Gabriel Garcia, Professor of Medicine and Associate Dean of Admissions at Stanford School of Medicine, will become the Haas Center’s second faculty director in September 2006 when he succeeds Leonard Ortolano as the Peter E. Haas Director. Garcia has been a member of the center’s Faculty Steering Committee since 1998 and has served on its grants advisory committee. A transplant hepatologist and Professor of Medicine at the Stanford Medical School, Garcia’s research has focused on hepatitis B and C. He earned his medical degree from New York University, completed his postgraduate training at Stanford, and then joined the Baylor College of Medicine, where he remained until 1989. In addition to conducting clinical research, Garcia takes care of patients with liver diseases, teaches medical students, and makes time to participate with students in service-learning opportunities.

As Associate Dean of Admissions for the medical school (1999-present), Garcia observed many applicants’ overemphasis on the science of medicine – at the expense of core humanistic values. To counteract this trend, he developed a Stanford Introductory Seminar entitled The Human Side of Medicine, through which he helped sophomores explore the physician-client relationship, including the role of culture and ethnicity in patient care and the difficulty of making end-of-life decisions. Garcia also extended his dedication to service-learning to include field seminars, participating as faculty advisor for two Alternative Spring Break trips on Health Care for Marginalized Communities.

“Service is part of the greater role I play as a teacher for the university,” Garcia says. “Students’ lives may never intersect with certain communities except as a result of service-learning experiences. When they step into a community, they may find that they want to help solve the problems encountered there.”

As faculty director, Garcia will serve half time and will focus on policymaking, fundraising and teaching. “In addition to his distinguished career in academia, Gabe Garcia brings a unique combination of administrative talent, ties to the local community and passion for the Haas Center’s mission,” said Goodwin Liu ’91, chair of the Haas Center’s National Advisory Board and a law professor at UC Berkeley. Provost John Etchemendy, who appointed Garcia, notes: “He understands the Haas Center’s important mission, and his own experiences with service-learning will help make this vital program even stronger.”

Higher Ed Survey Reveals Impact of Service

The Consortium for Financing Higher Education (COFHE), an organization that collects information from its 31 member colleges and universities to investigate aspects of institutional policy and administrative practices, recently conducted a survey of graduating seniors in member institutions about their experiences in service. COFHE researchers invited 1,906 prospective graduating seniors to participate, and 706 (37%) responded. A considerable 85% of the students had participated in service activities,
The Privilege and the Responsibility

On September 1, 2006 I will inherit from Leonard Ortolano the privilege and responsibility of the Peter E. Haas Faculty Directorship at the Haas Center for Public Service. The center’s mission to connect “academic study with community and public service in order to strengthen communities and develop effective public leaders” encourages all Stanford students to think critically about our society’s problems, and to be responsible for generating the knowledge necessary to address our society’s unmet needs. These are important goals for citizens of a society with greater disparities between rich and poor, but decreasing interest in civic and political issues.

Stanford University as an institution of higher learning has the responsibility to engage its students in citizenship, to advance democracy and to improve our society. This is consistent with the wishes stated in the Stanford family’s Founding Grant, “to promote the public welfare by exercising an influence on behalf of humanity and civilization,” and Jane Lathrop Stanford’s subsequent call for students to become “of greater service to the public.” The Haas Center embraces this responsibility with enthusiasm, and I am excited to contribute to this effort.

Len leaves a legacy that is remarkable. Through a lengthy process of institutional self-study and reflection, he has assured that the Haas Center has aligned its programs and goals with its mission, and has the resources and key individuals to carry out the necessary work. He has placed great emphasis on developing strategies for leadership development for our students, faculty and staff. Finally, he has worked hard with the National Advisory Board, the Student Advisory Board, the Faculty Steering Committee and the staff to create a common voice and purpose. His leadership will be missed, and I will rely heavily on his wisdom.

In my role as a member of the Faculty Steering Committee for the last six years, I have witnessed the passion of our faculty, staff and students to support the programs that engage all of us in citizenship and civic life. I want to bring to the center a vision to institutionalize public service, making it an integral part of the fabric of Stanford University that complements its obligation to develop new knowledge.”

