Big Transitions for Schools Programs
By Damali Robertson
External Relations Coordinator

This academic year has been exhilarating for the schools programs at the Haas Center. Ravenswood Tutors (i.e., Ravenswood Reads and Ravenswood English), East Palo Alto Stanford Academy (EPASA), Upward Bound and Science in Service are all abuzz as they move through a series of transitions, becoming more compelling and effective for Stanford students and the communities they serve. There are also plans underway to enrich the schools programs with the addition of Jumpstart, a highly successful national early literacy organization. [http://www.jstart.org]

With the departure of Ravenswood Tutors Program Director, Savitha Moorthy PhD ’06 (Education), in May, Julie Wilson, EPASA Director and School of Education (SUSE) PhD candidate, assumes responsibility for Ravenswood Reads. No stranger to the program, Wilson worked closely on curriculum development with the Ravenswood project and its SUSE Faculty Director, Professor Connie Juel, for two years. She has enlisted the help of Allison Briceño MA ’06 (Education), Ravenswood City School District (RCSD) Community Outreach Coordinator, who brings a fresh, community-centered perspective to the program. Wilson anticipates they will work together to revitalize the students’ interest, as well as strengthen the connections among children, parents and schools.

For the past three years, Ravenswood English has been a collaborative effort between the Haas Center and SUSE. Faculty Director Professor Guadalupe Valdés decided to restructure key aspects of the program in 2006-07. Haas Center Director Gabe Garcia says, “SUSE faculty’s intention was to provide the best possible public..."
Extending the Walls of the University

At the May 23, 2007 Friends of Haas Dinner, we were fortunate to be able to bring together members of the Haas Center’s National Advisory Board and Faculty Steering Committee to participate in a panel and dialogue with community partners and our staff on the role of Stanford University in strengthening education in our local and greater communities. We were especially glad to have teachers, principals and school board members—some our own alumni—contributing actively to the discussion and providing us with a vital street level view of the many challenges they face in educating our youth today.

It was clear from our conversation that what they portrayed could provide opportunities for all of us to learn, partner and to share responsibility for addressing these barriers. As long as there is inequity in our educational system, the Haas Center will collaborate with our faculty and students to employ the resources of the university to help level the playing field and transform barriers into opportunities. We do this in enthusiastic partnership with our colleagues at the School of Education.

What new strategies can we adopt to make this commitment a reality? One approach we must consider is extending the walls of the university to metaphorically surround the communities whose unmet needs we strive to face. Already, Stanford is moving some of its administrative operations out of the core campus, a trend that will continue. Such an approach requires us to work toward understanding the priorities and valuing the resources of our local community. It also necessitates a pledge to grow existing and create new, mutually beneficial, campus-community partnerships.

We have a major opportunity to explore this strategy as the university develops its presence in the “North Campus” facility in Redwood City, allowing us to plan together with our community partners for attaining the qualities of the new facility that can best serve the needs of both Stanford and its neighbors. This can result in an enhanced quality of life for all of us and afford the opportunity for our students to develop the skills and sense of social responsibility that prepare them for a life as useful citizens and participants in the civic life of their communities.

Academic excellence and civic engagement are not mutually exclusive, but rather mutually nurturing. Connecting the core values of the university to discover, educate and serve with the civic mission to “render the greatest possible service…” as stated in the amendments to the founding grant, allows us to use the strengths of what we do well to enhance an institutional expectation to also do good.

– Gabriel Garcia

The Luis R. Fraga Summer Fellowship seeks donors to award new summer internships to students to work with organizations and community leaders whose work broadens understanding of the challenges faced by historically underrepresented communities. Contact: http://haas.stanford.edu/index.php/view/events/item/1706 or Suzanne Abel, 650-723-4719.
Nicole Taylor, Managing Director of the Haas Center since January 2006, has accepted the position of President and CEO of the East Bay Community Foundation (Oakland, CA), where she will begin her duties in September. We thank Nicole for her outstanding service to the Haas Center and to Stanford, and look forward to working with her in her new role. While the search for a new Managing Director is underway, senior staff Jackie Schmidt-Posner (as Interim Managing Director), Suzanne Abel and Olivia Torbett will work closely with Peter E. Haas Director Gabriel Garcia to ensure continuity in the work of the center.

