Where does bacteria like to grow? Students at Belle Haven Elementary School experiment to find the answer!

Dr. Jane Lubchenco goes to Washington and shares her insights at Stanford

Students, faculty, alumni and nonprofits supporting local and global communities

Stanford in Government reflects on 50 years of students in public policy
From the Directors

We approach the end of the academic year with the wind at our backs. The process for renewal and reinvigoration of undergraduate education proposed in the 2012 *Study of Undergraduate Education at Stanford University* called for a purposeful expansion in the number and quality of community-based learning opportunities available to our undergraduates. This explicit endorsement of community-engaged scholarship provides both an exciting opportunity and the imperative for the Haas Center to play a greatly expanded role in helping prepare future responsible citizens and leaders.

That the Haas Center’s work is becoming further embedded into the academic core mission could not happen at a better time. In January, an anonymous donor issued The Haas Center Challenge. Between now and August 2013, the donor will double any new or increased contribution to the Haas Center, up to $350,000. And thanks to many generous donors, we are more than halfway to our goal, which will expand public service and community-based learning at Stanford.

Our work is thriving and expanding in many ways. One such programmatic effort began last year when we launched the Mimi and Peter E. Haas Distinguished Visitor program. This year, Jane Lubchenco, former administrator of the National Oceanic and Atmospheric Administration and a world leader on ocean health and climate change, was appointed the 2012–13 Haas Distinguished Visitor. Her reflection about her spring-quarter residency at the Haas Center is one highlight of this newsletter.

In this edition of *Commons*, we also feature profiles of inspirational individuals, who are working to change and improve their communities. Read about Diana Gonzalez, who has participated in Haas Center programs since her freshman year; Matt Rothe and Debra Dunn, who used the Faculty Service-Learning Seminar to help design their service-learning food course; Jamie Halper, a committed supporter of Stanford and the center; and InnVision Shelter Network, a longtime community partner of Stanford. Finally, we are also proud to be celebrating the 50th anniversary of Stanford in Government, a student-led affiliate of the Haas Center.

We hope that you have been able to engage with the Haas Center this past year, and we look forward to seeing you in the future!
Both of my parents were public servants. My father had a distinguished career as a parks professional and served as commissioner of parks and recreation in New York City, Los Angeles and other cities. My mother, who earned her doctorate at age 53, was a dedicated teacher and learning specialist in suburban public schools. My parents come from a generation committed to public service, and both are still active civic volunteers.

Growing up in my home, there were two imperatives: get the best possible education, and give back to your community and country.

While my chosen path is a career in business, I have actively pursued public service in the private sector. For many years, my career was focused on private investment in less-developed countries, including Central Europe and India. In 2000, my wife, Priscilla, and I moved our four children from Greenwich, Connecticut, to Warsaw, Poland, where we witnessed firsthand individuals and a society improving their standard of living through a commitment to democracy, capitalism and education. After living two years in Europe, we moved back to the United States and settled in Pacific Palisades, California. I joined the advisory board of Stanford University’s Freeman Spogli Institute for International Studies, the university’s primary center for research on major international issues and challenges.

In the past few years, I have become increasingly committed to helping improve K–12 education, because I believe that all children, regardless of background or economic circumstances, should have the opportunity to attend college and that educating our youth is the best investment possible in the country’s future. To serve and learn, I joined my children’s school board in Los Angeles several years ago and recently began contributing to and volunteering for KIPP (Knowledge is Power Program), a network of free, open-enrollment college preparatory public schools.

I am excited about my participation on the National Advisory Board of the Haas Center for Public Service, because I would like to see more of our best and brightest engaging in civic leadership and working to make this world a better place. If more Stanford graduates and other highly informed people choose public service at points in their life, there will be better policy and more collaborative government, which we need now. The Haas Center provides opportunities for Stanford students to connect academic study with community and public service and develop effective public leaders. And now my Stanford involvement gives me a great excuse to visit two of my sons, Matt, ’15, and Adam, who will be joining the class of 2017 in the fall.
Stanford University students have a strong desire to stay informed about their world: they read newspapers and blogs, debate controversial issues late into the night, and eagerly press their professors for political or technological advances. But when students want to experience policy and service firsthand, they have the unique opportunity to participate in Stanford in Government (SIG), a non-partisan student-led affiliate of the Haas Center for Public Service dedicated to increasing political awareness and connecting students to public-service opportunities.