“I want to bring...a vision to institutionalize public service, making it an integral part of the fabric of Stanford University that complements its obligation to develop new knowledge.”
To celebrate the 20th anniversary of the Haas Center for Public Service, we are publishing a series of books about our work. Although all of the publications are available to the general public, each is targeted to a specific audience. Please use the form below to order any of these publications.

   Contains an essay chronicling the history of the “community of scholars,” and an update on the careers of alumni.

2) Profiles in Service: Stanford Undergraduates Write About Students Engaged in Public Service (71 pp.) – October 2005
   Produced in partnership with the Stanford Writing Center and the Program in Writing and Rhetoric.

3) Public Service Education at Stanford: The Haas Center’s First Twenty Years (245 pp.) – December 2005
   The center’s most ambitious project, comprised of 15 program-based analytical essays produced by students and recent alumni who participated in the programs they evaluated.

   The second of two volumes, each profiling and following the careers of ten years of fellows.

5) 2003-2005 Haas Center for Public Service Source Book (148 pp.) – completion expected August 2006
   Captures the planning, progress, activities, accomplishments, names, dates and details of the center’s history during this two-year period.

6) 2003-2005 Haas Center for Public Service Biennial Report (approximately 60 pp.) – completion expected October 2006
   This all-new format of the traditional Haas biennial report focuses on the impact of our public service mission on students, faculty, community organizations, alumni and donors.

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Thank you!
Fellowships Inspire Research

Helping Communities

By Elise Miller, Communications Director

It has long been a primary goal of the Haas Fellowships Program to encourage students returning from their fellowship summers to pursue coursework, community projects and leadership positions in student organizations that take the fellowship experience “to the next level.” Increasingly, after a summer of serving communities from East Palo Alto to Dar Es Salaam and Rio de Janeiro, many of the over 100 recipients of public service fellowships return inspired to carry out research connected to their experiences. These undergraduates, often preparing for senior honors theses, conduct research meant to inform—now or eventually—policy decisions by nonprofit or government agencies.

Nicole Medeiros ’06 (History) was a 2004 Urban Summer Fellow working in NUPEVI, Rio de Janeiro, Brazil. Medeiros accompanied Gilda de Souza, the Director of Mediadores de Paz (Mediators of Peace), a program sponsored by the Rio mayor’s office, to favelas (shanty towns) on the outskirts of Rio, and to schools located in poor regions of the city. Her mentor assembled 14- or 15-year olds identified by teachers as aggressive and rebellious, teaching them conflict resolution and leadership skills, and training them to talk to younger children about violence and school life. Medeiros’s role was as a “participatory observer,” assembling materials, documenting visits, and conversing with “students, parents, grandmothers and street girls” in an attempt to involve the entire community in root problems like drug trafficking and gangs. “Rio is a violent city.” Medeiros explains. “It has one of highest murder rates in the world.”

Medeiros’s thesis was inspired when she learned that 45% of the students in Brazil were of African descent—far more than in the US—yet only 2% attain higher education. “I wanted to know why this was so in Brazil, a country that is supposed to pride itself on being a racial democracy.” She also learned that in 2001, Brazil implemented affirmative action policies with formal racial quotas, just as the US was dismantling theirs. To refine her topic and complete the senior honors thesis, she enrolled in the fall 2004 Urban Studies 123, Introduction to Community-Based Research and in 2005-06, in the Public Service Scholars’ Program (PSSP), both taught by Jackie Schmidt-Posner at the Haas Center. Her topic was Unrecognized Struggles: An Analysis of Afro-Brazilian Mobilization for Educational Access, 1931-2001, with academic advisor Joy Williamson (Associate Professor, Education). As Medeiros wrote in her application: “My objective is to study the role of the Afro-Brazilian movement during the 1960s and 1970s…in order to provide historical and political context for the recent…implementation of racial quotas in public universities.”

