A t the 2005 Community Partnership Awards Luncheon, cosponsored by Stanford’s Office of Public Affairs and the Haas Center for Public Service, professors Al Camarillo (History) and Marilyn Winkleby (Medicine) were presented with the Miriam Aaron Roland Volunteer Service Prize for outstanding personal commitment to community service, and willingness to engage students in integrating academic scholarship with significant volunteer service to society—the second such recipients (Profs. Boyd Paulson and Milbrey McLaughlin were the 2004 winners). Camarillo was recognized for his pioneering innovation in teaching the service-learning course, Poverty and Homelessness in America, and for his engaged and thoughtful community leadership on issues of homelessness. On the history faculty since 1975, Camarillo was appointed Haas Centennial Professor in Public Service in 2001, after serving as founding Director of the Center for Comparative Studies in Race & Ethnicity (1996-2001). As a teacher, researcher and trustee for Shelter Network of San Mateo County, Camarillo has modeled the way, inspiring numerous students to focus on the least advantaged, thereby transforming his students’ decisions about careers and graduate study. Camarillo was born and raised in the South Central Los Angeles community of Compton; his research and service-learning activities have brought him and his students back to his home community in recent years. He has published six books and many articles dealing with the experiences of Mexican Americans and other racial and immigrant groups in American cities.

Winkleby, M.P.H., Ph.D., is an epidemiologist and Associate Professor of Medicine. She was honored for her work in founding the Stanford Medical Youth Science Program (SMYSP) to address the critical lack of diversity in...
Message from the Director

Haas Answers a Call to Serve

Leland and Jane Stanford were advocates for educating students in ways that prepared them to advance the public good. The Haas Center has seized an opportunity to perpetuate that ideal by participating in an exciting new national project that seeks to inspire and inform the university community about public sector work.

Several months ago, the Haas Center, together with the office of President John Hennessy, agreed to join the Partnership for Public Service’s “Call to Serve Pilot Project.” The Partnership is a nonpartisan, nonprofit organization based in Washington, DC with dozens of partners in the nonprofit sector, scores of federal agency partners, and over 550 member schools. President Hennessy is a member of the organization’s Advisory Board of Governors (www.ourpublicservice.org).

The Call to Serve Pilot Project recognizes a national need to encourage today’s students to consider careers in government service. Stanford was invited to be one of five pilot schools seeking to determine cost-effective and sustainable ways to educate students about careers in the public sector. The results from this pilot project eventually will be applied at hundreds of colleges and universities. Activities and test materials will be identified to enable faculty and staff to better inform students about opportunities in federal, state and local government careers. In addition, it will be important to find new ways to inspire students with an understanding of the importance of good government in maintaining the strength of our democracy.

With the President’s Office, the Haas Center is taking the lead role in implementing the pilot project. Suzanne Abel, Associate Director for External Relations, and consultant Megan Swezy Fogarty ’86, will staff the effort. Suzanne and Megan will be supported by staff from the Partnership for Public Service and colleagues at the other pilot schools: George Washington University, University of New Mexico, Ohio State University and Clark Atlanta University.

Stanford launched the project in June 2005 by convening a meeting of an ad hoc committee, co-chaired by myself and Jeff Wachtel ’79, Senior Assistant to President Hennessy. The committee includes a range of faculty and staff from across the university and provides guidance for the overall effort.

The first meeting of the committee made it clear that our students are well-served by existing channels for informing them about career choices, but there is still much that can be done to enhance the information students receive about careers in government. The priorities of Call to Serve are: ensuring that current, comprehensive information on career opportunities in government is more widely dispersed; dispelling persistent, negative myths about government service; discovering new ways to link alumni in public service with our students; and taking advantage of the eagerness of federal staff to let our students know directly about opportunities with their agencies.

By taking a leadership role in the Call to Serve Pilot Project, the Haas Center can enrich the context for Stanford’s new “Education for Citizenship” requirement, while helping to advance our vision of making public service a hallmark of a Stanford education.
Graduation Breakfast/Advisory Boards

The Haas Center Graduation Breakfast is held each year so that graduates who have been involved in center programs can celebrate with their families, friends and Haas staff before Commencement.

Advisory Board Members “Move” in New Directions

The Haas Center’s student, faculty, and national advisory boards have put operational improvements in place over the past two years.

