2016-17 Fellows

Abiya Ahmed

Abiya Ahmed is a second-year doctoral student at the Stanford Graduate School of Education, studying the intersection of religion and education. She has a B.A. in Mass Communication & Journalism and an M.A. in Islamic Studies.

Prior to Stanford, Abiya taught middle school Language Arts and Islamic Studies for six years at a Bay Area Islamic school, where she also developed co-curricular programs that met outreach, diversity and social justice goals. As part of her professional experience, she developed an interest in the current and potential practice of religious pedagogical philosophies. Specifically, she is interested in the education of religious minorities, especially in how institutions within these communities foster moral and engaged citizenship for local, national and international causes, related to service, social justice, civic advocacy, media activism or political lobbying, among others.

At Stanford, her current research focuses on civic engagement and moral education at faith-based schools in America. Abiya is affiliated with the Education and Jewish Studies concentration, and the Abbasi Program in Islamic Studies.

Ana Nunez

Ana Cristina is a doctoral candidate at Stanford Law School and a “Lieberman” Fellow and “Ayacucho” Fellow at Stanford University.

She has a law degree from Universidad Católica Andrés Bello (Caracas). She then received two graduate degrees from Université Panthéon-Assas (Paris II) and a Masters Degree from Stanford Law School with honors.

She has ample experience advocating for and litigating human rights and civil liberties issues. This includes arguing cases before the Inter-American System of Human Rights of the Organization of American States. While at Stanford she worked for the Center for Human Rights and conducted research on human trafficking and women’s rights. She has also taught Constitutional and International Law.
She has done volunteer work for international human rights organizations such as Amnesty International and for local NGOs in Latin America.

While at Stanford she has received multiple fellowships and grants, including the Lieberman Fellowship awarded by the Office of the Vice-Provost for Graduate Education for ‘potential for academic leadership” and the Ayacucho Fellowship awarded by the Center for Latin American Studies.

Ana Cristina is currently working on issues of Democracy, Freedom of Speech and on protection of political minorities in authoritarian regimes.

**Diana Mercado-Garcia**

Diana Mercado-Garcia is a doctoral student in Education Policy at Stanford University. Prior to coming to Stanford, Diana was at the American Institutes for Research (AIR). Her research interests relate to five main areas: education policy, organizational change, school finance, and social inequality. Specifically, Diana aims to develop a deeper understanding of the extent to which large-scale policies influence organizational change at the school-, state-, and federal-level. She is devoted to public service and holds various leadership roles in the university, and aims to develop research that is attentive to the needs of the communities being studied. She holds a B.A. in Sociology and Spanish Linguistics from the University of California, Berkeley.

**Emma Groetzinger**

Emma Groetzinger is a second year PhD student in the Graduate School of Education with a dual concentration in Race, Inequality and Language in Education and Mathematics Education. Her research interests center around how young people from historically marginalized communities negotiate identity and authority in their learning of mathematics. She is currently participating in two research projects: The first is focused on elementary students in an East Palo Alto school and their negotiations of social and intellectual authority during collaborative mathematics tasks. The second project is an analysis of the stories told by students from a high school in Brooklyn of their experiences with mathematics through written autobiographical narrative. In the past she has conducted research on Peace Education Institutes in Peru and Colombia, and on the experiences of immigrant families from the Dominican Republic with Special Education services in United States public schools.

Prior to arriving at Stanford, Emma taught high school math and other subjects as a special education teacher at four different public schools in Brooklyn. She holds a Master of Arts in International Education Development from Teachers College at Columbia University and a Master of Science in Teaching Students with Disabilities from Brooklyn College.
Eric Wilburn

Eric Wilburn grew up in Olympia, Washington where he spent most of his weekends hiking in the Cascade mountain range. After receiving a BS from Tufts University in Environmental Engineering (with a minor in ultimate frisbee), Eric joined the Peace Corps. Serving as a secondary school professor in Mozambique, Eric taught physics to 11th grade students and served as National Coordinator of the 2014 National Science and HIV/AIDS Prevention Fair. After finishing with the Peace Corps, Eric has continued to work with the Legado: Namuli Initiative that strives to achieve nature conservation and rural development for Mount Namuli and its surrounding communities. With the support of a National Science Foundation Graduate Research Fellowship, Eric began his MS in Environmental Engineering at Stanford in the fall of 2016, working within Jenna Davis’ research group. His research focuses on working with communities to develop sustainable sanitation services and value chains as well as the public health impact of water and sanitation improvements. Eric plans to complete his PhD at Stanford and is excited for the opportunity to combine his public service experience with the support of the Haas Global Public Service Fellowship to enhance the community engagement aspects of his research.

Jenna Forsyth

Jenna is a PhD student in the Emmett Interdisciplinary Program in Environment and Resources and has a Master’s in Civil and Environmental Engineering from the University of Washington. Her research brings together principles of environmental science, epidemiology, and behavior change. Her research emphasizes public service through outreach and community-based environmental health interventions. She hopes to develop and evaluate interventions to minimize exposures to contaminants and disease vectors in households in low-income countries. Her most recent research focuses on lead contamination from food storage in Bangladesh and mosquito breeding in household water storage in Kenya.