Closer to home, a 2004 African Service Fellowship inspired Matthew Turnbull ’06 (International Relations) to co-found Closing the Gap, a student service organization providing tutors for East Palo Alto Charter School, and to develop his senior honors thesis in 2005-06. As a fellow, he worked for the Amy Biehl Foundation Trust in Cape Town, South Africa, helping coordinate the program for an after-school care program with children 12- to 18-years-old. He also taught math and science to 8th graders. “Words don’t describe how profoundly my fellowship experience changed how I perceive the world. Working in townships, seeing that poverty and bearing testimony to it has been an enormous motivator.”

As a senior, Turnbull enrolled in PSSP, where his topic was Helping Without Hurting: The Ethical Issues in the Service Relationship Between East Palo Alto and Stanford University, with academic advisor Steve Davis (Associate Professor, Education). Why ethics? “My senior thesis combines my South African and East Palo Alto experiences. I came away from Africa questioning the effectiveness, efficiency, and also the ethical position of an outsider coming into a community without knowing much and trying to change things.”

Turnbull interviewed EPA community leaders to obtain their views about how Stanford interacts with the community, then spoke with teachers, parents, and others. In PSSP, scholars share ideas, reflect on their own experiences, and most importantly, learn to evaluate who can benefit from what is learned, and how to communicate that information. Turnbull hopes “to initiate a constructive dialogue between students, the university, and surrounding communities. My primary audience is right here at the university.”
Finding Myself Through Service
By Uriel Manzo ’07 (Human Biology)

As a Spirituality and Service Fellow, I found that every day brought something new, something interesting and challenging for me. I participated in community service, tutoring and education, and political activism. As I look back, my faith, being Catholic, and surviving cancer have had significant impacts in my life and on my desire to help other individuals in need by doing service work. Through the fellowship, my time was divided among three organizations: the Urban Ministry of Palo Alto, the Ecumenical Hunger Program (EHP) of East Palo Alto, and the East Palo Alto and Stanford chapters of Peninsula Interfaith Action (PIA). Working for these organizations has helped me to see the many faces of service, to understand how much there is to be done and how much I can give to make a difference.

At Urban Ministry I provided my time to directly aid homeless and impoverished people. I began to understand that when one works at a homeless center, time tells you when to make the tuna for tuna sandwiches, and when to pick up the chairs to close, but it doesn’t show you when the suffering will end, or when these people will get a second chance. Even though you know you’re helping, the realization that time was not on my side was a very hard thing for me to accept.

Yet, I came away from Urban Ministry with new skills, new knowledge, and a better understanding of who I am. I can now relate to and accept the homeless as individuals no different than I who may simply be down on luck or who have dealt with very tough situations. My work there sparked my desire to do more, and to stay involved with the issues of homelessness and poverty.

My time at Urban Ministry was the most life-changing part of my fellowship, yet I feel like I accomplished more from my work at EHP and PIA. After two days of filing and shelving at EHP, my fellow intern Jusel Ruelan ’07 (Human Biology) and I decided that we wanted to dig our hands into something a bit more challenging. With the input of former interns, we developed a kids’ summer program that revolved around themes of education and personal goal setting. We scheduled field trips and taught arts and crafts, reading, and journal workshops. I felt honored when their mothers told us how their kids waited at the front door to go off to the program, that they looked up to us and saw us as mentors.

With PIA, my work was less hands-on, yet I learned that success in a nonprofit comes from every little bit one does; that a mile is gained from every inch of work. With the East Palo Alto PIA group, I contributed to the struggle for social justice in our local communities, urging the government to do something about the rising cost of living. While the Stanford group I worked with had not yet chosen a specific action to tackle regarding children’s asthma, we lit the initial spark. From these experiences, I’ve noticed that working at a nonprofit is not about one person’s success or triumph, but about the forward movement and integrity of the entire organization.

Through the work I did in summer 2005, particularly my experiences working at EHP, I discovered a new passion for teaching and mentoring youth. This summer accordingly, I decided to work as an Education & Youth Development Fellow, teaching an elective course in Health and Fitness and working generally with the high school students in the Stanford Upward Bound program. I am inspired and excited by the possibilities that my summer fellowship experiences have opened up. I would like to continue motivating youth to reach their personal goals, and hope to work with Teach for America after graduation.

