A rare display of lightning and thunder was just part of the excitement at the Stanford Service-Learning Faculty Institute held the weekend of June 20–22 at Asilomar Conference Grounds on the Monterey Peninsula. Co-sponsored by the Haas Center for Public Service and the Center for Comparative Studies in Race and Ethnicity (CCSRE), the Institute brought together 16 faculty members by special invitation from Provost John Etchemendy to encourage the adoption of service-learning as a teaching strategy, particularly among the faculty in interdepartmental programs.

According to Karin Cotterman, Haas Associate Director for Engaged Scholarship, the 2008 Institute came together due to a fortunate convergence of factors: increasing faculty interest in service-learning; the growth of interdisciplinary models to address real world issues—a structure well-suited to service-learning pedagogy; the commitment of CCSRE Director of Service-Learning Tania Mitchell; Mana Hayakawa coming on staff as Haas Service-Learning Coordinator; and Service-Learning Assistant Cheryl Johnson’s coordination of logistics.

Described by one participant as "Faculty Institute" continued on page 4

High School Program Reinvented

by Damali Robertson
External Relations Coordinator

The Stanford College Preparatory Program (SCPP) joined the Haas Center’s family of Community Programs this summer, replacing its federally-funded predecessor Stanford Upward Bound (UB). In 2006, when the US Department of Education proposed significant changes to its UB grant-making policy, an unexpected window of opportunity opened. These changes catalyzed an in-depth discussion among Haas leadership, UB staff, board members, community partners and School of Education faculty advisors. The new vision that evolved included both a re-designed program and the development of an original assessment tool that would allow the Haas Center to look more comprehensively at the program's impact on the high school students served and the

“Community Programs” continued on page 3
Message from the Faculty Director

Enhancing Perspectives on Service

One of the most memorable moments of this year’s Service-Learning Faculty Institute at Asilomar was a learning insight presented by Rob Reich (Political Science), a veteran of previous service-learning institutes. His students read a narrative of a utopian society in which the basic needs of all of the citizens are met, and they want for nothing. However, in order for this society to remain ideal, one individual must be incarcerated indefinitely and excluded from the benefits that others enjoyed. Reich told our group of faculty members and community partners that when he shares the story in his Stanford class, the students immediately identify with the free members of the society. How could they justify this system? How can they not? But when he presented the same parable to a group of previously incarcerated women at Hope House in Redwood City, the ensuing discussion was purely from the prisoner’s point of view and the questions generated were quite different. When Reich had finished, we saw clearly how the audience determines the discussion. The ability to gaze through the lens of others in the community can be transformative.

During our stay in Pacific Grove, we spent significant time discussing the nature of campus-community partnerships. For me, the highlight of the conference was the presentation by Christa Gannon ’99 (Law), Executive Director of Fresh Lifelines for Youth (FLY) in San José, and Janice Ross (Drama), Chair, Faculty Steering Committee. These two made it clear that they are teaching and mentoring partners, each learning from the other. Gannon talked about course development and critical learning moments for students, and what inspires her to continue in FLY’s work with teens in Santa Clara County juvenile hall. She spoke about valuing her “front line seat to inequities of our community,” a position imbued with both privilege and difficulty. Ross described the purpose of offering dance as an activity, and its value to all members of the partnership. Their presentations demonstrated the value in sharing teaching and mentoring roles for our students.

These same issues of perspective and partnership exist in the classroom. At the beginning of their medical school careers, students in my class discuss how they define public service. Initially, they assume that their peers have enjoyed privilege and financial security. They are often surprised to learn that many of their fellow students have encountered economic and educational disadvantage. One student in particular described her experience working at Wal-Mart after moving to the US. Even though she worked in customer service, she felt as if she were the one being served by receiving an income while learning English through her interactions with customers. Just as in Gannon’s description of campus-community relations, through these discussions the boundaries between the server and served as well as the privileged and underprivileged break down.

Along with my peers—engaged scholars who enjoyed the Institute weekend—I gained a greater understanding and valuing of community partnerships as an integral part of service-learning curricula, and will become a better partner myself because of it.

— Gabriel Garcia
Peter E. Haas Director
Stanford undergraduates who participate as tutors, tutor coordinators, and summer fellows.