This year, SIG celebrates 50 years as a proud and influential student organization. What started in the 1960s as an attempt to build more internship opportunities on the Hill is, today, a comprehensive public-service effort on campus. In 2013, SIG proudly hosted Al Gore and Olympia Snowe for discussions on government inaction; provided civic education to local youth; and encouraged policy dialogue with alumni, faculty members and visiting scholars.

The group has faced many changes over the years. Since its founding in 1963, SIG has evolved more than could have ever been anticipated, yet each change has come for the better. Originally named Stanford in Washington for the program’s early work in offering students summer internships in Washington, D.C., the group adopted its current name in 1983 before becoming a founding student organization of the Haas Center in 1985. Since then, the organization has expanded its programs in Washington, D.C. to placements worldwide; moved into its cozy home in the Haas Center; and started a new stipends program. However, one thing remains the same: the positive impact SIG has on the lives of Stanford students.

SIG is probably most well known for its outstanding fellowship program, which is made possible by donors and friends. The structure was inspired by SIG cofounder Armin Rosencranz, ’62, who lobbied for internships for Stanford students in Washington, D.C. way before internship-hunting on Capitol Hill was the cool thing to do. SIG fellowships, which will fund a record high of 48 students in their public policy work in summer 2013, continue to be a high commodity for Stanford students, a result of the life-changing experiences that the fellowships inspire. The fellowship experiences of Professor Bill Abrams, ’76, and Daniel Ashton, ’14, are no exception.

In the 70s, SIG fellowships were as much an experiment, with Stanford students as the guinea pigs, as they were amazing chances to learn about the behind-the-scenes work of legislative offices. In the summer of 1974, Abrams immersed himself in the vibrant and lively Capitol Hill environment and found himself in the middle of one of the most controversial political crises ever seen—Watergate. Fortunate enough to be selected as the only intern for Senator Lee Metcalf of Montana, Abrams remembers the turbulence of the time, saying, “A particular highlight of the fellowship was in the wee hours of August 8, 1974, when I drove by 1600 Pennsylvania Avenue, saw a line of moving vans pulling into the White House, and deduced that President Nixon was going to resign.” Abrams has continued to use his SIG fellowship experience, in which he learned extensive information about civil rights and public service, as a resource as a professor in Stanford’s Human Biology program and as an active attorney in the American Bar Association Death Penalty Representation Project.

Thirty-eight years later, the experience of junior Daniel Ashton as a SIG fellow with the Reserve Bank of India (RBI) in Mumbai has...
been equally life changing. Yet, at the same time, it was different as Ashton learned to overcome the challenges of India’s infrastructure and records systems. Ashton’s research for the RBI involved the externalities of India’s agriculture price floors as he put his extensive economics knowledge to the test learning about development in a fast-growing nation. Ashton discovered a new passion for social issues while he gratefully explored the wonders of the country. He sums up his experience with the simple statement, “I grew immensely in India.” The SIG fellowship offered Ashton not only real workplace experience, but also fueled his determination to aid impoverished peoples in developing countries as a future World Bank employee.

For both Abrams and Ashton, SIG fellowships allowed them to see and experience worlds once off limits to students. But SIG, throughout 50 years as a student group, has maintained faith in Stanford students as a valuable resource for government and policy offices around the world. SIG officially celebrates its 50th anniversary at a reception in Washington, D.C. in June.

Thank you to the many donors, alumni and students who have made five decades of promoting public policy possible.