The Public Service Leadership Fellows Program provides an opportunity for students who want to be intentional in their own development as leaders, and requires active involvement in leading a public service student organization or Haas program. Contact: Suzanne Abel, 650-723-4719.
Walk the Talk (WTT) Service Leadership award winners from the class of 2006 (left to right) Elizabeth de Rham (Urban Studies), Angel Davis (Economics), Ariana Milman (CSRE), Nicole Medeiros (History), and Christina Lash (Comparative Literature) with Haas Managing Director Nicole Taylor. Missing: Matthew Turnbull (International Relations).

At the close of spring quarter, students engaged in service through the Haas Center mingled with their friends and staff members over a family-style picnic held on the center’s front lawn. After heartfelt speeches given by seniors Elissa Test (STAND—Students Taking Action Now Darfur), Praveen Pangeleri (Upward Bound), and Sarah Vander Ploeg (EPA Social Venture Fellowship) about their motivation for and experiences in service, members of the Haas staff presented the WTT honorees with a staff-funded monetary award and gift. WTT winners were selected for their long-term commitment to service and their dedication to behind-the-scenes organization building that so often goes unacknowledged. Stanford a capella group Talisman provided an uplifting conclusion to the event.

Leadership

Courses

Professor Tom Wasow (Linguistics and Philosophy) and Todd Davies (Associate Director and Lecturer in Symbolic Systems) are teaching a Sophomore College course in September called The University as a Local and Global Citizen. Sophomore College brings together small groups of talented sophomores for intensive month-long seminars held before the start of fall quarter. This course, commissioned by the Haas Center for Public Service, will look at both the potential and actual ways that universities, especially Stanford, can effect positive change in the world beyond campus. The class will also consider critiques of universities from the standpoint of the public interest, and do group activities in local communities. Wasow and Davies report: “This is such a large topic, we will only be able to cover a small sampling of the issues and projects we would like to; but we hope to give students some experience in thinking critically about how universities fit into the wider world, and further inspiration to engage in service and social change work.”

Fellowships

Students interested in US-based or international fellowships and organized service programs will benefit from the Haas Center’s newest website resource, Here and Abroad: A Public Service Programs Database, available fall 2006. The searchable database will contain a collection of hundreds of fellowships and other established service programs. Above right are screenshots of portions of the new site. With few exceptions, opportunities included meet the following criteria: (1) are public service opportunities, (2) are designed as summer or one-to-two year programs, and (3) offer compensation (room and board and/or stipend).

The Haas Center is providing this information as a service to all college and university students. A listing does not mean that we have direct experience with or professionally endorse the program. It is the responsibility of the applicant to do web-based research and speak with program representatives and former participants before applying. After consulting the database and contacting the program administrators directly, Stanford students are welcome to consult with Haas Center staff about their goals and related opportunities. The new database is located at: http://here-and-abroad.stanford.edu/.
Research

This June, nine students presented their thesis research on community-focused topics under the auspices of the Public Service Scholars Program. The program has been bringing together graduating seniors since 1994 to form an interdisciplinary community for support in discussing the potential for research to effect positive social change. (l to r):

Alex Rivas ’06 (Human Biology; MA Sociology) looked at data from a statewide survey of farmworkers in his research on *Age, Gender, and Race as Factors in California Farmworker Occupational Health Protection and Knowledge*. With help from advisor Don Barr MD (Sociology), he explored the extent to which Federal and California occupational safety laws protect California farmworkers.

Catherine Baylin ’06 (Political Science) discussed *Democratization and Poverty Reduction* in a study that examined the effects of democratization of non-democratic countries on the well-being of the poor in those countries. Her advisor was Luis Fraga (Political Science).

The **PSSP Class of 2006**, with instructors Jackie Schmidt-Posner (row 2, right) and Julia Nelson (top row, right).

