peggy Propp

## Haas Happenings

### ALUMNI CONNECT WITH STUDENTS THROUGH CARDINAL SERVICE

The Haas Center embarked on a focused effort to harness the experience and talent of Stanford alumni to guide and support students engaged in Cardinal Service. So far this year, over 140 alumni and parents have signed on to take Cardinal Quarter students to lunch, house Alternative Spring Break participants, and provide content knowledge. Get involved: [bit.ly/HaasAlumni](http://bit.ly/HaasAlumni).

### AGREEMENT CLEARS WAY FOR STATE DEPARTMENT SERVICE

The U.S. Department of State; Stanford University; and the University of California, Berkeley signed an agreement enabling the future placement of John Gardner Public Service Fellows at the State Department. Ambassador Arnold Chacón, director general of the Foreign Service, spoke at the May 24 signing ceremony at the Haas Center, along with Jeremy Weinstein, Stanford professor and former deputy to the U.S. Ambassador to the United Nations, and Gardner alumnus Matthew Colford, '14.

### DORM REPRESENTATIVES MOBILIZE STUDENTS

The Haas Center Frosh Service Liaison program tripled in size this year and connected dorm residents with public service resources. In addition to outreach, the 17 liaisons engaged in leadership development, as well as direct service and philanthropy to address local hunger and homelessness.

### STANFORD AND DUKE STUDENT-ATHLETES TEAM UP INTERNATIONALLY

For student-athletes, participating in service can be difficult due to athletic schedules. Through a joint Duke-Stanford program, an inaugural group of 40 student-athletes took part in three-week, immersive service in South Africa, Vietnam, China, and India this summer. Learn more: [ace.stanford.edu](http://ace.stanford.edu).

### STUDENTS REGISTER VOTERS

Through Stanford's partnership with TurboVote, students and campus partners registered 1,569 students to vote in the last two academic years. A coalition of student organizations, including Stanford in Government, Stanford NAACP, Stanford Democrats, and the Stanford Conservative Society, organized voter registration drives on and off campus, including through a collaboration with the League of Women Voters of Palo Alto. The easy-to-use registration site is here: [stanford.turbovote.org](http://stanford.turbovote.org).

### STUDENTS PUT TECH SAVVY TO GOOD USE

With support from the Westly Foundation and the Catherine H. Milton Fund for Student Innovation in Public Service, three student-created mobile app projects received Social Impact Grants this year: Waste No Food enables stadiums, cafeterias, and other groups to donate excess food; Zariya empowers women in India to anonymously report violence and get help; and Hermio provides data collection for users in areas without internet connectivity. In addition, a new student group, CS+Social Good, sparked dialogue on technology and social change through courses, a speaker series, fellowships, and collaborations with partners from East San Jose's Overfelt High School to the Government of Delhi.

### LEADING UNIVERSITIES ADOPT PATHWAYS MODEL

Thirty-three institutions have joined the Pathways of Public Service and Civic Engagement International Working Group. These universities—including Brown University, Duke University, East China Normal University, University of Southern California, and the University of Wisconsin, Madison—have adopted the Haas Center's Pathways as a model for organizing work and/or advising students.



As part of the Haas Center's alumni effort, Boyd Haight, '76, hosts Riya Mehta, '18, for a visit at the Food and Agricultural Association of the United Nations in Rome, Italy. Photo courtesy of Riya Mehta



Ambassador Arnold Chacón, director general of the Foreign Service at the U.S. Department of State, speaks at the signing ceremony. Photo: Peggy Propp



Libby Scholz '17, incoming director of Stanford in Government, at one of the student organization's many voter registration drives. Photo: Virginia Bock



Students in the new student organization CS+Social Good put tech to use for the public good. Photo: Kurt Hickman



Mimi and Peter E. Haas Distinguished Visitor Rick Lowe (second from right in back) at Branner Hall, Stanford's public service-themed dorm. Photo courtesy of Tom Schnaubelt

## A Conversation with Distinguished Visitor Rick Lowe

The Mimi and Peter E. Haas Distinguished Visitor Program brings to Stanford prominent individuals whose lives and careers have had significant public impact. Rick Lowe, a Houston-based artist who has exhibited and worked with communities nationally and internationally, served as the fifth Mimi and Peter E. Haas Distinguished Visitor. President Barack Obama appointed Lowe to the National Council on the Arts in 2013, and in 2014 he was named a MacArthur Foundation “genius” fellow. He is best known for Project Row Houses, a community-based arts and culture nonprofit organization in Houston’s northern Third Ward, one of the city’s oldest African American neighborhoods.