Beginning in 2004-2005, the Public Service Student Advisory Board (PSSAB) took responsibility for its own nomination process. Outreach and recruitment by the 15 undergraduate and graduate student members brings a higher level of awareness about the board’s work to a greater number of students. In addition, these efforts add value to the members’ leadership experiences.

The Faculty Steering Committee (FSC) members now serve staggered three-year terms, rotating off to allow six new members to join the 18-member board every year. This system brings to the center an ever-expanding group of faculty. New faces lend new energy, resources, and interdisciplinary potential to the Committee’s efforts.

The 18-member National Advisory Board (NAB) consists of a spectrum of individuals committed to public service, from the local community and beyond. Members can serve two three-year terms, then rotate off, which allows for new members to join the NAB each year.

For the past two years, the three boards have demonstrated that they can do effective strategic planning on a continuous basis. According to director Len Ortolano, prior evaluation processes proved to be piecemeal and were overly driven by goals of stewardship. “Now our evaluations are driven by the goal of student learning,” Ortolano explains. “The planning process also adds flexibility to the center’s overall operation, increasing our ability to respond when academic departments need partners for service-related initiatives.”

Each quarter, staff develop a presentation about a program area, including policy questions. First the PSSAB members learn about the program, discuss and make suggestions which are then summarized for the FSC. Faculty suggestions are added to the presentation and taken to the NAB. The cumulative input by all three boards culminates in a list of action items that the staff can implement. The Community Service Work-Study (CSWS) program is an example of how the procedure has worked. Incorporating a learning component into CSWS when the U.S. government, which supports the program, in effect states that students cannot be paid to learn, presented a problem. The boards collectively determined how to use orientation sessions and a “Learning Plan” strategy to help students gain needed skills and knowledge in their positions.

The 2005 summer fellowships in Public Interest Law and Global Health saw large numbers of excellent applications for a handful of positions. We’re seeking new donors in 2006. Contact: Suzanne Abel, 650-723-4719.

gift opportunity
Fellowships

The Fifth Annual Send-Off Dinner for Stanford University Fellows in Public Service on May 19, 2005, honored student fellows, faculty mentors, program supporters and donors involved in fellowships through the Haas Center, including Stanford in Government (SIG). Speakers this year were Larry Diamond, Senior Fellow at the Hoover Institution and Amanda Kahn, 2003 John Gardner Fellow in Public Service. In 2005, there are 113 students participating in fellowships locally, across the United States, and in 20 countries. Above are (l to r): Tim Stanton (Medicine), faculty mentor; Tom Lockard ’79 (International Relations), donor to the Lockard-Marduel Fellowship in African Service; Lockard-Marduel Fellow Jessica Vernon ’08 (International Relations); African Service Fellow Morgan Craven ’06 (International Relations); Alix Marduel, donor to the Lockard-Marduel Fellowship; African Service Fellow Seth Silverman ’08 (Undeclared).

Courses

Milbrey McLaughlin (right), Professor of Education and Director of Stanford’s John W. Gardner Center for Youth and Their Communities, who spoke at the winter quarter 2005 Faculty Forum in Public Service Education, is pictured above with Melanie Edwards (Lecturer, Public Policy/Urban Studies Program), a faculty leader in teaching social entrepreneurship. The forums are held three times per year for faculty interested in service-learning and in connecting their personal interests in community service with teaching and student research. The topic of this forum was Community-Based Research at the Gardner Center. McLaughlin introduced other faculty members who shared their experiences and the lessons they learned while developing partnerships with community organizations. The participants explored how the experience benefited students who participated in community-based research, and created long-term, reciprocal partnerships that connected academic research with social change initiatives.

Community Programs

At the Boys & Girls Club of Redwood City, students in the Science in Service Program teach astronomy to 2nd through 6th graders utilizing an amazing portable planetarium. Standing (l to r): Academic Director of Redwood City Boys & Girls Club, Lucia Ribiero; Haas Science in Service students Xing Chen ’07 (Computer Science), Patrick Shih ’08 (Undeclared), and Andrew Liu ’07 (Undeclared); with Haas Center Science Education Specialist, Kelly Beck.
Research

The Public Service Scholars Program held a reception for graduating seniors and their parents on the Friday afternoon before Commencement. In addition to meeting their students’ friends and colleagues at Haas, parents were able to hear student reflections on the value of the program in assisting them to complete their honors theses successfully, and of conducting “research with a public purpose.”