Community Programs

2006 Stanford Upward Bound (UB) seniors at their graduation ceremony in Kresge Auditorium at Stanford on June 7 (l to r):

Antonio Gomez (Sequoia High) - San José State
Mayra Aguilera (Woodside High) - Foothill College
Yunuen Cisneros (Woodside High) - San José State
Ronnie Garcia (Sequoia High) - San José State
Christina Fletes (Woodside High) - UC Berkeley
Brian Aguilar, UB Assistant Director, Haas Center for Public Service
Ivy Reynaga (Menlo Atherton High) - Stanford University
Meleto Finau (EPA High) - CSU Sonoma
Briseida Solis (EPA High) - UC Santa Cruz
Faima Bannister (Woodside High) - UC Davis

Not pictured: Felipe Esparza (Sequoia High) - Cañada College and Maurice Corcio (Sequoia High) - Santa Clara University

Congratulations to Ivy Reynaga, who will be entering Stanford as a freshman this fall. To achieve her “ultimate life goal” of opening an ophthalmology clinic in South America, she plans to major in Spanish and minor in Human Biology or Biological Sciences. Of the help given her by UB, Ivy says, “I’d be honored to share my thoughts about UB, it’s the least I can do for all it’s done for me. UB is not just an outreach program, it’s a supportive family that stays with you for the rest of your life. There is no doubt in my mind that UB will continue to help students achieve their personal goals as long as there are students willing to make UB the great family it is.”
Farewell Reception/Focus on Faculty

The first Peter E. Haas Director of the Haas Center, Len Ortolano (2003-2006), feted at a reception in the Schwab Residential Center courtyard on June 7, bidding him farewell at the conclusion of his three-year term of office. Speakers singing his praises included Provost John Etchemendy, Goodwin Liu ’91 (National Advisory Board), Bill Koski (Law; Faculty Steering Committee), Noah Feinstein ’08 (Public Service Student Advisory Board), Jackie Schmidt-Posner (Haas staff), Susan Abernethy (Office of Development), and Bruce Sievers (Haas Visiting Scholar). Pictured are (l to r): Len, Haas Managing Director Nicole Taylor and Provost Etchemendy listen as speakers laud Ortolano’s leadership; Ortolano accepts the Excellence in Advising award from his Civil Engineering graduate student advisees; Goodwin Liu, Jackie Schmidt-Posner, Fred Stout (Education) and Cari Pang Chen ’97 (National Advisory Board).

Lawrence C. Marshall
Professor of Law, David and Stephanie Mills Director of Clinical Education, and Associate Dean for Public Interest and Clinical Education

In 2005, when Stanford Law School hired Larry Marshall to serve as Director of Clinical Education, it was an opportunity that fit with his idea that “one way to make a lasting impact on the world is to build institutions that inspire the next generation to serve the public interest.” Marshall was most recently on the faculty of Northwestern University School of Law (1987-2005) and legal director of its Center on Wrongful Convictions (1999-2005). Stanford Law School was considered a pioneer in clinical education beginning in the 70s with efforts of individual professors. In recent years, a more formal program has developed and there are now nine operating in-house clinics with more in the planning stages.

Of the two-thirds of law students who take a clinical course, Marshall thinks there is a “mix of motivation. Some are there just for practical experience, but most realize it’s also a wonderful way to give back to communities and clients in need. Either way, the students recognize that clinical education is a fundamental part of a complete legal education.”

Marshall teaches the Capital Defense Clinic and says that this first year at Stanford has confirmed his belief in the value of the clinical experience. “Students experienced representing people facing the death penalty and realized that the power of lawyers works both ways. They see the great harm that occurs when lawyers fall down on the job of representing their clients, and they also see what happens when lawyers throw themselves intensely into trying to right those wrongs. All the clinics, to one extent or another, not only teach that the mark of great lawyer is in preparation of the case, in presenting the facts—as well as the law—effectively. Judges rely on lawyers more for the facts than for analysis of the law. The law is often more fixed; the facts are where action is.”