### HOW WOULD YOU DESCRIBE YOUR RESIDENCY AT THE HAAS CENTER FOR PUBLIC SERVICE?

When I arrived to start my residency, I realized the Haas Center’s essence is relationships. Striving to make deep connections is also core to my way of working as a social sculptor, so I decided to meet as many people as possible: students, Stanford faculty and staff, and community members.

As a center focused on service, I was not surprised but inspired by the compassion and dedication of the Haas Center staff. Most impressive was the connectedness of the staff to each other and to the Center’s mission. I attribute a great deal of this connectedness to the design and use of the Center’s building. As a social sculptor, I’m interested in how the architecture of space facilitates community. There is always a flow of students, faculty, staff, and community folks moving in and out of the Haas Center, generating possibilities for sharing, learning, and connection. It reminded me a great deal of our community space at Project Row Houses in Houston. The combination of spatial design and compassionate staff helped me feel right at home.

In connecting with Stanford students, I was impressed with the level of students’ thoughtfulness about their experiences as a part of an elite university in the context of social and economic challenges. My Haas Center experience gave me a good deal of insight into the struggles that high-achieving students have balancing academic and professional ambitions with human interests outside their chosen fields; the struggles communities have accessing the valuable resources found at the university; and the difficult challenge faculty and staff have in trying to be a bridge between the two. This dynamic is the kind I find most interesting for my social sculpture practice. What I learned through the Distinguished Visitor program will be valuable as I move forward.

### WHEN YOU THINK ABOUT ART IN COMMUNITIES AND ART AS PUBLIC SERVICE, WHAT MOST INSPIRES YOU RIGHT NOW?

The times we live in seem more suitable for art as public service than any other. The traditional forces of change don’t seem to be as effective as in the past. Churches seem to be turning away from work for societal good. The shrinking of organized labor and the labor force in general has weakened the voice of labor for social change. Twenty-first century movements such as the Occupy Movement and Black Lives Matter are examples of how the symbolism of art can play a powerful role in social change movements. I’m inspired by the ways artists are inserting themselves into social change movements in new, imaginative ways. In the past, artists’ involvement was limited to painting murals or other design types of work; now artists are designing the frameworks for social change.



Rick Lowe with National Advisory Board members Lauren Koenig, ’81, and Jacques Antebi, ’86. Photo: David Gonzales



Rick Lowe’s lecture reaches a record audience and is live-streamed globally by the Stanford Alumni Association. Photo: David Gonzales



Rick Lowe greets reception and lecture attendees. Photo: David Gonzales



**YOU'VE MENTIONED THE VALUE OF TENSION IN MAKING WORK RICHER.  
CAN YOU PLEASE TALK MORE ABOUT THAT?**

Things move because of tension, in every aspect of life. We have a tendency for our own security to want things to stay the same and be stable but it's only when things are in motion that we get real, meaningful change. That motion often adds friction, it adds uneasiness, it makes us vulnerable. I think that's an important part of work for people interested in change, but it's a hard thing to embrace.

**WHAT IS NEXT FOR YOU AS AN ARTIST AND SOMEONE COMMITTED TO SOCIAL CHANGE?**

I will continue to explore community engagement and public service as forms of art. There is valuable aesthetic and artistic value within the activities of social and community engagement. As we advance the quality within the experience of engagement, we increase the possibilities of opening the doors of participation. If we are to build a better society, we have to increase the quality of social and community participation. So creating the best platforms for meaningful participation is important for me.

I'm continuing to explore this at Project Row Houses, but also for Documenta 14, an international exhibition in Athens, Greece and Kassel, Germany in 2017. I'm exploring a project that looks at the cultural diversity of Athens and how to leverage the culture of those diverse communities as assets. For the first time, I'm also looking into building a program that focuses on social and community-engaged work at the University of Houston, where I've joined the faculty in the school of art.

**WHAT ADVICE WOULD YOU GIVE TO THE NEXT GENERATION OF SOCIAL CHANGE AGENTS AND ARTISTS?**

I would encourage them to think deep and long. Think about how to connect their work in a very deep and prolonged way because that's where the real change comes—it comes over time.