Jose Urteaga

Jose Urteaga is a Ph.D. student in the Emmett Interdisciplinary Program in Environment and Resources (E-IPER) from Stanford University. His research focuses on understanding the factors that hinder and/or enable local communities participation in the sustainable management of coastal marine natural resources, and understanding the effect of conservation interventions.

Before coming to Stanford, Jose Urteaga worked 13 years in sea turtle conservation in Nicaragua with the NGO Fauna & Flora International. In this work, Jose was involved in a diverse number initiatives focused in advocacy and community engagement, local communities sustainable livelihoods, as well as collaborative conservation planning
and management. Jose Urteaga has collaborated in various research projects about the ecology and conservation of sea turtles in the Eastern Pacific ocean.

Jose Urteaga is currently a member of the IUCN Sea Turtle Specialist Group and other sea turtles conservation networks. He was awarded as a National Geographic Emerging Explorer in 2010.

**Justine Modica**

Justine Modica is a second year doctoral student in the history department, studying the United States in the late nineteenth and early twentieth century. Her research interests include questions of gender, race, reproductive rights, and the American South. She is also completing a Ph.D. minor in Feminist, Gender, and Sexuality Studies.

Outside of the history department, Justine is a graduate student mentor in the First Generation Student Mentoring Program, and has also tutored through the LOT program and through the Office of Accessible Education. Last year, she was a participant in the Inclusion in the Classroom Learning Community, and is interested in finding ways for universities to best meet the needs of diverse groups of students. Before coming to Stanford, Justine served as the Director of College Completion for a network of public charter high schools in New Orleans, and prior to that, she was an Assistant Director of Admissions at Dartmouth College. In her free time, she likes to explore the California outdoors by foot and by bicycle.

**Katie Remington**

Katie Remington is a third year doctoral student in the Developmental and Psychological Sciences (DAPS) program in the Graduate School of Education. She researches the intersections between positive psychology, culturally-sustaining school environments, and the juvenile justice system. Katie focuses on understanding the strengths of youth alongside their unique lived experiences in order to improve the way educators and policy makers provide for students as they learn and when they misstep. She hopes to find ways to empower marginalized youth, create spaces where they feel like they belong, and help them to use their voices for change.

Katie has a Masters in Secondary Education and was a high school Biology teacher in St. Louis before coming to Stanford. Last year, she worked as a volunteer teacher through the Prison University Project (PUP) in San Quentin. This spring, she received a Student Projects for Intellectual Community Enhancement (SPICE) grant to launch a new educational program modeled off of PUP at the Elmwood Jail in Santa Clara County. She is also engaged in the Stanford community as a residential Community Associate, a member of the Counseling and Psychological Services (CAPS) Student Advisory Board, and as the Student Representative for the DAPS program in the School of Education.
Kia Darling-Hammond

Kia Darling-Hammond is a doctoral candidate in the Developmental and Psychological Sciences (DAPS) program of the Graduate School of Education. Kia’s professional mission centers creating, preserving, and disseminating knowledge about conditions for the thriving of youth and young adults of color, with an emphasis on those who identify as LGBTQ+.

Among Kia’s community-engagement efforts is being an “auntie” to a growing cadre of queer of color young adults, which includes an annual gathering and daily personal and professional support; volunteering at a local homeless youth shelter; and collaborating with the White House Initiative on Educational Excellence for African Americans to design and disseminate tools and resources. Kia is also on “stand-by” for a handful of education-focused organizations, offering evaluation, planning, budget consultation, and program advisement, as needed.

Prior to beginning her doctoral studies, Kia spent fifteen years working in youth development, teaching, and nonprofit and school management in underserved, high-need communities. Her most recent assignment was as the Chief Operating Officer and Superintendent of Stanford New Schools, which acted as the district central office for East Palo Alto Academy until 2014. Kia earned her MAT from Bard College, and her BA from Yale University.

Lynne Zummo

Lynne Zummo is a PhD student in Curriculum Studies and Teacher Education within the Graduate School of Education at Stanford. She works at the intersection of Science and Environmental Education, where her research explores students’ identities with and relationships to science, both in classrooms and in environmental learning contexts. She examines students’ development of agency, or the use of scientific knowledge to effect change in their worlds. Prior to Stanford, Lynne taught middle and high school science in Washington, DC, where she engaged her students in many forms of activism and public service. Together, Lynne and her students led several local watershed cleanups and started a rooftop urban garden, which provided fresh produce to the school’s cafeteria. At Stanford, she looks forward to continuing to partner with a local environmental education non-profit and a local elementary school to enact community-engaged research.

Maddy Young

Maddy Young is a PhD student in the Sociology department. After a stint as a management consultant after college, Maddy joined Mathematica Policy Research, where she worked on a variety of projects for public sector and philanthropic clients. One of her favorite engagements was for the David and Lucile Packard Foundation,
where she and her colleagues interviewed parents, caregivers, and community leaders in the Bay Area to understand their experiences with informal child care and their needs for additional resources and support. As a graduate student, she hopes to continue to explore the challenges that working parents face and how they draw on their social and community networks for support. One day, she would love to work alongside designers, implementers, and funders to design effective programs that are rooted in findings from high-quality community-based research.