Marshall points out that in the 19th century, law students were trained by working for lawyers as apprentices. The pendulum then began to swing toward a more intellectually driven approach until that became the exclusive emphasis of law education. “Now we’re trying to bring the pendulum back to the middle so that the intellectual grounding can mix with experiential training.” He is hopeful that law schools are moving toward a universal requirement for training in a clinical setting (analogous to medical school where over half of training is clinically based), although presently that is not the case.

According to Marshall, there is only one major barrier to this movement: money. The faculty-student ratio in the clinic is 8:1, which makes clinical education far more faculty-intensive and expensive than lecture courses or
Graduation Breakfast/Philanthropy Center

The 2006 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.

2006 Haas Center Graduation Breakfast (clockwise): Haas Managing Director Nicole Taylor welcomes grads and their families; Angel Davis (Economics; also, recipient of the Walk the Talk Service Leadership award) with her family; newly-engaged John Gardner Public Service Fellows (a first for the program!), Brian Bergmark (Human Biology) and Regan Johnson (Human Biology); and fabulous breakfast buffet.

Seminars. He stresses that Dean Larry Kramer and the Law School faculty are solidly behind the clinical program, and have made support of the clinics one of the school’s priorities.

The congruence between the Law School’s clinical program and the Haas Center’s mission to advance service-learning is clear. Marshall credits the Haas Center with providing “modeling and inspiration” to the Law School’s program. His primary connection with Haas has been through law faculty member Bill Koski, Director, Youth and Education Law Clinic, and the Eric and Nancy Wright Professor of Clinical Education, who serves on the center’s Faculty Steering Committee. “Bill and I work together in the clinical program, and he is a wonderful resource.” More specifically, Marshall hopes to work with the Haas Center to create a service-learning opportunity at the Law School for undergraduate students. Some undergraduates are already working with the clinics as interpreters and Marshall hopes to expand this program to other roles as well.

Plans for the fall include hiring a Director of Pro Bono Programs to expand existing opportunities at the school. “The clinical program complements our active encouragement of pro bono engagement in the community. It’s a prescription for a fulfilling professional life.” In addition, a General Counsel Clinic will be launched to provide legal counsel to nonprofit organizations. “Many of our students want litigation experience, but others want the chance to be trained in the skills of counseling clients in non-litigation settings. Part of our mission is to show our students the many different ways they can work in the public interest.”

Marshall observes that “students find great meaning applying what they learn in the law classroom into actual representation for clients.” His commitment is to providing the educational opportunities that make this possible with an eye to “creating an army of attorneys dedicated to the public good.”

Go to http://www.law.stanford.edu/clinics/for more information on the Clinical Education Program at Stanford Law School.

“Higher Ed Survey” continued from page 1

with 76% participating repeatedly. The survey further revealed that service work has influenced the future plans of 40% of the recent graduates.

Stanford students’ responses follow:

1. During your years at Stanford, have you participated in any form of public or community service? (Some examples: tutoring children, work on a political campaign for a government office, environmental work, service through an academic course, doing research for a community group, involvement in the Haas Center)

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<tr>
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2. How much impact or influence do you think your participation in public or community service will have on your educational or career plans?

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Moving from Service to Community Organizing
By Kim Grose '90 (Anthropology)

One month after Hurricane Katrina hit Louisiana and Mississippi, I joined a breakfast gathering of religious leaders of many faiths in San Francisco. Faced with the evidence of this national disaster, we turned to our own communities, asking, “What are the levees in our own communities that are on the verge of breaking? Who will be left on the rooftops here?” What happened in the Gulf region was, sadly, not so surprising for anyone working in urban America today. Katrina exposed on the evening news across the world the great chasm in our society between the have and the have-nots.

Throughout my childhood in New York City, and at Stanford, I had been concerned about people and injustice, and had been involved in many different community service projects. But it wasn’t until I began organizing (2000) and later became the Executive Director (2003) of the San Francisco Organizing Project (SFOP) – part of a national faith-based community organizing network called PICO – that I really began to learn about power.