**2013 Distinguished Visitor Catalyzes Collaborative Approach to Environmental Disaster Response**

Jane Lubchenco, former administrator of the National Oceanic and Atmospheric Administration (NOAA), spent spring quarter 2013 as the Mimi and Peter E. Haas Distinguished Visitor. In one of her seminars, Lubchenco highlighted a problem with the Deepwater Horizon oil disaster, the largest marine oil spill in U.S. history: namely, that academic scientists were for the most part marginalized during the response to the spill.

Lubchenco's talk and subsequent conversations with Stanford grads Theodora ("Theo") Gibbs-Plessl, '11, MS '13, and Lindley Mease, '11, MS '13, inspired them to find a solution. Drawing on the conceptual framework of Stanford's Design Labs and Lubchenco's experiences and networks, the three launched and co-led the Science Partnerships Enabling Rapid Response project. Through it, they worked with government, academic, and industry experts to reimagine how nongovernmental scientists and federal decision-makers collaborate before and during large environmental disasters such as marine oil spills.

They published an op-ed in the *San Francisco Chronicle*; an opinion piece in *Eos*; and were cited in testimony to the U.S. Senate Committee on Science, Commerce, and Transportation. The solution that emerged from the project—the development of a Science Action Network to bridge the divide between academic scientists and government responders—is strongly supported by the relevant federal agencies and being implemented by a team at the University of New Hampshire. Lubchenco, Mease, and Gibbs-Plessl (who was just selected for the 2016-17 Fulbright Program to serve in La Cumbre, Argentina) continue to work together, including on a journal article about the process they used.



2013 Distinguished Visitor Jane Lubchenco (second from right) with students. Photo: Joy Leighton



Michael Wilkerson (right) with a boda boda driver in Kampala, Uganda. Photo: Samantha Elghanayan

## International Service Shapes Academic and Career Paths

Michael Wilkerson, '09, first went to Kampala his freshman summer on a self-designed internship at the *Uganda Daily Monitor*. He returned to Uganda in 2008 on a Haas Center African Service Fellowship with *Independent* magazine, and then on a Fulbright Scholarship as a journalist and researcher. Through a friendship with a motorcycle-taxi driver during his Haas fellowship, Wilkerson got the idea for a venture to kick-start financial independence for drivers through a lease-to-own arrangement. Ownership would allow them to save money they would have spent renting and accumulate savings in the value of the motorcycle. Founded in 2009, Tugende ([tugendedriven.com](http://tugendedriven.com)) now has a staff of 52, with 2,100 active motorcycle leases and 925 that have been paid off. Wilkerson lives in Kampala, and his team continues to develop other opportunities to empower boda boda drivers.

This was one of many alumni stories that emerged from a study conducted by the Haas Center and Freeman Spogli Institute for International Studies (FSI) to understand how participating in international service and policy fellowships, Volunteers in Latin America (VILA), and Impact Abroad affects students' academic and career trajectories.

Thanks to a gift from the Halper family, the study team surveyed 160 students and alumni who had participated in service and policy fellowships and programs while at Stanford. They also conducted pre- and post-service interviews with 14 students to see how actual experiences aligned with expectations, and interviewed 12 alumni three to seven years after graduation to learn about the longer-term impact of international service and policy engagement.

Key findings include:

- For 89 percent of survey respondents, their experience influenced their career choice—whether suggesting a new direction or serving to either confirm or disconfirm a career idea.
- The timing of the student's experience made a difference: those who participated in their rising sophomore or junior summers had a chance to change majors—and a number did—if they discovered a new passion or direction. Fellowships between junior and senior years were more connected to career choices, and experiences immediately following freshman year were more likely to focus on general exploration: traveling out of the country for the first time, experiencing a different culture, and so on.
- Students were asked to assign a score from 0-100 on a variety of possible outcomes (e.g., gained cultural awareness, contributed skills, made a difference) and a final item called “overall impact of experience on academic, personal, and career development.” On this combined item, the average score was 82 out of 100. Students doing self-initiated projects had a significantly higher impact score and felt they made more of a difference.

Interviews yielded interesting profiles of how international service experiences have been important steps in education and work choices since graduation. The introduction to international travel and service gave participants the skills, confidence, and desire to branch out to other international opportunities, leading several to careers in international development.