**Paul Christians**

I am a second-year archaeology and heritage PhD student in Stanford’s Department of Anthropology, working in the Arabian Gulf and Jordan. My research focuses on the intersections of cultural heritage, archaeology, and community development. I’m interested in how communities use their histories for economic and political purposes, and to that end am developing a dissertation project on contemporary heritage projects and cultural diplomacy in Qatar.

Before entering Stanford I spent four years as an undergraduate lecturer in history at Prince Mohammad Bin Fahd University, in sunny Saudi Arabia. In 2008 I co-founded Open Hand Studios, a grassroots nonprofit organization working on small-scale, community-based partnerships in culture and development. Since 2008 I have also served as a senior staff member for the Umm el-Jimal Project, a collaborative, community-engaged archaeology and heritage partnership in northern Jordan. Previously I received master’s degrees in anthropology from Stanford (2016) and the University of Chicago (2006), as well as a BA in History and BS in Biochemistry (2003).

**Rosie Nelson**

Rosie is a third-year doctoral student in the Graduate School of Education, with specializations in the sociology of education and higher education. Her research interests include issues related to higher education policy, particularly college and graduate school access. Her most recent project explores the spread of collegiate protest movements through Twitter, looking specifically at the Concerned Student 1950 movement at the University of Missouri.

She is a two-time AmeriCorps alum. Her first AmeriCorps experience, with the National Civilian Community Corps, focused primarily on long-term Hurricane Katrina recovery efforts. During the 2011-12 academic year, she served as a VISTA with the University of Mississippi School of Engineering to develop service-learning initiatives on campus. For her work, she received a Governor’s Initiative for Volunteer Excellence Award from the Mississippi Commission for Volunteer Service.

She is originally from Southern California. She graduated with a B.A. in Sociology from the University of California, Berkeley, followed by an M.A. in Sociology and an M.A. in
Higher Education from the University of Mississippi. During her final two years at the University of Mississippi, Rosie worked as the Graduate Assistant for Volunteer Services, connecting students with service opportunities and collaborating on national day of service plans.

Sadaf Sobhani

Sadaf is currently a PhD student in the Stanford Mechanical Engineering Department. She works on developing computational tools to investigate alternative, low-emission, combustion systems. Aside from her research, Sadaf is passionate about K-12 STEM education, environmental awareness, and sustainability. During her 6 years at Stanford so far, she has earned Bachelor’s and Master’s degrees in Mechanical Engineering and participated in numerous design, engineering, and community-outreach projects along the way. Her design experiences range from portable, low-cost, toilets for rural populations in Haiti to hybrid rocket engines for application in spaceflight. Furthermore, she has coordinated several afterschool programs for young students to learn about innovations and technologies for clean energy sources to solve local energy-related problems. Her passion for clean and sustainable energy led her to work at the Energy Future Coalition at the United Nations Foundation. With support from the Schneider Fellowship, she spent a summer quarter in Washington, D.C. helping to develop compelling policy strategies for a cleaner future. She is also a recipient of the Stanford Enhancing Diversity in Graduate Education (EDGE) Fellowship and the National Science Foundation (NSF) Graduate Research Fellowship.

Shannon Swanson

Shannon is a PhD student in the Emmett Interdisciplinary Program in Environment and Resources, a Stanford Graduate Fellow, and a National Geographic Explorer. She studies fishing communities in island nations in South East Asia and the Eastern Pacific—their cultural ties to the land, governance structures, and social learning networks. Her thesis work examines if and how marine protected areas in the Cook Islands and Tonga can benefit communities while simultaneously protecting biodiversity. Drawing from her career as a conservation/travel photojournalist, she is also interested in developing new participatory methods of research using film and photography. She is currently working on her second National Geographic grant to investigate and document the global supply chain of aquarium fish as well as the lives of the people who trade them. Before coming to Stanford, she received a masters in Coastal Management from Duke University and a B.S. in Biological Sciences and B.A. in Environmental Studies from UC Santa Barbara.

Shea Streeter

Shea Streeter is a PhD candidate in the Political Science Department. Since her undergraduate years as an Anthropology major at the University of Notre Dame, Shea
has been engaged in research to analyze the causes and effects of violence. Her dissertation on police-related deaths in the United States seeks to understand when police violence will lead to public outrage and protest. This study is part of a broader research agenda to identify the circumstances which compel governments and individuals to alter their violent behavior.

Over the last few years, Shea has participated in a wide range of community engagement activities and has been particularly drawn to work which integrates service and learning. As an undergraduate, she served as the Africa Chair for the International Development Research Council, leading students in weekly meetings to learn about research and development initiatives in Africa. Since coming to Stanford, Shea has worked with Bay Area minority high schoolers to introduce them to the possibility of graduate studies and aid them in their college preparation. Shea also mentors minority doctoral students in the social sciences to help them thrive both academically and personally in their first years of graduate school.