The proposed Pre-College Program further integrates the East Palo Alto Stanford Academy (EPASA) and Stanford Upward Bound, preparing underserved local students for success in high school and college. Your gifts to the Haas Center through The Stanford Challenge will help support equitable access to higher education.

Contact: Suzanne Abel, 650-723-4719.
Julie Kennedy champions innovation, interdisciplinary thinking, and in particular, learning focused on service to humanity.

“\textbf{I am a one-human-at-a-time problem-solver,}” she says, “helping students to do the best work they can do.”

As a graduate student in the School of Earth Sciences at Stanford, Kennedy saw the value of synergy between disciplines and was involved when the core faculty began discussing the new Earth Systems major. Today, she is as devoted to her students as she is to the pivotal role she has played in the development of the Earth Systems Program curriculum.

At the heart of Earth Systems (ES) is, according to their website, the drive to address the earth’s “pressing and complicated environmental problems, caused by multiple and interacting human activities.” The program is inherently interdisciplinary, service-oriented, and innovative. ES majors numbered 100 this past year.

In 1994, Kennedy began teaching the undergraduate course that she still teaches each fall and spring, the 4-unit Senior Seminar in Earth Systems, listed on the Haas website (“Courses”) and now required for the major. “The fundamental impetus for the senior seminar is to help students build confidence in applying the skills they have learned. They come to the major because they are passionate about issues. We want them to walk away with knowledge about how incredibly well-trained they are, and what they can contribute.”

In the ten-week quarter, Kennedy wants to convince them they can be effective problem solvers out in the world and help them to choose their next step. Following graduation, ES students land in fields as diverse as environmental epidemiology, oceanography, energy economics, policy, ecology, or interpersonal behavior change. “Our students worked on the CA Global Warming Solutions Act of 2006 (AB32). The time-critical part is what motivates ES students.”

\textbf{[Earth Systems] is inherently interdisciplinary, service-oriented, and innovative.}

In Kennedy’s Senior Seminar, students meet weekly for an in-depth experience with three components:

1. A presentation about their required undergraduate research project, usually conducted during the previous summer. This summation is their only presentation of the material.
2. A re-writing of the same research project in order to engage an audience not pre-disposed to care about their highly technical work. They use a narrative, first person style, but must provide interest to the uninitiated without steering away from the data.
3. Finally, students participate in a complex peer-to-peer project, in which groups of four or five work on a question that they really care about. “This results in four or five wildly different questions for the class. For example, they might ask, ‘What would happen if we stopped eating meat in the US?’ They think broadly about what would happen to truckers, meat-producers, water supplies, grain and corn subsidies, etc. Groups formulate their ideas, and find an overarching question and what disciplinary pieces will pull it all together. Then they begin to see where their skills can be applied to the analysis and to solutions.”

Even in her own research and service, Kennedy enlisted the help of volunteers for a 2-unit, graduate-level directed reading course. These students met weekly throughout the academic year and summer 2007. Research focused on personal and family-scale choices in the home that impact sustainability, e.g., transportation and food. Kennedy, her colleague Pam Matson, Dean of Earth Sciences, and the student cadre are developing a wallet-sized Sustainable Choices Card, an instructive and practical tool that groups information about everyday consumer choices, and a companion website that will provide more detailed information, updates to the card, additional resources, and an opportunity for feedback. The card is scheduled for delivery in September 2007.

In addition to serving as an academic advisor to ES juniors, seniors, and coterminal MS students, Kennedy is a volunteer advisor for Stanford first years and sophomores through the Undergraduate Advising Center. She and Deana Fabbro-Johnston, ES Administrative Services Manager and Associate Director for Administration in Earth Sciences, provide on-call advising for all ES students.