Others were able to utilize multiple opportunities at Stanford—such as fellowships, grants for honors research, and departmental internships—to build a portfolio of integrated coursework and on-the-ground experience that provided the background and credibility to work in international development after graduation.

This research is helping inform the expansion of Cardinal Quarter. Strategies that the Haas Center and FSI are developing or implementing based on students' experiences include:

- Tailoring preparation and re-entry programs to be more region-specific
- Developing advising strategies tailored to students' class years to build on their experiences
- Building a mentor/past fellow network to enhance preparation and career development
- Creating more spaces and structures for reentry reflection
- Engaging with Stanford international students as sources of expertise and connection
- Continuing to address student barriers to participation, e.g., the need to work in the summer

“This research documents the range of impacts that immersive international service experiences have on students' development as globally minded, community-engaged leaders,” said Jackie Schmidt-Posner, PhD '89, the Haas Center senior advisor who led the research project. “Whether their paths lead them to become entrepreneurs in a developing country, to the academy as researchers and teachers, or to work domestically on issues such as human rights or education, the lessons, insights, and relationships Stanford students develop through international service ripple through their careers and lives long after graduation.”

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## INTERNATIONAL SERVICE EXPERIENCES

- Haas Center and Freeman Spogli Institute for International Studies fellowships
- Impact Abroad
- Volunteers in Latin America

## SURVEY METHODS

- Survey of 160 students and alumni
- Pre- and post-service interviews with 14 students
- Interviews with 12 alumni three to seven years after graduation

## STUDY TEAM

- Jackie Schmidt-Posner, PhD '89, senior advisor, Haas Center
  - Jo Wong, '91, program assessment and data analyst, Haas Center
  - Jasmine Hill, PhD candidate in Sociology '18, Graduate Public Service Fellow
  - Elizabeth A. Gardner, '86, Associate Director for Partnerships and Special Projects, FSI
  - Elena Cryst, '10, MA '11, Program Manager for Student Programs and New Initiatives, FSI
- 



Tyler Smith, '19, at the organization Grassroot in Johannesburg, South Africa. Photo courtesy of Tyler Smith



Christine Tran, '16, (second from the right), at the Asante Africa Foundation in Arusha, Tanzania. Photo courtesy of Christine Tran



Sricharana Muppidi, '17, at the Reserve Bank of India in Mumbai, India. Photo courtesy of Sricharana Muppidi





## Education Partnerships Inspire Student Commitments

### NEW SITES FOR EDUCATION PARTNERSHIPS

This year the Education Partnerships programs established new collaborations. Science in Service, through which Stanford students engage in project-based science for middle school youth, launched new partnerships with Ravenswood School District, and in Pescadero, California with Puente and La Honda-Pescadero Unified School District.

Through Preschool Counts, Stanford students help preschool-age children develop math skills—a predictor not only of whether children succeed in elementary school, but whether they go on to graduate from high school. This year Preschool Counts built a new partnership with St. Elizabeth Seton School. In addition, with leadership from incoming Peter E. Haas Faculty Director Deborah Stipek and support from the Dhanam Foundation, two universities are adopting the Preschool Counts model: the University of California, Los Angeles and San Francisco State University.

### EAST PALO ALTO STANFORD ACADEMY (EPASA) CELEBRATES 30 YEARS

Summer 2016 marks the 30th anniversary of EPASA, through which Stanford students provide one-to-one weekend tutoring for local middle school youth during the school year and a five-week program in summer.

Initially known as “EPASSA” (East Palo Alto Stanford Summer Academy), the program was founded by Lorne Needle, ’87, MBA ’92, then a Stanford undergrad, as a summer fellowship project. The program enables a diverse group of seventh- and eighth-graders to learn in a structured, supportive, and academically enriching environment. Stanford students form meaningful connections, develop mentorship skills, and gain valuable insights into the larger social and policy issues affecting student performance in lower-income schools.

Linda Nguyen, ’16, noted, “EPASA was a home for me, a place that nurtured me and taught me the strength in humility and the value of teamwork. From going over my class curriculum with fellow staff to playing basketball with the students, I felt like I was part of a community of people who cared for one another and wanted the best for each other. EPASA jumpstarted my public service journey—one that will continue beyond my time at Stanford.”

### HIGH SCHOOL MENTORING PROGRAM

In 2016–17, the Haas Center is launching a newly designed mentoring program for high school students. It is the result of a rigorous two-year design process with local community youth, schools, local and national youth-serving organizations, alumni, and donors about the needs and assets of Stanford students and local high school youth.