Anna Blue, ’16, is a double major studying international relations and earth systems. She is a member of SIG’s Operations Committee.
I can think of no better place to be after a number of intense years in public service than the Haas Center for Public Service. It was the perfect setting for me to analyze, share, discuss and reflect upon my tenure as administrator of the National Oceanic and Atmospheric Administration (NOAA) and under secretary of commerce for oceans and atmosphere. Following four years in Washington, D.C., the opportunity to interact with spectacular students and gifted faculty has been welcome and timely. In fact, it’s been perfect. The position of the Mimi and Peter E. Haas Distinguished Visitor is a brilliantly conceived marriage between a public servant fresh from the trenches and brilliant students eager to learn from real-world experiences and consider their paths in public service. And, being Stanford students, they are equally eager to question and challenge and develop new collaborations and innovative ideas. The combination of real time to think, spectacular colleagues with complementary expertise, and bright, young minds is unbeatable.

I offered student workshops centered on topics I dealt with as the head of the nation’s weather, climate and ocean agency. NOAA is a science agency that provides 1) weather services such as tsunami and weather forecasts and warnings from the National Weather Service; 2) climate services such as seasonal outlooks on droughts, hurricanes, floods and sea level rise; 3) stewardship of oceans and coasts including sustainable fisheries and aquaculture; and 4) science that underpins them all. Before I arrived on campus in mid-March, Haas Center students and I co-defined specific workshop topics and readings for spring quarter: the Deepwater Horizon oil spill, scientific integrity, fisheries management, ocean policy, climate change and ocean acidification, communication of science to the public, and the role of science in our society.

I began each workshop by asking students to articulate what they wanted from the workshop so I could respond to their interests. Students ranged from freshmen to postdocs. We had wide-ranging and provocative discussions about the role of science in our society, how science is perceived and used in making policy and management decisions, the inevitable tradeoffs in policy decisions, and specific scientific or legal information about the topics. Students told me they came away with a deeper appreciation of their roles and potential as informed citizens, inspired leaders and public servants.

Complementing these workshops, I gave numerous seminars and guest lectures to connect with a broader array of students and faculty across the campus, including the Hopkins Marine Station in Pacific Grove; Law School; School of Earth Sciences; School of Humanities.
and Sciences; the Center for Advanced Study in Behavioral Sciences; Jasper Ridge Biological Preserve; and the Woods Institute for the Environment. I met with multiple Haas-affiliated student groups involved in public service, mentored students one-on-one and advised numerous students on projects and theses. I spent time on the seashore and in the classroom with students in the Stanford-at-Sea program and at the Exploratorium in San Francisco.

I observed a deep hunger for knowledge, a genuine passion for public service, and keen desire and impatience to influence the world. I shared my beliefs that informed citizens and decision makers are key to a vibrant democracy, as well as my frustration that far too few of either are aware of scientific knowledge that is immediately relevant to their decisions. We discussed the need for scientists to become more adept at sharing their knowledge with nonscientists and specific ways to do so. I described efforts at NOAA to protect the integrity of science to prevent it from being manipulated, distorted or suppressed for political reasons. I shared my belief that science should not be partisan, and I described the many productive partnerships I had with members from both parties in D.C. and various states. And I told stories about successes and failures during my four years.

A single academic quarter was far too short, but it was fun and productive. After four years of the most extreme weather ever recorded in the United States, the craziness of the Gulf oil spill, and the intense politicization of climate science and hyperpartisan politics, I was ready for a break. After numerous successes in making fishing more sustainable, creating the nation’s first Ocean Policy, helping set up the current National Climate Assessment, and restructuring the nation’s weather satellite program, I was ready to reflect on theories of change—what worked and what didn’t. I shared lessons learned, work remaining, and scientific frontiers with fabulous students. In turn, my time on the Farm energized and inspired me. I am grateful to everyone who made that possible, but especially Mimi Haas and the faculty, staff and students of the Haas Center. There’s no better place.

Jane Lubchenco earned her bachelor’s degree in biology from Colorado College, her master’s in zoology from the University of Washington and her doctorate in ecology from Harvard University. She is on leave as the Wayne and Gladys Valley Professor of Marine Biology at Oregon State University.
Stanford students are increasingly keen to work on real-world problems, which the Study of Undergraduate Education at Stanford University (SUES) describes as an essential aspect of a Stanford education. “We are thinking much more broadly, imagining a Stanford that consciously fosters connections between the education that students receive in the classroom and the world in which they live....”