Through the years, Kennedy has appreciated attending the Faculty Fora, a lunchtime speaker series and discussion session at the Haas Center. “There are a lot of kindred spirits on campus,” Kennedy says. “It’s a thing of beauty to know we are at a university where people value service. Being among them helps me stay committed, and by extension, motivates the students.”
Students for a Sustainable Stanford

By Allison Dedrick ’09
(>Earth Systems)
External Relations Assistant

If you’ve eaten at Union Square in Tresidder recently or noticed the blue recycling bins in each dorm room, you’ve seen evidence of the efforts of Students for a Sustainable Stanford (SSS), a group that encourages conservation and sustainability across campus.

SSS started in 2000 and has grown in size and scope, now tackling issues ranging from paper use to the university’s carbon emissions, and boasting an email list of hundreds of subscribers. This past school year was a busy one; the group hosted several large public events to increase awareness of environmental issues and also met with faculty and staff to try to influence policy at Stanford. “We have been meeting with President Hennessy, trying to create an emissions reduction standard, like a Stanford-sized Kyoto Protocol,” said Emma Yuen ’06 (Public Policy; ’07 MA, Sociology), president of SSS for the past two years. “He has said he will make a commitment, but hasn’t said when, so it is an ongoing project.”

SSS members say they have seen an increase in overall interest in sustainability among students and staff over the past couple of years. Stanford recently created a new position to head the campus-wide carbon inventory and lead campus sustainability efforts. “The university is doing some really exciting things with restructuring the way Facilities Operations runs, in order to put sustainability at the forefront,” said Lauren Finzer ’09 (Human Biology), one of three co-leaders of the group for 2007-08.

SSS also stepped up its environmental education campaign last year, increasing its presence on campus and spreading awareness about environmental concerns. Winter quarter they screened Al Gore’s documentary An Inconvenient Truth in Kresge Auditorium. Professor Terry Root, Senior Fellow at the Woods Institute, spoke about climate change. The event was a huge success, drawing an audience of over 400 students and community members.

In May, SSS organized GreenFest, a festival in White Plaza showcasing the sustainability efforts of student groups and departments on campus. Other projects this year included the introduction of compostable serviceware to Stanford Dining and cafes around campus and a light bulb exchange program for students to swap their incandescent bulbs for more efficient compact fluorescent light bulbs (CFL). The group also held their annual Energy Bowl and Water Derby, a competition among student residences to reduce energy and water use.

SSS holds all of their meetings at the Haas Center and considers the center their home base. They have also met with Haas staff to discuss the center’s ongoing sustainability projects. “The Haas Center is committed to being an environmental model,” said Finzer. “We’re hoping to make a stronger connection with Haas in the future because the center has so much to offer.”

Planning for next year, SSS held weekly summer meetings for those on campus. They plan to step up the CFL exchange and are working with Residential Education to reinvent the eReps program, which assigns each dorm a representative to promote environmental education and sustainable behavior. They also plan to model The Green Initiative Fund (TGIF) recently created at UC Berkeley where a small fee is collected from each student to fund projects on energy efficiency, conservation, and other sustainability efforts.

With New Student Orientation looming in September, the group is also concentrating on publicity and recruitment. “We’re planning a big recruitment drive in the fall to get people excited about the group and about sustainability,” says co-leader Kevan Christensen (’10, undeclared).
Associated Programs

Stanford in Washington is transitioning to a new home this summer. After being housed at the Haas Center for nearly 20 years and administered by the School of Humanities and Sciences since 1993, it will become part of the Public Policy Program starting in September. Though it is changing hands and location, the program will maintain the philosophy of exposing students to experiences working in government and nonprofit agencies in the nation’s capital. As always, it is open to students of all majors and attempts to increase the relevance of policy work to those in the natural sciences and humanities. The Haas Center will continue to support SIW informally, encouraging students to take advantage of the program, which will provide easier access to faculty and an expanded network of internships through its new Public Policy affiliation.