Medical research and the health professions. SMYSP is a summer residential program founded in 1988, which has offered academic enrichment in the biomedical sciences and college and career guidance to over 400 low-income high school students. Promising disadvantaged high school students from central and northern California are recruited from tough rural and urban environments, while hundreds of Stanford undergraduate and medical students have served as mentors and teachers.

In addition to the Roland Prize, three organizations received Community Partnership Awards:

• United Students for Veterans’ Health (USVH), a community service student group that began as a Haas Center affiliated student organization, was recognized for its service to the Menlo Park division of the VA Palo Alto Health Care System.

• The Community Working Group (CWG) of Palo Alto received an award for its creation of the Opportunity Center, a mixed-use facility that opens later this year with 89 units of extremely low-income housing and an on-site multiple service center for the homeless and those at risk of becoming homeless.

• Youth Engaged in Leadership and Learning (YELL) of Redwood City, an after-school program that trains youth to engage in social change efforts in their schools and communities, was cited along with its partners: John W. Gardner Center for Youth and Their Communities at Stanford University, Redwood City 20/20, Kennedy Middle School and the Redwood City local government.

Leadership

Let Us Say Thanks! was an event to recognize the contributions of the grounds workers, food service staff, and janitorial staff to the Stanford community, organized by the Haas Center’s Service Outreach Coordinators (SOCs). The SOCs are freshman dorm representatives who relay information about public service opportunities to their residential communities. The attendees ate Baskin Robbins ice cream while they enjoyed performances by Stanford Taiko, Talisman, Everyday People, Stanford Spoken Word Collective, and Counterpoint A Cappella. The event was the first of its kind to be created and organized entirely by students.

Scholarship for Social Change

Public Service Scholars Program:
The First 10 Years
1995-2005

To request a copy of this new Haas Center for Public Service publication, please contact Elise Miller, Communications Director, efmiller@stanford.edu, (650) 725-2865.
Focus on Faculty

Catherine A. Heaney
Consulting Associate Professor of Psychology and Human Biology

Cathy Heaney is quick to say that Community Health: Assessment and Planning I and II (Human Biology 117/INDE 260A), the service-learning course she initiated in 2004, happened only at Stanford, and only with help from the Haas Center. With that assistance, what began in 2004 as a one-quarter course for 10 undergraduates was expanded in 2005 to a two-quarter, six-unit commitment for 20 undergrads and 10 medical students. She was assisted by two instructors from the School of Medicine, Drs. Tim Stanton and Michaela Kiernan.

Over her years of teaching, Heaney had found that public health is hard to bring alive in the classroom. “It is a living discipline,” Heaney says, "and it has to be experienced to understand its ramifications...community agencies are an important change agent for health enhancement and promotion.”

At Ohio State University, she began taking her students out into the community to observe public health events and initiatives. Once at Stanford, teaching introductory courses in public health to undergraduate students, faculty colleagues told her about the Haas Center for Public Service. Kent Koth, former Haas Service-Learning Program Director, helped her navigate the Stanford system, and understand the constraints on students and their schedules, especially relating to logistics like transportation. Karin Cotterman, who succeeded Koth in the fall of 2004, provided Heaney with information about how to access resources in the community and helped her to obtain the funds needed to expand the enrollment and stretch the course to two quarters.

“It was a question of who would die first trying to get everything into the one quarter, the students or the instructor,” Heaney recalls. Through the grant, she was able to hire a course assistant and fund equipment and resources for students. “I thought we would enroll 10 undergrads and 10 med students this year. We did not announce the second quarter commitment, but when 50 students showed up for the class and I announced it, everyone stayed. So we were oversubscribed and I decided to accept 20 undergraduates along with the medical students.”

Heaney’s course asks students to consider what information is needed to assess the health of a community, and how to gather it. Five groups of students are teamed with community health agencies, building skills in utilizing assessment techniques and in working with community partners. “I want students to understand that policy and programmatic decisions in community health are made in community health agencies, and that these decisions should be informed by data. I developed a class where students could learn assessment techniques—not a broad, general kind of research, but information directly applicable to the assessment of a policy or program.”

“Teaching a service-learning course is definitely a time-intensive endeavor…[however] teaching the course is personally rewarding because public health is an applied field, and because I feel I am making a difference in students’ lives.” Heaney’s own research is also community-based. “My research focuses on occupational health and safety. One student group worked with the East Palo Alto Asthma Task Force. I met people who are interested in occupational health, so the contacts are useful for my own research.”