In PICO we believe that power rests in relationship, and we believe that those who are closest to the problem ought to have a voice in developing the solution. PICO organizations like SFOP are federations of religious congregations and schools in 120 cities, across 15 states, working to develop local community leaders to take action on issues in their communities that they deem important. In San Francisco, we have worked over the last five years to increase access to affordable housing and healthcare, and to create positive opportunities for youth and better public schools. As an organizer, every week I did 20 one-to-one house visits with people in neighborhoods all over the city. I would listen to their stories, and help them learn the tools of power – political analysis, public speaking, research, meeting management, and relationship-building – so that they could come together with others who had similar concerns and take effective action in the public arena.

One of the highlights of the last five years has been our campaign to win health coverage for San Francisco children. In 2000, we learned that many families ranked healthcare as their number one concern. One working-class family’s daughter was born 3 months premature; the hospital didn’t sign her up immediately for MediCal, and after 3 months in the preemie unit, her family was sent a bill for more than $100,000. The child was healthy and beautiful, but the debt was in her name, and for the rest of her life she would have it on her credit. We found that in one Latino congregation, 57% of families didn’t have health coverage; in another, 47%. SFOP began to work in coalition with other children’s groups to win a policy in San Francisco called Healthy Kids, to provide affordable health coverage to all children regardless of immigration status. Five years later, the city has become the first in the country to achieve the goal of universal children’s healthcare: 99.2%.

There are many, many examples like this of people who aren’t traditionally involved in politics, getting together through their congregation or school, and learning how to organize to make positive change in their communities. This is where democracy is happening. Through organizing, they transform private struggle into public, collective pain, and thus unleash a torrent of hope and possibility for creating a world as it should be, a world where no one is left behind.

More about Kim Grose: At Stanford, Grose co-founded the Stanford Project on National Service and worked with TEAM (Together Each Accomplishes More), a student organization providing recreational activities for children in East Palo Alto. After earning her MPhil (Anthropology) from Oxford University as a Rhodes Scholar (1990-92), Grose co-founded and co-directed Partners in School Innovation with Julian Phillips. This Bay Area nonprofit supports school reform in low-income communities. She wrote one of the early “Letter from an Alum” columns for Commons in Spring 1997.

Farewell to Institute for Diversity in the Arts

Congratulations to the Institute for Diversity in the Arts (IDA) and its assistant director Gina Hernandez, who took leave of the Haas Center for new quarters in the renovated Roble Gym (Drama & Dance Depts.) in June 2006. IDA is a multi-arts initiative directed by Professor Harry Elam (Drama), which includes a service-learning course, lecture series, resident artists and internships. It was incubated at Haas from 2001-2006, and now spins off in collaboration with the Comparative Studies in Race & Ethnicity program as a new track for the major called Identities, Diversities and Aesthetics. Hernandez said, “The hospitality and infrastructure we received at Haas helped move IDA along more quickly. Working with Haas staff has focused our vision of IDA to integrate the arts and community service.” IDA will continue to work with Haas, establishing a public service summer fellowship in the arts. To contact Gina about the program, email ghclarke@stanford.edu.
Christopher Maloney ’02 (Economics/African & African-American Studies) has accepted an offer from the South African economic development consulting firm Genesis Analytics, and will move to Johannesburg in July 2006. With the firm, Maloney will find a practical arena for a passion that started during his days as a John Gardner Fellow working with the US Department of the Treasury’s Office of African Nations in Washington, DC (2002-03). After Stanford, Maloney received his Masters in Public Administration in International Development (MPA/ID) from the Kennedy School of Government, as well as his MBA from the Harvard Business School. In a recent letter, he wrote of his excitement in “finding that bridge between the public and private sectors to generate development by facilitating the investment climate.” After a stay of at least 3-5 years in Johannesburg, he plans to return to Washington, DC in the fall of 2010. Where Are They Now?

Haas Alumni on the Move

Sociology) left her corporate job as the Economic Development Policy. Contact: kristine.surla@stanfordalumni.org.