Courses

Stanford’s Alternative Spring Break (ASB) program is one of the largest in the nation. This student-led program provides fellow students with service-learning options for spring break. In a typical year, ASB involves over 180 students as both leaders and participants in trips focused on a range of social issues such as homelessness and poverty (San Francisco), social entrepreneurship (Bay Area), health issues (Central Valley), black identity (Atlanta), and border issues (El Paso). Each trip includes a faculty-sponsored directed reading seminar during winter quarter to prepare students and to maximize their learning during and after their experience. Haas provides a home base and staff advising for the group and its complex goals.

In the photo at left, students participate in one of two trips called Sustaining the Recovery: Long-Term Relief Efforts in the Aftermath of Katrina in New Orleans, LA. While this relief trip took place more than a year and a half after Hurricane Katrina, students witnessed a dynamic relief effort steeped in controversy over fiscal realities, accusations of classism and racism, and questions about the quality of leadership in charge of the rebuilding. They were able to immerse themselves in both the complexity of the recovery and the culture of New Orleans, and to formulate their own educated viewpoints in this important and highly visible national debate. (L to r) long-term volunteer Dave Anderson, Corinne Prudhomme ’09 (Communication), Eric Showen ’07 (Chemistry/Biological Sciences), Betsy Ann Congdon ’08 (Mechanical Engineering/Political Science), and Jessica Wei Tsai ’08 (Biological Sciences).

Also new this year is the SIW peer advisor program, which started spring quarter and will maintain a presence at the Haas Center. SIW alumni serve as peer advisors, publicizing the program and advising their fellow students during office hours and information sessions about how to make the most of an experience in Washington. With goals of increasing the applicant pool and demonstrating the relevance of policy and government to almost any undergraduate major, the advisor program has been successful so far in targeting interested students and increasing applications.

At right, Stanford in Washington (SIW) students, all from the class of 2007, at Washington Monument in spring 2006 (l to r): Cammie Lee (International Relations), Shawn Chen (Public Policy; MS, Management Science & Engineering), Russell Husen (Public Policy).
Research

Stefanie Demong ’09 (English/Urban Studies) and Lauren Finzer ’09 (Human Biology) were among students selected as 2007 Chappell-Lougee Scholars, funded to conduct community-based research (CBR) during the summer following their sophomore year. In fall 2006, both enrolled in Urban Studies 123: Introduction to Community-Based Research (CBR), taught by Jackie Schmidt-Posner and Karin Cotterman at the Haas Center. CBR is defined as “research for social change as a collaborative enterprise between academic researchers and community members.” Students who take the course are better prepared, have consultation resources and peer support, and are therefore generally competitive for awards of this type. Last year, three students in the class received Chappell-Lougees; one received the award in 2005, the first year the course was offered. Cotterman says, “This is an area for growth within the center. The increased student interest in research for the public good keeps coming up again and again. The Stanford award is a welcome acknowledgement that the university recognizes CBR as a compelling type of research.”

Finzer, above right, is also a Public Service Leadership Fellow. Her project explores the effect of the new Opportunity Center’s integrated medical services on Emergency Department use by unhoused members of the Mid-Peninsula community. Finzer hopes that increased understanding of the effects will allow staff to improve services for the unhoused. She says, “Within that class, the opportunity to explore and develop my ideas within a supportive setting helped me create a project that I cared about and felt would make a positive difference in the community as well as contribute to the literature.”

Demong, second from left, bottom row, in the photo above, was a 2007 trip leader for the ASB trip Route 99: Exploring California’s Dynamic Central Valley. Her project explores the role of Adam’s Camp, a mountain therapy camp for families with autistic children, as a re-socialization agent, positing that the camp plays a critical role in facilitating shifts in identity and helping families reshape their perspectives to incorporate autism and its effects in a healthy manner. She says, “I found the course particularly helpful in locating specific resources and faculty available to undergraduates interested in doing research. Guest speakers from the broader Stanford community and access to model projects and proposals gave me an invaluable knowledge base going into the Chappell-Lougee application.”

Fellowships

Preparing Public Service Fellows for a quality experience, Ilana Golin, Fellowships Program Director, welcomed students to the eight-hour, jam-packed Fellowships Retreat. The final activity provided an intense learning experience, in which the 2007 fellows were given case studies of challenges faced in previous fellowships and asked to identify the issues and present skits of possible approaches and solutions.