Students’ evaluations showed that they really enjoyed working with the community partners. Many students were never involved with the community beyond campus prior to this experience. Students felt that the choice of agency should be made before the first class, so that they can get into the field earlier in the quarter. Medical students also loved the change of pace. Even though scheduling was often a real challenge for them, they benefited from meeting physicians working in public health, melding public health and clinical care in their fields. “These role models helped all the students in the course to think about their own careers, and the variety of ways available to serve.”

Heaney plans to hold a debriefing session this summer with representatives from the community health agencies, to talk about the “partner expectations that we wish we had known,” and ways to improve the course. After this year’s success, the Program in Human Biology has agreed to support a course assistant next year. The School of Medicine provided funds to help defray research costs such as incentives for community participants in data collection. This year INDE 260A was a core course requirement for the Stanford Medical School scholarly concentration, Community Health and Public Service. In this case—as in several others—the Haas Center’s assistance has initiated a valuable program that is now assuming a life of its own.

Partner agencies
- San Mateo County Health Department
- Community Health Partners
- East Palo Alto Asthma Task Force
- Santa Clara County Health Department
We congratulate these students, staff and friends of the Haas Center:

Eugene L. Grant Award for Excellence in Teaching
Len Oortolano, Haas Center Director
Stanford University Board of Trustees
(newly appointed, Haas Center donor)

Ying-Ying Goh ’94 (Public Policy; ’02 M.D.)

National Awards
Marshall Scholarship
Sheena Chestnut ’05
(Political Science/Creative Writing)
George Mitchell Scholarship
Michael Solomon ’05
(Public Policy/Economics)
Rhodes Scholarship
Sara Schuman ’05 (Human Biology; M.A., Education)

Paul Basch International Health Awards
Hannah Leslie ’05 (Human Biology)
Howard Chion ’05 (Human Biology; ’06 M.A., Anthropological Sciences)
Goldman Sachs Global Leader
Viet Minh Huynh ’07 (Undeclared)

Merage Foundation for the American Dream Fellowship
Stephanie W. Hu ’05 (Biological Sciences)
Katherine Kelman ’05
(Political Science, Urban Studies)

University Awards
Dean’s Award for Academic Achievement
Jason Hom ’05
(Biological Sciences, Philosophy)
Center for Teaching and Learning Award for Excellence in Honors Presentations
Elizabeth Ayala ’05 (International Relations)
Hannah Chion ’05 (Human Biology)
Jenny Truong ’05 (Human Biology)
Robert M. Golden Medal for Excellence in Humanities and Creative Arts
Ronak Kapadia ’05
(Comparative Studies in Race & Ethnicity)
Firestone Medal for Excellence in Research
Sheena Chestnut ’05 (Political Science)
Porsha Cropper ’05 (Political Science/Comparative Studies in Race and Ethnicity)

Vikram Fielding-Singh ’05 (Economics)
Katherine M. Hill ’05
(International Relations/Economics)

Emily Lehman ’05 (Biological Sciences)
Rita Nguyen ’05 (Human Biology)
Carlyn Reichel ’05 (American Studies)
Jacob Saperstein ’05 (Political Science)
Adam Sciambi ’05
(Math and Computational Sciences/Physics)
Roshan Shrestha ’05 (Chemical Engineering)
Sarah Sullivan ’04 (Psychology)

James W. Lyons Awards for Service
Chitua Alozie ’05 (Human Biology)
Eric Shih ’05 (Asian American Studies)
Chappell-Loungey Scholars
Viet Huynh ’07 (Undeclared)
Elena Sherman ’07 (Undeclared)
Frederick Emmons Terman Engineering Scholaristic Award
Joan Moh ’05 (Electrical Engineering; M.S.)
A. Justin Sabet-Peyman ’05
(Electrical Engineering; M.S.)