Two Stanford faculty of the Hasso Plattner Institute of Design, also known as the d.school, are working together to provide more hands-on, experiential learning for students. Formerly innovators in technology and the food industry respectively, Debra Dunn and Matt Rothe, MBA ‘07, have teamed up at the d.school and are now innovating at the intersection of human-centered design, experiential education, and the food system. Their work has resulted in the recent launch of a new initiative at Stanford called the FEED Collaborative, “an ecosystem of innovation for solving the food system’s most confounding issues.”

A cornerstone of the FEED Collaborative is a course Dunn and Rothe teach together, MS&E 289: Designing for Sustainable Abundance, in which students work with community-based organizations to learn and apply design thinking to real-world problems in the food system. For winter quarter 2013, the two focused the course on improving food security in underserved communities, resulting in a collaborative project with Nicole Wires, ‘09, of Collective Roots in East Palo Alto (EPA). According to the USDA, EPA qualifies as a food desert: “urban neighborhoods and rural towns without ready access to fresh, healthy, and affordable food. Instead of supermarkets and grocery stores, these communities may have no food access or are served only by fast food restaurants and convenience stores that offer few healthy, affordable food options.”

They took on this project in part because, according to Rothe, “Food security is a big, messy problem with a huge societal upside if we can make a dent in it.” Human-centered design, which is used extensively at the d.school, is typically well suited to solving these types of problems, but, as Rothe points out, “we were very sensitive to the community, and we didn’t want to be seen as imperialistic do-gooders coming into the neighborhood with a mindset of, ‘Hey, let us solve your problems.’”

Approaching their partnership with respect for the EPA community, Dunn and Rothe participated in the Haas Center’s Faculty Service-Learning Seminar winter quarter 2013. The seminar provided literature review, discussion, insights from practitioners, and real-time prototyping of service-learning elements in their course. “We thought a thorough understanding of the pedagogy and practice of service-learning could work synergistically with human-centered design in delivering real social value to community stakeholders,” says Rothe.

It did not take long for Dunn and Rothe to realize the potential importance of service-learning in what is a rapidly changing educational environment. As members of a Faculty College cohort that is exploring food systems education and the curricular recommendations made in SUES, both have had conversations with students about their educational aspirations at Stanford. Among the sentiments consistently expressed were wishes for more hands-on, experiential learning opportunities. As online tools are substituted for traditional, lecture-based learning, the pair sees a compelling opportunity to creatively redefine the campus experience in the physical realm. “We are excited about delivering educational experiences that satisfy students’ growing appetite to tackle real-world problems as a way to learn and have an impact,” says Dunn. “We see service-learning built on deep collaboration with community partners as a key ingredient.”

Both faculty aspire to bring to life the SUES recommendations for effective community-based learning. As Rothe says, “We are eager to make the future of education at Stanford a reality.”

The Haas Center’s Community-Engaged Scholarship team offered the Faculty Service-Learning Seminar to faculty from a diverse range of fields, and seven faculty participated in the inaugural cohort. Teaching at the d.school, Matt Rothe is a fellow and Debra Dunn is a consulting associate professor.
Want to Work for a Start-Up? Take a Job with a Nonprofit!

Senior year can induce a lot of personal reflection, soul searching and prioritizing of values. For Stanford seniors, it may mean choosing between multiple, well-paying job offers with some of the world’s elite consulting firms. For others, it may mean joining a start-up with the hopes of becoming the next Facebook or Instagram. And, for some seniors, their passions may lead them to take a job with a nonprofit organization, which may not get as much fanfare but requires just as much talent and responsibility.

Three Stanford alumnae were faced with similar choices when they graduated from Stanford. Maria Duzon, ’09, Julia Gregory, ’10, and Jennifer Ong, ’08, were all interested in working in the local community rather than immediately launching into a high-tech or high-profile job. And so each of them applied for a SPIN (Stanford Public Interest Network) fellowship, a program at the Haas Center for Public Service that places graduating seniors in one-year paid positions in nonprofit organizations and government agencies.

Gregory, who studied international relations, was always interested in policy but became more involved in direct service her senior year. “I realized I was moving from the Stanford bubble to the policy bubble, and I didn’t want to do that,” says Gregory. “I wanted to get to know some local issues in depth and firsthand.”