As a core educational opportunity program of President Lyndon B. Johnson’s “War on Poverty,” Upward Bound was launched nationally in 1964. Serving low-income and aspiring first generation college students, UB aims to increase the rates at which participants enroll in and graduate from two- and four-year colleges. Today there are over 800 UB programs in the United States and US Territories.

Though SCPP bears a significant likeness to UB in eligibility requirements, target population, year-round and summer residence formats, there also are distinguishing features. SCPP director Christine Solari explains, “We now have more freedom to think creatively about how we support our students on their paths to college. So, for example, this summer we were able to create a liberal arts college curriculum as opposed to offering only traditional high school curriculum; students took academic core courses in Math and English to prepare them for those subjects during the school year, but also got to major in drama, pre-law or ethnic studies. They also experimented with other majors through the non-majors track, and they took electives designed by our Stanford summer fellows.”

Stanford UB served four high schools in the Ravenswood and Sequoia Union School Districts: East Palo Alto Academy, Menlo-Atherton, Sequoia, and Woodside High School with 100% of program graduates applying to post-secondary educational programs and an average 93% admissions rate over a three year period (2004–2007). By 2010, SCPP will serve only the East Palo Alto Academy High School, operated by Stanford New Schools. Focusing college prep services in a single partner school, SCPP will be able to provide comprehensive support and much closer alliances with students, educators and parents. The staff especially looks forward to more closely aligning the after school tutoring program with the daily class curriculum of the school.

East Palo Alto Academy High School (EPAAHS) began in 2001 through a collaboration of the Stanford School of Education and Aspire Public Schools. The school is now run exclusively by the nonprofit Stanford New Schools. “Intended to ensure that students are prepared for college and for the twenty-first century world and workplace,” EPAAHS makes an exceptional home for SCPP. Principal Bonnie Billings describes the program’s impact, saying, “The Stanford College Preparatory Program provides crucial community support for our students… they are encouraged and coached on how to build self-confidence and motivation to succeed in high school and to take the risk to apply to college.”

In a fitting testament to the program’s power to engage high school students, one participant commented to a friend this summer, “Nobody here is bad. Everyone behaves in class.” The other replied, “It’s because the classes are fun. They’re, like, fun, but also interesting.”

Strategic partnerships with faculty in the School of Education have advanced program development for SCPP by facilitating ongoing engagement across campus and within the community. Charles E. Ducommun Professor Linda Darling-Hammond remains one of the program’s key advisors, while Associate Professor Anthony Antonio plays an instrumental role in designing an in-depth assessment tool to track a range of qualitative and quantitative outcomes.

UB assessments were numbers-driven, tracking standard outcomes such as SAT scores, grade progression, and college acceptance numbers, accompanied by a brief narrative report on progress made toward program outcomes, defined as the percentage of students retained each year, taking the SAT, etc. Antonio’s assessment tool for SCPP, while continuing to track standard outcomes, departs from this format by looking beyond the numbers at additional outcomes that will attempt to explore and answer the critical yet often elusive question, “Why?” Answering this question will elucidate the numbers—allowing us to understand what best practices result in good outcomes—and more effectively inform, shape and enhance future program development.

The Stanford College Prep Program makes a significant impact in the lives of the high school students and the Stanford student staff who commit to the program.

As the Haas Center embarks on this new path, we ask for your support of SCPP—one of three community program goals of the Haas Center within The Stanford Challenge.

Contact: Suzanne Abel
(650) 723–4719, sabel@stanford.edu
http://haas.stanford.edu/index.php/item/654

gift opportunity
Faculty Institute

“Faculty Institute” continued from page 1

a “thoughtful, practical, and content-filled 48-hour period,” the Institute aimed to support faculty in designing community-based experiences to enhance student learning. As described in the Provost’s invitation letter, the involvement over the last two decades of a number of Stanford faculty in service-learning and the resulting benefits to student learning, faculty research, and community development, “have sparked this current initiative to extend service-learning practices to interdepartmental programs.”

Previous Stanford Service-Learning Faculty Institutes were held in 1996, 1997, and 1998, with generous support from the Miriam and Peter Haas Fund. Now, ten years later, veterans of these institutes Al Camarillo (History), Rob Reich (Political Science), Janice Ross (Drama), and Suzanne Abel (Haas Center) joined first-time faculty and staff participants. Also on board for the weekend were guest faculty presenter Rick Battistoni (Political Science) from Providence College, Rhode Island, and community partner Christa Gannon ’99 (Law), Founder and Executive Director of Fresh Lifelines for Youth (FLY). In the spirit of building community, all participants were encouraged to bring their families, including children, whose ages ranged from five months to 13 years. The weekend was a balance of didactic sessions, small discussion and working groups, and recreation.