Maloney received his Masters in Public Development (MPA/ID) from the Kennedy School of Government, as well as his MBA from the Harvard Business School. In a recent letter, he wrote of his excitement in “finding that bridge between the public and private sectors to generate development by facilitating the investment climate.” After a stay of at least 3-5 years in Johannesburg, he plans to return to Washington, DC with the experiential knowledge to better formulate and implement US economic development policy. Contact: crmaloney@hotmail.com.

Kristine Surla ’98 (American Studies/International Relations, STS Honors; ’99 MA, Sociology) left her corporate job as the International Marketing Manager at OppenheimerFunds, International Division in New York City in the fall of 2005 to do education and social work in her “motherland,” the Philippines. Although she writes that she misses the country, she is “happy to be getting back into education, advocacy, and the things I am most passionate about.” Surla is currently developing a holistic health, wellness and lifestyle consulting group. She is also teaching courses on Executive Leadership/Personal Development and Human Behaviour in Organizations & Business Ethics at a university affiliated with Cambridge University in Manila. In addition, she serves as a mentor to students at the Center for International Education, and is a volunteer “storyteller” for a local literacy program called Kids Matter. Check out http://www.MalakasAtMaganda.com. Malakas means “strong” and maganda means “beautiful” in Tagalog. Contact: dragonflyk@yahoo.com or Kristine. Surla@stanfordalumni.org.

Roopal Saran ’94 (English; MA, Education) currently works for KaBOOM!, a nonprofit that envisions a place to play within walking distance of all children in North America. With her JD from University of Illinois, Saran started out with a firm in education law, but decided she wanted more community-based involvement in education. She dived into First Book, a national nonprofit that brings new books to children from low-income families, training First Book volunteers and raising national awareness. Her current job at KaBOOM! involves bridging the gap between corporate donors and nonprofit/education entities. Since July 2005, she has educated corporations in the benefits of using charitable donations to enhance their marketing and sales initiatives, all the time creating a fun and meaningful place for children in the community.

At Stanford, Saran participated heavily in the Stanford Volunteer Network, a student organization of the Haas Center that promoted public service in the local community. Contact: roopal@stanfordalumni.org.

Bill Halter ’83 (Economics/Political Science) is in the midst of the election race for Arkansas Lieutenant Governor. After a win of 56% in the Democratic Primary runoff in early June 2006, he looks forward to the election on November 7th. Halter was a Rhodes scholar and earned his MPhil in Economics from Oxford in 1986. He interned in Bill Clinton’s Governor’s Office, worked in his presidential campaign at the White House, and then became Deputy Commissioner of Social Security. However, Halter’s interests and accomplishments span a variety of fields, from his involvement at Stanford as a Trustee Emeritus and chair of the Committee on Academic Policy to his work as a consultant and board member for several publicly traded companies. He and his wife, Shanti, are expecting a baby in November. Contact: Info@BillHalter.com.

Science in Service enables science and engineering students to receive training in science education, then to experience teaching and mentoring children during local after-school science classes. Contact: Suzanne Abel, 650-723-4719. gift opportunity
Save the Date!
Reunion Homecoming 2006 @ Haas

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

Thursday, October 12, 3:30-5:45 p.m.
Symposium of Undergraduate Research and Public Service (SURPS)
Arrillaga Alumni Center, McCaw Hall
- Learn about the research projects and public service endeavors of more than 100 Stanford undergraduates.
- Speak with undergraduates working alongside faculty in the search for knowledge, and with students engaging with community partners to apply their academic studies to real world problems.
- Student presenters include participants in Undergraduate Research Programs as well as Haas Center for Public Service fellowships and community service work-study programs.

Sunday, October 15, 8:30-10:00 a.m.
Stanford in Government Reunion Breakfast
Haas Center for Public Service, Donald Kennedy Room
The 2006 Stanford in Government (SIG) Board invites SIG alumni to enjoy breakfast with students active in the group and fellow alumni from the past 40+ years of SIG’s history.

Please check “Announcements” on the Haas Center website in early October for other service-related events and Classes Without Quizzes with a public service connection.