Duzon, Gregory and Ong all gravitated toward two local homeless shelters, InnVision and Shelter Network (both shelters merged in 2012 and are now InnVision Shelter Network—IVSN). Previous Stanford graduates had been placed with the shelters, which created a pipeline of Stanford alumni launching their public service careers with nonprofits. Immersing themselves in the issue gave all three women the opportunity to better understand the causes of homelessness—and help people return to permanent housing and self-sufficiency.

Like any start-up, nonprofits must do a lot with a little. Consequently, the alumnae had to wear many hats in their workplace. Initially, Duzon started out as assistant to the CEO of Shelter Network. Eventually, she transitioned to marketing and ultimately spearheaded the communications and rebranding efforts after both shelters merged. Ong is responsible for client reporting and tracking but has also taken on running the IT department, which includes managing three data systems. Gregory took on more and more responsibility in development, starting out as development fellow and eventually becoming the annual giving manager, who helped bring in $8 million in revenue.

“Don’t underestimate what you can learn from a career in nonprofits,” says Duzon. “You’re trying to realize big dreams with limited resources and you have to get really creative. You’re on an exponential growth path that is limitless.”

Gregory adds, “Be open to what opportunities come your way.”

Public service work was not new to the alumnae. All three women had participated in community-service activities and organizations at Stanford. Ong held several officer positions and served on the board of directors of Kids with Dreams, a student organization that works with disabled children in the local community. Duzon spent time volunteering abroad in Ecuador and co-led an Impact Abroad trip to India in 2009. Gregory was a peer counselor at The Bridge Peer Counseling Center, attended public service leadership workshops at the Haas Center, and participated in the Stanford Dance Marathon.

The relationship that IVSN has with the Haas Center and Stanford has had a positive impact on both organizations. In addition to hosting SPIN fellows, IVSN has several Stanford alumni on its board; it also partners with Stanford Athletics through its Cardinal for the Community program, which the Haas Center sponsors, and participated in the Community Partner Seminar offered by the Haas Center’s Community-Engaged Scholarship team in summer 2012.

“It’s not just that all three of us learned a lot here,” says Ong. “We also contributed a lot. And you can tell from the paths we’ve taken that we’re making an impact here.”

Maria Duzon is the associate director of marketing at InnVision Shelter Network. Julia Gregory was the annual giving manager at InnVision Shelter Network. She is now the associate director of development at Eastside College Preparatory School in East Palo Alto. Jennifer Ong is associate director of technology and compliance at InnVision Shelter Network.
How many programs can one Stanford student participate in at the Haas Center? Diana Gonzalez, ’13, (sociology) is a top contender for the record. In her four years at Stanford, she has participated in an Alternative Spring Break (ASB) trip; worked at CollegeSpring through Community Service Work-Study; and was awarded two summer fellowships: Education and Youth Development, and Urban Summer. A participant of the Public Service Leadership Program, she currently serves on the Public Service Honor Society. And Gonzalez participated in all of these programs while tutoring and mentoring middle school youth in the East Palo Alto Stanford Academy (EPASA) for four years!

What is apparent about Gonzalez is the humility and sincerity with which she approaches public service—whether it is walking in the steps of immigrants along the Arizona-Mexico border for ASB or tutoring youth in English, language arts and math in EPASA. And what makes her public service experience so powerful is that while she is learning new skills and gaining knowledge about community development, she is also actively looking for ways to apply her learning to new experiences and situations. Nowhere is this more apparent than in the work she did for the Urban Summer fellowship the summer after her junior year and her senior year in EPASA.

Homecoming

In summer 2012, Gonzalez returned to her childhood home after seven years. Awarded the Urban Summer Fellowship by the Haas Center, Gonzalez interned with Price Charities in City Heights, a neighborhood within San Diego. For Gonzalez, it was a homecoming because she grew up in City Heights (she moved away before she entered high school), and, while living there, she had participated in Price Charities youth programs.