Initially the program will serve middle school students as they graduate from EPASA and transition to high school, and it will expand through partnerships with community organizations serving high school students. Based on findings from the design process that are supported by current research on youth development and college access, the program will include a focus on the development of “non-cognitive” or “meta-cognitive” skills such as resilience, self-efficacy, and persistence in pursuing college.

Programming will include weekly mentoring and a summer experience modeled on Stanford’s Sophomore College. The program’s launch has been made possible through a generous gift from Chris Cox, ’04, and Visra Vichit-Vadakan, ’04, MA ’05.

EPASA participants with Education and Youth Development Fellow Emma Hartung, ’17.  
Photo: Peggy Propp



**Walk the Talk** awardees (left-right) Luis Garcia, Sophie Shank, Robert Chun, Norma Gonzalez, Mina Shah, and Meredith Marks.  
Photo: Peggy Propp

## Haas Center Awards

### KENNEDY-DIAMOND AWARD FOR EXCELLENCE IN COMMUNITY ENGAGED LEARNING AND RESEARCH

This new award honors Peter E. Haas Faculty Co-directors Julie Kennedy and Larry Diamond and recognizes a graduate student who has demonstrated exemplary engagement with the community through teaching or community-based research

**Eduardo Muñoz-Muñoz**, PhD candidate, Stanford Graduate School of Education



Kennedy-Diamond awardee  
**Eduardo Muñoz-Muñoz**.  
Photo: Peggy Propp

### FRIENDS OF HAAS AWARD

Recognizes staff, faculty, alumni, and community partners who demonstrate a long-term commitment to the mission, values, and principles of the Haas Center

**Jill Sumodobila**, Senior Human Resources Associate, Student Affairs, Stanford University  
**Anna Waring**, PhD '95, Executive Director, Foundation for a College Education, East Palo Alto



Friends of Haas awardees  
(left-right): Jill Sumodobila  
and Anna Waring, PhD.  
Photo: Peggy Propp

### WALK THE TALK AWARD

Recognizes students for long-term commitment, behind-the-scenes work to build organizational infrastructure, and modeling of the Principles of Ethical and Effective Service.

**Robert Chun**, '16  
**Luis Garcia**, '16  
**Norma Gonzalez**, '16  
**Meredith Marks**, '15, MA '16  
**Mina Shah**, '16  
**Sophie Shank**, '16

### MIRIAM AARON ROLAND VOLUNTEER SERVICE PRIZE

Recognizes faculty who engage and involve students in integrating academic scholarship with significant and meaningful volunteer service to society

**Rodolfo Dirzo**, Bing Professor in Environmental Science, Department of Biology, and Director, Center for Latin American Studies



Roland Volunteer Service Prize (left-right):  
**Miriam Roland**, '51, and  
**Rodolfo Dirzo**.  
Photo: Kate Chesley

### FACULTY DIRECTOR LARRY DIAMOND HONORED FOR DISTINGUISHED SERVICE TO STANFORD

Professor Larry Diamond, '73, MA '78, PhD '80, received the 2016 Kenneth M. Cuthbertson Award for extraordinary contributions to Stanford University and the 2016 Faculty Award for Distinguished Service in Student Affairs. The announcements came at the conclusion of Diamond's six-year tenure as the Peter E. Haas faculty director and celebrated the visionary role he played in the launch of Cardinal Service and a period of unprecedented growth at the Haas Center.

As Valentin Bolotnyy, '11, a PhD candidate in Economics at Harvard University, wrote: "Larry has deep faith in the potential of the Stanford student. ...[H]e epitomizes, for me, the ideal professor: deeply caring about students, inside and outside the classroom; respectful in a way that brings those students up and empowers them to believe in their ambitions; and tireless in his desire and efforts to provide students with the best possible education."



**Larry Diamond** receives the Kenneth M. Cuthbertson Award.  
Photo: Linda Cicero



## Why I Give Back

### **Bret Comolli, MBA '89**

Chairman, Asurion Corporation; Haas Center National Advisory Board member; Stanford University Board of Trustees member

#### **WHY ARE YOU COMMITTED TO PUBLIC SERVICE AT STANFORD? WHY DO YOU SUPPORT THE HAAS CENTER?**

It is a privilege to be part of the Haas Center's transformational work to expand the culture of public service at Stanford University. As usual, Stanford is taking a leading role among higher education institutions to produce young leaders who will change the world with an awareness of, and appreciation for, the global impact and importance of public service. Through Cardinal Service, Stanford's breadth of programs will ensure increased participation among students and faculty, as well as allow the Haas Center to broaden its ability to teach students the pathways to a life-long commitment to public service.