Departmental Awards
African & African American Studies
Academic Achievement and Service Award
Crystal Garland ’05 (African & African American Studies; M.A., Sociology)
American Studies
Albert J. Gelpi Prize
Gregory Taylor ’05 (American Studies)
Anthropological Sciences
George and Louise Spindler Award for Excellence
Elba Garcia ’05 (Anthropological Sciences)
Robert Bayard Teetor Award for Outstanding Creativity
Irene Yeh ’03 (International Relations; M.A., East Asian Studies)
Art & Art History
Humanities Award in Studio Art
Ritu Sarin ’05 (Biological Sciences/Art)
Asian American Studies
Undergraduate Student
Asian American Women’s Award
Hai Binh Nguyen ’05 (Asian American Studies; M.A., Cultural and Social Anthropology)
Undergraduate Student
Community Building Award
Eric Shih ’05 (Asian American Studies)
Undergraduate Student
Special Achievement Award
Timmy Lu ’05 (Asian American Studies)
Chemical Engineering
Academic Achievement Award
Roshan Shrestha ’05 (Chemical Engineering)
Honors Research in Chemical Engineering
Roshan Shrestha ’05 (Chemical Engineering)
Chicana/o Studies
Chemical Engineering
Academic Excellence Award
Esteban Galvan ’04 (Chicana/o Studies; ’05 M.A., Education)
Comparative Studies in Race and Ethnicity
Arturo Islas Prize
Abigail Rosas ’05 (Comparative Studies in Race and Ethnicity/Sociology)
Ernesto Galarrza Prize for Excellence in Research
Esteban Galvan ’04 (Chicana/o Studies; ’05 M.A., Education)

Creative Writing
Carence Urmy-Irene Hardy Prize for Poetry
Swati Rao ’05 (Cultural and Social Anthropology/Creative Writing)
Economics
John G. Sobieski Award for Creative Thinking in Economics
Alexander Pagon ’05
(Economics/Mathematics)
Oral Presentation Award

Junyuan (Chris) Tan ’05 (Economics; M.S., Management Science and Engineering)
Feminist Studies
Michelle Z. Rosaldo Social Science Thesis Prize

John Yandell ’05
(International Relations/Spanish)
Haas Center for Public Service Excellence in Honors Presentations
Bronson McDonald ’06
(International Relations)
Sarah Vander Ploeg ’06
(Comparative Studies in Race and Ethnicity)
Human Biology
Albert H. Hastorf Award for Outstanding Service
Rebecca DeBoer ’05 (Human Biology)
Mary and Jacquelyn Edmonds Prize for Outstanding Junior
Amanda Johnson ’06 (Human Biology)
Edith and Norman Abrams Award for Excellence in Public Interest Advocacy
Dung My Le ’05 (Human Biology/Comparative Studies in Race and Ethnicity)
Excellence in Human Biology Honors Research
Kate Stanford ’05 (Human Biology)
Joshua Lederberg Award for Academic Excellence
Hannah Leslie ’05 (Human Biology)
Melissa Lee Ling Wong ’05 (Human Biology)
Kirsten Frohmayer Research Prize Awarded to Juniors
Benjamin Fohner ’06 (Human Biology)
Interdisciplinary Studies in Humanities
Lawrence V. Ryan Prize for Innovative Research in an Interdisciplinary Field in the Humanities
Nicole Miller ’05 (Humanities)
Ruth Headley Prize for Outstanding Achievement in and Contribution to the Humanities Honors Program
Christina Knight ’05 (Humanities)
Music
Undergraduate Prize in Music Composition
Carolyn Chen ’05 (Music, ’06 M.A., Modern Thought)
Undergraduate Prize in Music Performance
Jen Han ’05 (Biological Sciences)
Symbolic Systems
K. Jon Barwise Prize for Service to the Symbolic Systems Program
Brendan O’Connor ’05 (Symbolic Systems)
Summer in the City
by Gene Ma ’06 (Biological Sciences/ Economics) and Joey Pirolo ’06
(Biological Sciences)

It’s five minutes past 8, and we’re sipping our morning cups of coffee, trying to get ready for another day of work at Glide Health Clinic. But before we can even settle in, we get a call from the lobby telling us that a man has collapsed and that we need to try to resuscitate him. Abandoning our coffee, we grab the defibrillator and run down the stairs.

Although situations like this do not occur every day, we have come to expect almost anything while on our shifts at Glide. As a free clinic that mainly serves the homeless population of the Tenderloin in San Francisco, Glide receives clients with poverty-inflicted wounds of both the body and spirit. What has impressed us most is that the staff here seeks not only to address these wounds, but also to create a sense of belonging that allows clients to regain some of the hope that destitution has stolen from them.