Rosario Iannacone, one of Gonzalez’s mentors at Price Charities and director of parent engagement and social services, explains the work Gonzalez did: “Her primary focus was to work on the parent engagement programs,” says Iannacone. “These programs work to engage families who face barriers to school engagement due to limited English language skills, cultural issues, unfamiliarity with our school system and poverty. Through the parent resource centers, parents receive support that helps them navigate the school system and become effective advocates for their children.”

Matthew Hervey, community development director of Price Charities and Gonzalez’s mentor, notes the insight Gonzalez was able to provide as a former City Heights youth. “She was very perceptive in her comments about the neighborhood, its residents, and its strengths and weaknesses,” says Hervey. “We relished the opportunity to work with her after her firsthand experience growing up in City Heights.”

All homecomings are filled with a nostalgia for the past as well as the reality of change. During her fellowship, Gonzalez realized that although she identified as an inner-city youth, her Stanford education made her an outsider from her former community. Yet Gonzalez was able to use her educational trajectory as an example that legitimized the potential of City Heights students. “It was a great feeling going back to the schools I had attended as a kid and talking to current City Heights parents,” she says. “I liked having my supervisor introduce me as a Stanford intern and then add that I was also an alumna of City Heights. Seeing the parents’ face light up when they were told this was very rewarding because they saw a potential path their children could take.”

Being an Advocate

After her summer fellowship was over, Gonzalez returned to Stanford. Theresa Metz, EPASA program director, explains that Gonzalez’s summer internship became valuable to EPASA as Gonzalez worked on a proposal for parent involvement based upon Price Charities’ model. “Diana helped spearhead the effort in how we find the parent voice in EPASA,” says Metz. “It is challenging. How do we incorporate parents into the program? How do we serve the entire family? It’s really wanting to empower the parents to advocate for themselves, as well as be advocates alongside them.”

During her four years with EPASA, Gonzalez consistently volunteered to go on home visits and serve as a translator for parents who speak Spanish. After her summer fellowship, she stepped up her focus on empowering parents and helped develop a survey for parents in order to solicit their feedback about EPASA.

For Gonzalez, the experience has been incredibly positive. “Theresa has been an amazing mentor, and I think the best boss I’ll ever have,” she says. “What I most appreciate about her is her genuine concern for our students and our families…. To have a leader who is culturally competent and aware of where our students are coming from is vital to the success of the program.”

This high praise for Metz says a lot about the quality of the Education Partnerships programs and the expertise of the staff, who mentor and guide the Stanford students. It also says much more about Gonzalez, who has both gained and contributed to her public service experiences at the Haas Center. As a young woman ready to embark on a life of public service, she has become a strong advocate for the needs of her community.

Diana Gonzalez will apply to law school in the fall and wants to study public interest law, specifically immigration or education law.
Included is a list of public service awards given by the Haas Center, as well as awards received by Haas Center staff, partners and friends.

2013 Public Service Awards

Friends of Haas
David Abernethy
Kristin Conner
Judith Ned

Margaret Ann Fidler Award for Distinguished Service in Student Affairs
Megan Swezey Fogarty

Miriam Aaron Roland Volunteer Service Prize
Joan Petersilia

Stanford Community Partnership Awards
Stanford Academic Alliance for Global Enrichment
Stanford at the Tech
Stanford GOALS

Walk the Talk Service Leadership Award
Holly Fetter
Diana Gonzalez
Ronnie Instrella
Stephanie May
Jessica Pham
Alyssa Wisdom

Roland Volunteer Service Prize awardee Joan Petersilia with John Etchemendy

Friends of Haas awardees Judith Ned and David Abernethy

Fidler awardee Megan Swezey Fogarty

Friend of Haas awardee Kristin Conner
Support Our Work

Give to the Haas Center for Public Service at Stanford University. Your gift supports Stanford students in their public service quest. Visit haas.stanford.edu.

To update your listing or subscribe to our e-newsletter, email haascenter-info@stanford.edu.

Follow us at facebook.com/haascenter and twitter.com/haascenter.

Have Breakfast on Us!

Come back to Stanford for Reunion Homecoming Weekend October 17-20, 2013.

Enjoy a buffet breakfast at the Haas Center. Reunite with friends and talk with staff. R.S.V.P. at haas.stanford.edu.

Sunday, October 20
8:30-10 am