Abby Nathanson, Fellowships Program Assistant, conducted a separate Stanford in Government (SIG) Orientation (right), collaborating with Emmerich Davies ’07 (Political Science/Economics), 2006-07 SIG Vice Chair for Fellowships, to run the program. Both programs took place in April. (Standing, l to r): SIG Fellows Annalise Blum ’10 (undeclared), Risha Bera ’10 (undeclared), Logan Egan ’06 (Earth Systems/Art; ’07, MS, Earth Systems), past fellow Kelsey Harnist ’07 (International Relations), and Zach Podell-Eberhardt ’08 (Materials Science & Engineering/Environmental Engineering). (Seated, l to r): past fellow Sasha Richey ’08 (Civil Engineering), liaison from the Sacramento SIG Alumni Club Jim Hartley ’80 (Italian/Civil Engineering), and Xiaojun Jiang ’09 (undeclared).

At the End-of-Year Celebration in May, Hartley and the Sacramento Club were honored with the SIG Distinguished Service Award for their extraordinary contribution in support of quality fellowship experiences.
Nick Cheng ’07 (Comparative Studies in Race and Ethnicity) is surrounded by family members at the Haas Center’s traditional Graduation Breakfast, June 2007. He sits at the desk he will occupy in the BIRC (Bing Information & Resource Center) beginning in September, when he fills the new position of Student Development & Leadership Programs Assistant.

In fall 2006, after a summer with the Cincinnati (OH) Museum Center Youth Program as a Haas Summer Fellow, Cheng assumed responsibility for co-chairing the high-powered Stanford Dance Marathon. This community service student organization organizes an annual 24-hour dance and fundraising party in order to mobilize Stanford students and support community organizations. In 2006-07, its focus was to combat HIV/AIDS and contribute to two groups: Partners In Health (PIH), a Boston-based nonprofit organization, founded by Drs. Paul Farmer and Jim Yong Kim in 1987, which aims “to deliver health and social justice to the world’s poorest communities;” and FACE AIDS, a “campaign to mobilize and inspire students to fight AIDS in Africa.” As a result of his leadership in this organization, Cheng received the 2007 James W. Lyons Award for Outstanding Contribution to Service at Stanford.

As a senior, Cheng completed an honors thesis entitled Cross-Cultural Community Building Participation Structures in the Cincinnati Museum Center Youth Programs. Amanda Itliong, Assistant Director of Student Development, says, “We’re so excited to have Nick joining our team! His public service leadership experience at Stanford and his deep understanding of the values of the Haas Center will make him a great asset right from the start. Nick is tremendously creative and extremely hard working, and we know he will continue to grow as an advisor and public service professional. I have no doubt he will inspire students to begin a lifelong engagement with public service.”

Community Programs

The Community Service Work-Study Program (CSWS) allows eligible students to undertake meaningful service in the community through nonprofit or government agencies as part of their financial aid packages. Students can work part-time in the Stanford area during the academic year, full-time in the summer, or both. “This is often an opportunity for students to discover interests and a passion for particular social issues that affect academic, extracurricular and career decisions,” says Yvette Zepeda, Haas CSWS Coordinator. “Students often take advantage of the summer program to work in their home communities.” CSWS is federally supported and co-administered for Stanford University by the Haas Center with the Financial Aid Office.

During summer 2007, Cynthia Mejia ’08 (Spanish & Portuguese), above, seated, worked at California Rural Legal Assistance, Inc. at its Modesto office. Mejia writes, “My supervisor, Directing Attorney Katie Hogan [above, standing], clarified questions regarding the 2007 Mobilehome Residency Law packet. I gave a presentation to the Waterford community (near Modesto) on this topic.” Besides community education, Mejia’s summer duties included surveying local attorneys to gauge as well as foster interest in providing pro bono services, collaborating with community workers to establish a local advisory committee, and helping to translate important documents into Spanish.