Growing up around San Francisco, we both spent a great deal of time during high school volunteering at homeless shelters similar to Glide. At Stanford, we have tried to combine our interests in healthcare and service, which has led us to projects working with the homeless and the medical services available to them. In December of 2004, through a grant from the Undergraduate Research Programs office, we conducted a survey to learn more about the barriers to healthcare faced by the homeless population of San Francisco. We were surprised to learn that while this population knew a lot about the free and low-cost clinics in the city, they were reluctant to use them for various reasons, most notably a long wait time and burdensome paperwork. Thanks to a grant from the Haas Center’s Fellowships Program, we have been able to take the next step with our research findings. Throughout the summer, we have been working to increase the efficiency of patient intake at Glide so that the clinic can serve more patients each day with better care.

The Fellowships Program provided the financial support that allowed us to work fulltime at the clinic. In addition, the pre-summer preparation that Fellowships staff offered has encouraged us to think about important topics such as ethical concerns in public service, our personal learning goals for the summer, and how we will build upon this experience when we return to campus in the fall.

It has been extremely rewarding to hear praise from the volunteer doctors and nurses who have been able to work through each day with more ease because of projects we initiated. Together, we implemented a new filing system, new check-in and check-out markers for healthcare providers, and schedule rotation modifications. One project we are especially proud of is a training program for these healthcare providers that teaches the different specimen collection methods for STD [Sexually-Transmitted Diseases] testing required by Glide’s cooperating laboratory. The patients who visit Glide have always had a great need for these tests, yet have never been able to receive them. However, upon the completion of our project in a few short weeks, patients will be able receive a full range of STD tests at Glide.

The time we spent working with patients and doctors at Glide has benefited us in ways our curriculum at Stanford could not. Our firsthand experience in a clinical setting, and especially in one dedicated to serving the homeless, has provided us with a taste of what will surely be part of our lives as physicians in the future.

Long a de facto home for emerging young leaders, the Haas Center is soon to launch a new program to train Stanford students in the art (and a little “science”) of leadership for public service. We welcome inquiries from prospective supporters about the scope and design of this new program. Contact: Suzanne Abel, 650-723-4719.
The 2005 Haas Center Lecture on Public Service and the University

In his lecture, titled “Wearing Many Hats: My Response to Homelessness as a Member of the Stanford Faculty and the Palo Alto Community,” Prof. Don Barr (Sociology) discussed his involvement in providing services to the local homeless population. He combined his skills as a social scientist and medical doctor with his sense of moral responsibility as a community resident to try to bridge the gap between his roles as a faculty member and as a community member. Barr also addressed a broad question that this annual lecture poses: “Given its tremendous resources, what is the role of the university in seeking solutions to major social problems that confront the surrounding community?”

The Haas Center Lecture on Public Service and the University is held annually under the guidance of the Miriam and Peter Haas Centennial Professor in Public Service. The current professor, Al Camarillo, presented the inaugural lecture in 2004, and will select and work with subsequent speakers.

Direct Service: A New Direction for SIG
by Anthony Chavez ’08 (Undeclared)

Stanford in Government (SIG), one of Stanford’s oldest student organizations, added a new tradition to its 42-year history during the 2004-2005 school year. SIG leaders decided it was time to add a direct service component to their list of activities that includes campus programming and summer fellowships: a program to tutor Stanford employees seeking to apply for US citizenship.

SIG partnered with Habla el Dia and Habla la Noche, the community service student organizations that teach English to Stanford janitorial employees, to begin the new program. The project is run under SIG’s Campus and Community Partnerships committee.

Theodora Chang ’06 (International Relations/Human Biology), the student who chaired the committee during the inaugural tutoring sessions, explains, “We define the Stanford community as including all Stanford employees. We wanted to provide a service to them because the workers do so much for us and we don’t even realize it.”

The citizen education program began with five tutee pairs. The program focuses on teaching government literacy and applying this knowledge to real-life situations in the news. Designed not only to prepare the participants to pass the US citizenship test, the curriculum also gives them broader knowledge about being a US citizen.

Chang believes that many Stanford students take their own knowledge of what it means to be a US citizen for granted. “We take many classes dealing with citizenship and government, but we don’t realize that there are people in our own campus environment who can benefit from that knowledge.”

The program aims to be flexible, adjusting to the needs of the participants, so the number of meetings a tutor has with his or her tutee is dependent on how often the tutee is able to meet.

SIG obtained their curriculum and materials from The International Institute of San Francisco, an organization dedicated to improving immigrant resources and rights, and has been advised by Professor Guadalupe Valdés (School of Education).