#### **WHAT'S A LESSON YOU'VE LEARNED IN YOUR OWN PUBLIC SERVICE THAT YOU WOULD PASS ON TO THE NEXT GENERATION?**

My public service experiences are quite varied, and include five years as an officer in the United States Army, as a volunteer and board member of many fantastic nonprofit organizations, and as a private company CEO seeking to integrate public service into a for-profit environment. Throughout all of them, the common lesson learned is that finding a way to incorporate public service into my career from the start was not only one of the most rewarding and fulfilling decisions of my life, but also developed skills and values that benefited me throughout my career. So, my advice: start now, pursue a passion, and watch the multiplier effect as others follow you.

### **Andrea Higuera-Ballard, '94, MBA '01**

KIPP Bay Area Schools and Family Connections Board of Directors member; Haas Center National Advisory Board member

#### **WHY ARE YOU COMMITTED TO PUBLIC SERVICE AT STANFORD? WHY DO YOU SUPPORT THE HAAS CENTER?**

Stanford students will be the future change agents in their communities and in the world. My husband Andy and I invest in the Haas Center because it is an incredible place that inspires students to get involved in public service, provides numerous opportunities for meaningful public service, and teaches students how to be most effective in this work.

#### **WHAT'S A LESSON YOU'VE LEARNED IN YOUR OWN PUBLIC SERVICE THAT YOU WOULD PASS ON TO THE NEXT GENERATION?**

My advice is to pick a topic that you are passionate about and dive in! I have always been passionate about closing the achievement gap in education. I started as a tutor in East Palo Alto as an undergrad, and now, many years later, I dedicate my time as a nonprofit board member and donor working on education in underserved communities.

(left) Bret Comolli  
Photo: Nancy Rothstein  
Photography

(right) Andrea Higuera-  
Ballard  
Photo: Veronika Gulchin,  
See My World Photography





(left) Participants in *EDUC 103B: Race, Ethnicity, and Linguistic Diversity in Classrooms: Sociocultural Theory and Practices*. Photo: Peggy Propp. (right) Students at the Haas Center's Senior Send-off. Photo: Virginia Bock



## Support Our Work

### BUILDING A LEGACY OF GREATER SERVICE

Since the creation of the Haas Center for Public Service in 1985, the Center has been the hub for innovative efforts to inspire and prepare students to create a more just and sustainable world. But as Stanford blazes new trails in science, technology, medicine, and the humanities and social sciences, so it must also keep pace with the burgeoning demand to—in the words of President John Hennessy—“put knowledge to use for the public good.”

Our founders envisioned it. Our students aspire to it. And our world demands it.

That is why the Haas Center and campus partners have launched Cardinal Service as a bold initiative to more deeply weave public service into Stanford's rich tapestry of tradition, identity, and culture. Our goal is to elevate and expand public service at Stanford, so that service increasingly becomes:

- An essential part of the Stanford educational experience, through opportunities available to every student;
- A means to engage and partner with communities beyond the campus;
- A pathway to lifetimes of active citizenship and inspirational public service careers;
- A means for our extraordinary students, mentored by world-class faculty, to have an impact on the great challenges confronting society in health, education, the environment, human rights, international security, and many other fields.
- And an important reason why students choose Stanford.

We invite you to join us as we build Cardinal Service across campus through your Stanford philanthropy.

**Please contact Deputy Executive Director Megan Swezey Fogarty, '86, at [megan.fogarty@stanford.edu](mailto:megan.fogarty@stanford.edu) or 650.725.2870.**

**You can also give at [haas.stanford.edu/give](https://haas.stanford.edu/give).**



(left-right) Tom Ehrlich and Tom Schnaubelt.  
Photo: Colleen SchwartzCoffey

Special thanks to Tom Ehrlich, Haas Center Faculty Steering Committee member and Stanford Graduate School of Education consulting professor. Ehrlich has been a visionary leader in envisaging and propelling Cardinal Service to reignite a commitment to civic engagement as a central purpose of higher education.

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