Stephen Funk ’08 (Science, Technology & Society), interned at Vets4Vets during summer 2007. Pictured here, above, in his San Francisco office, Funk writes, “I helped organize the LGBT veterans’ conference in June, but most of my work was in the field, meeting with people from other organizations and figuring out ways to connect the services from Vets4Vets with their groups. For example, I met with a representative from Service-members Legal Defense Network to see how they could advise their clients to attend V4V workshops.”
As a participant in the 2006 Community Service Work-Study Program, I was an intern for Centro de Salud Familiar La Fe, Inc., a nonprofit organization that provides medical services to underserved and disadvantaged communities of El Paso, Texas. Located on the U.S./Mexico border, El Paso has some of the poorest zip codes in the nation. The community struggles with a lot of Third World diseases, such as tuberculosis, because of its proximity to Mexico.

El Paso is my hometown: when I was growing up my parents always stressed that it is an area of great need and that there is much to be done for the people of this great city. My dad would tell me stories about all the social injustices that occur on the U.S/Mexico border. I decided to do as much as I can to give back to a city that has given so much to me.

I have a long history of performing community service work in El Paso, but the Haas Center program was my first experience of working at La Fe. Border health is a complicated issue and La Fe has a comprehensive plan, providing care such as HIV/AIDS treatment, prenatal care, and pediatric care beyond basic primary care. I loved that it was right in the middle of El Segundo Barrio, El Paso’s poorest neighborhood, showing me that La Fe had courage and was not afraid of a challenge; most agencies don’t choose to put their headquarters in a rough area of town.

At La Fe, I focused on the Diabetes Collaborative, a program under the Health Disparities branch of the Health Resources and Services Administration (HRSA). I conducted interviews with families and entered data on the patients in an effort to encourage families to take preventative measures against diabetes and to support family members who already had diabetes. Other projects included helping the public relations officer distribute flyers at an HIV testing event at the El Paso Community College and constructing a database of media contacts for the clinic.

On June 1, the Public Service Scholars welcomed Nadinne Cruz, former Haas Center Director and co-founder of the program, to speak at a reception following the annual day-long seminar, “Research with a Public Purpose: Thesis Presentations by Stanford’s Public Service Scholars.” Cruz encouraged and inspired the group through stories and her own experiences to use their exceptional skills when pursuing social change.
Letter from an Alum/Where Are They Now?

By Magdalena Fittoria ’82
(Anthropology; MA ’83, Education)

Not long after graduation, I moved to East Palo Alto. As I learned of the incredible disparities between this community and its affluent neighbors, I became interested in careers that could target the source of inequities, provide essential resources and ultimately empower citizens to bring development and improvement to their lives.

In 1986, I found myself working in the Owen House building [the original Public Service Center] on the Stanford campus, organizing student volunteers to tutor in the East Palo Alto schools of the Ravenswood City School District. I left the center in 1989 to work full-time for Ravenswood and spent the next seven years writing proposals that resulted in over $2 million dollars of funding. My favorite project was the Even Start Family Literacy Program, which integrated early childhood education, parent education, and adult literacy in a program to support the whole family. In 1992, I wrote a proposal forging a partnership between Ravenswood and the College of Notre Dame de Namur in Belmont, CA, which would provide scholarships to bilingual personnel who were committed to become candidates for bilingual teaching credentials. This proposal came to mark my own future: I decided to enroll myself as a student at the College of Notre Dame to pursue a multiple subjects [elementary] teaching credential.

I began my own teaching career in the Palo Alto Unified School District as a bilingual teacher in the Spanish Immersion Program in August 1996. I still live in East Palo Alto and continue to celebrate the opportunity to serve the East Palo Alto students who transfer to our schools through the Tinsley Volunteer Transfer Program,* including my two teenage children who attend Palo Alto High School. These students also receive support through the Foundation for a College Education (FCE), an agency established in 1995 to promote college access for students traditionally underrepresented in higher education. I am now a member of the Board of Directors of FCE and am happy to be a part of this effort.