Currently the program only supports employees of ABM, the company that provides the university’s janitorial staff. This summer, SIG met with Stanford Dining managers to offer the program to dining hall staff, with a plan to expand to 12 participants, or more if there is demand. Next year the program will be run by José Campos ’08 (Undeclared) and Angela Du ’08 (Undeclared).

As an outcome of the citizen education program, two of the participants in the inaugural class already have become US citizens and the remaining three members feel confident enough to begin the citizenship application process.

On its website (http://sig.stanford.edu), SIG describes itself as an organization that seeks to “engage students and the greater community in the governmental process…” and “help every voice to be heard equally.” The new citizen education program expands the range of services SIG provides to achieve those goals.
Six Years Out: An Activist Intellect Returns to School
by Alejandro Amezcua ’99
(Anthropology/Comparative Studies in Race and Ethnicity)

Six years after completing my honors thesis on Latino/a Transgenderism with the support of the Public Service Scholars program, I’m returning to academia to explore similar questions of social justice, public and voluntary service, and leadership. It was through my involvement in Haas Center activities like RAGE (Resistance Action and Grassroots Education), Alternative Spring Break trips, and service-learning courses that I first contemplated how to tie my mind and heart to a fruitful career in the nonprofit and public sector. And I’m proud to share that like many Stanford alumni who participated at the Haas Center, I have also found a career path where the values and skills that I learned as a student provide me with rich opportunities to make a living, find happiness, and make a difference to others.

Since leaving Stanford, I completed the Jane Addams Fellowship in Philanthropy at Indiana University’s Center on Philanthropy, then worked for two years at the C.S. Mott Foundation reviewing grant proposals on race relations, nonprofit management, and community foundations in Mexico. The Foundation was an opportunity to test my activist intellect in a highly professionalized setting. I then left Michigan for Washington, DC to work for the National Council of Nonprofit Associations, where I became communications director. This position allowed me to help raise public awareness of the contributions made by nonprofits to our daily lives.

In addition, I have spent a year as a Snow Fellow, working for the Central New York Community Foundation in Syracuse, where I supported strategic planning for a grants initiative in the arts. I also serve on the boards of Resource Generation, an organization that supports and challenges young donors to fund social change projects, and Grassroots International, a grant-making nonprofit that funds community activism in developing countries. All of these experiences have taught me that in the nonprofit and public sector there are numerous opportunities to apply your Stanford education but that key to your success is exposure to career paths early on.

In August 2006, I will begin work toward a Ph.D. in Public Administration at the Maxwell School of Citizenship and Public Affairs at Syracuse University. As someone who thrives when working in the community, my decision to spend four more years researching and writing might appear contradictory. However, after five years of working for two foundations, a national nonprofit association, and serving on the boards of two philanthropic nonprofits with a social justice mission, it is clear to me that despite all the wisdom, research, and resources that exist in our society to support public service, much of it is not delivering what’s promised. It is my desire to use my Ph.D. studies to test theories and innovations that can improve how government and the nonprofit sector operate, elevate the good research that already exists to solve many of our worst problems, and monitor budget processes that prevent resources from getting to the most disadvantaged. It is my hope that these efforts will result in a safer, healthier, and fair society for those living in America and also abroad. Contact: alejandro@stanfordalumni.org.

Donor View
by Tom Lockard ’79
(International Relations)

In 2003, Julia Hartung and John Osthaus from Stanford’s Office of Development contacted me for the class of 1979 reunion campaign. In talking over our past charitable giving, Julia explored areas of interest to me and my wife, Alix Marduel, which included our involvement in financing the construction and operation of a hospital in Lomé, Togo.

Julia brought up the notion of an endowed African Service Fellowship through Haas. Even though we are more interested in direct investment in charitable activities, the Haas ASF program offered the possibility of introducing our project in Lomé to a broader base and some youthful enthusiasm.

Through Haas we have been introduced to Stanford’s scholarly interests in Africa. We have enjoyed the involvement. We can clearly see the depth of the University’s commitment to working globally and the Haas Center’s commitment to service. This has been a most satisfying experience.
Haas Alumni on the Move

Sufia Dadabhai ’01 (Human Biology) was an Amy Biehl Fellow as an undergraduate and in the first class of Tom Ford Fellows in Philanthropy following graduation. As a Biehl Fellow, Sufia spent seven months in Cape Town, South Africa where she helped develop a peer education program about HIV/AIDS and an afterschool program curriculum focusing on healthy lifestyles. Her Ford Fellowship placement was with Washington Grantmakers, in Washington, D.C., where she facilitated several funding collaboratives and issue-based working groups. After her fellowship year, Sufia joined the National AIDS Fund AmeriCorps program, working fulltime at Children’s Hospital in Washington D.C. Currently, Sufia attends Johns Hopkins School of Public Health. She has received her masters degree in infectious disease epidemiology and is on her second year in the PhD program. Contact: sufiad@stanfordalumni.org.

Through the Public Service Scholars Program (PSSP), Keira Goldstein ’02 (Cultural and Social Anthropology) wrote her thesis about the varying perceptions of child labor in Quetzaltenango, Guatemala. After graduating, Keira moved to Quetzaltenango where she taught English in a local school, volunteered in an orphanage, and assisted with a tuberculosis education campaign. She periodically returned to Haas to work on Public Service Scholars Program activities, including helping to write the introductory essay for the Haas publication in honor of PSSP’s 10th anniversary. Keira finished her first year at the Fletcher School of Law and Diplomacy, Tufts University in May. Since starting at Fletcher, Keira has focused her attention, in and out of the classroom, on conflict resolution generally, and the Israeli-Palestinian conflict, in particular. She has obtained her certificate in mediation and worked as a dialogue facilitator with high school students on diversity issues. Currently she is serving as a Harvard Project on Negotiation Summer Fellow in Jerusalem. Her internship is with a peace-through-health program based out of Brigham and Women’s Hospital in Boston, which brings Arab, Israeli, and American doctors together for medical training and peace work. Contact: kiwigold@stanfordalumni.org.

As a student, José Gordon ’99 (Economics/American Studies) worked with Suzanne Abel as Commons editor, as well as in a variety of other Haas Center positions and community service programs. He was a tutor coordinator and summer residential counselor for Upward Bound, a trip leader with Alternative Spring Break, a Haas Peer Advisor, a member of the Haas Unifying Board, and director of community service for Los Hermanos de Stanford. José was also a Stanford in Government summer fellow at the Center for Community Change in Washington, D.C. He received the James W. Lyons Award for Service in 1999.

Upon graduating, José worked for three years at Menlo Consulting Group, a strategy consulting and marketing research firm serving the global travel and tourism industry. In 2003, he began working at the Lucile Packard Foundation for Children’s Health in Palo Alto, where he now develops communications supporting the foundation’s fundraising efforts for Packard Children’s Hospital and pediatric programs at Stanford Medical Center. José recently married Stanford alumna, Shannon Montague ’01 (Human Biology). They live in Sunnyvale with their dog, Kaya. Contact: jose.gordon@stanfordalumni.org.

Congratulations to Becca Serr ’05 (Human Biology), summer 2005 SIG Development Writer, on her new position as Stewardship Associate for the Lucile Packard Foundation for Children’s Health. She will be responsible for stewarding annual donors and preparing custom gift acknowledgements for major donors. In 2005, Becca wrote an essay on Kenneth Gundle ’05 (Human Biology), one of 10 prepared for the Haas Center 20th anniversary publication, Profiles in Service. Contact: rhserr@stanfordalumni.org.

Ravenswood Tutors enters a second year in partnership with the School of Education on behalf of K-2 students in East Palo Alto schools. We welcome queries from donors with an interest in faculty-directed research and direct tutoring for children struggling with English language acquisition and basic reading. Contact: Suzanne Abel, 650-723-4719.
Welcome PSSAB/Reunion Homecoming 2005

Save the Date!
Reunion Homecoming 2005 @ Haas

All alumni and friends are welcome
to join us for these special events.

* Haas Center for Public Service Open House
   Friday, October 21, 2:00 – 4:00 p.m.
Were you involved at the Haas Center for Public Service as a student? Are
you looking for an opportunity to connect with others interested in service?
Join us for an open house and panel discussion featuring alumni engaged in
public service careers. Speak with students, staff and fellow alumni about
service during your time on campus and now.

* Stanford in Government Reunion Breakfast
   Saturday, October 22, 8:00 – 9:30 a.m.
The 2005 Stanford in Government (SIG) Board invites all SIG alumni to
enjoy breakfast with students active in the group and fellow alumni from
the past 40+ years of SIG’s history.

* Learn and Lend a Hand
   Saturday, October 23, 2:30 – 4:30 p.m.
Join us for a conversation with alumni and student service group leaders
about a current social or community issue, while working with fellow
alumni on a related, hands-on service project.

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