This fall, I plan to begin coursework that will equip me with an Educational Administrative Credential. As my Class of ’82 prepares for its 25th reunion, I look back and celebrate the great academic preparation that Stanford University provided for me as a student and the opportunities I received as a young staff member of the future Haas Center for Public Service. My career and community involvement continue to be influenced by these opportunities in both a personal and professional manner.

*The Tinsley Program, established in 1986, brings students from Ravenswood School District to Palo Alto Unified School District (PAUSD) in order to support student learning and achievement.

Where Are They Now?

Joanna Levitt ’03 (Human Biology/Latin American Studies) joined three other program alums on June 23 for a Bay Area John Gardner Fellows reunion and service event. The fellows were joined by friends and family for a work day at Sunol Farm with the local community health organization, Peoples’ Grocery of West Oakland. The group totaled 14, plus the Peoples’ Grocery staff, and succeeded in mulching several rows of new bell pepper plants and planting two rows of watermelons! Pictured above (l to r): Levitt ’03, Priscilla Aguirre ’01 (UCB), Linda Yeung ’88 (UCB) and Sandy Tesch ’05 (UCB). Levitt is Director of Programs at the International Accountability Project (IAP) [http://www.accountabilityproject.org], a human rights organization based in San Francisco. IAP works to prevent and demand justice for human rights violations caused by large internationally-financed development projects such as dams, mines and oil extraction. Contact: jolevitt@stanfordalumni.org.

Jade Caines ’00 (Urban Studies) is currently pursuing a PhD in Education at Emory University in Atlanta, concentrating on Educational Measurement and Policy. Her research focuses on the process of setting standards for standardized testing. She also works part-time at the Board of Regents in the University System of Georgia, evaluating an initiative to increase college access for African American males. Caines

“Where Are They Now?” continued on page 11
Ariane Hoy ’92 (Political Science) joined the Bonner Foundation in 2004 as Senior Program Officer. She works with directors of campus-based service programs and students at over 75 institutions to help them build and run a four-year service-based scholarship and civic engagement program for students. Her work includes on-campus consultation, curriculum design, and training. She also does resource development for campus administrators, faculty and staff on program management, community-based research, and service-learning. Two current projects include a book of student-authored essays on political engagement and a monograph to be published by Association of American Colleges and Universities about the Bonner’s work on civic engagement academic minors.

A former Gardner fellow, Hoy has been active with the John Gardner Fellowship Association and is happy to meet other fellows. She lives in Princeton, NJ, where she enjoys gardening and culinary arts and volunteers for the Obama 2008 Presidential Campaign. Contact: Ahoy@bonner.org.

Where Are They Now?/Inaugural Dinner

Panelists were Allison Briceño ’06 MA (Education), Community Outreach Coordinator, Ravenswood City School District and former Ravenswood Tutors School liaison; Kenji Hakuta, Professor of Education, Stanford School of Education; and Moderator Phil Halperin ’85 (Political Science), President, Silver Giving Foundation and a member of the Haas National Advisory Board. A lively question and answer session followed the presentations by panelists.

“The staff, myself included, felt moved to honor and inspire all friends of the center,” said Gabe Garcia, Peter E. Haas Director. “The dinner fulfilled our main goals, but we welcome responses and ideas from participants. We are already thinking about how to build on this year’s experience to plan the 2008 event.”

Science in Service enables science and engineering students to receive training in science education, then to teach and mentor children during local after-school science classes.

Contact: Suzanne Abel, 650-723-4719.

gift opportunity
Welcome PSSAB/Reunion Homecoming 2007

Save the Date for Reunion Homcoming!
October 11-14, 2007

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

Thursday, October 11, 3:30-5:45 p.m.
Symposium of Undergraduate Research and Public Service (SURPS)
Arrillaga Alumni Center, McCaw Hall
• Student presenters include participants in Undergraduate Research Programs as well as Haas Center for Public Service Summer Fellowships and Community Service Work-Study programs.
• 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.

Sunday, October 14, 8:30-10:00 a.m.
Stanford in Government Reunion Breakfast
Haas Center for Public Service, Donald Kennedy Room
The 2007 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.

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.

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