After a welcome by Gabe Garcia (Medicine), Peter E. Haas Director, and dinner, Battistoni, who directed the Providence College Feinstein Institute for Public Service from 1994 to 2000, spoke on Why Service-Learning Works. He and Garcia opened Saturday’s program with a session on The Greater Landscape: Research Universities and Public Scholarship followed by Camarillo, Reich, and Ross sharing their experiences with service-learning and community-based research at Stanford. The afternoon’s two break-out sessions gave faculty an opportunity to explore the current climate for service-learning at Stanford or the nuts and bolts of service-learning course construction.

According to participants’ evaluations, one of the most valued aspects of the weekend was hearing from an active community partner. Gannon and Ross closed the day’s program with a session titled Working with Community Partners: Best Practices. The “best practices” theme was continued on Sunday with a session led by Battistoni and Gannon on curricular development, covering strategies and techniques for planning and teaching service-learning courses.

The Institute provided an opportunity to look at the big picture of service-learning: history and theory; the context of service-learning at Stanford; and the hands-on practice of developing service-learning courses. Prudence Carter (Education), reflected, “I especially enjoyed hearing how colleagues across the disciplinary spectrum incorporate service-learning in their teaching, and I am excited that I can potentially develop my own courses to add such a rich aspect.” Reich echoed the experience of many, “I left the weekend with a raft of new ideas.”

If the excitement of this year’s attendees is any indication, plans for future service-learning institutes certainly will be forthcoming. Mitchell commented, “The weekend demonstrated that there is great interest in and enthusiasm for engaged scholarship and teaching amongst the faculty at Stanford. Karin and I are working closely with Institute participants to support them in incorporating new thoughts and ideas into their course planning. I look forward to seeing courses develop and change as well as the new experiences that will be created for students and the faculty who teach them.”
How Upward Bound and Stanford Changed My “Tomorrow”

by Nicolás Barceló ’07
(Human Biology)

Tomorrow. It was the word that I dreaded most during my initial time with Stanford’s Upward Bound (UB), now the Stanford College Prep Program. And yet, it was a word I heard all too often.

“When is your report due?” “When do you need to finish this by?” “When is the test?” It was always “tomorrow.”

At that time, in the fall of 2003, I hardly knew how to respond to these last-minute academic emergencies. Service was relatively new to me, teaching was even newer, and worst of all, as a Stanford freshman, one who took a little while to find his own way, I was sometimes in the same boat as my tutees—having a lab or essay due...“tomorrow!”

UB was a program dedicated to increasing the number of first-generation college students in higher education throughout the United States. By offering weekly tutoring, academic weekend workshops, and an intensive summer residential program, UB supported the type of skill acquisition students needed. Despite having already declared my major in Human Biology, and in an effort to offer the best possible service while acknowledging a new-found curiosity in subjects that I had never seriously considered, I enrolled in courses related to the history of education in the US, the social history of East Palo Alto, and the significance of language and literacy in schools and society. Many of these courses were Haas-sponsored service-learning endeavors. Furthermore, to complement my growing academic perspective, I began to draw more and more on the staff of the Haas Center and other student centers on campus, including El Centro Chicano and the Black Community Services Center. The guidance and mentoring I found were the best I received at Stanford. The men and women I met with not only provided insight on how service is best performed and what my contribution could be, they also strengthened my resolve to excel in each of my commitments at Stanford.

Over time, these explorations lead to tremendous shifts in my approach to working with students from East Palo Alto, eastern Menlo Park, and Redwood City. Each day I felt more and more empowered to utilize the opportunity given to me at Stanford and via the UB program to take real action in the classroom—both as a teacher in East Palo Alto and as a student at Stanford.

Because my Stanford coursework highlighted the historical and contemporary causes of inequality faced in communities like East Palo Alto, I realized, in no uncertain terms, that my work was as political as it was academic. And in each meeting with parents and older siblings who had not had the opportunity to attend college but who reminded me of my potential to serve others, I realized that my BA would serve personal ends as much as it served community needs.

In these and other ways, Upward Bound was undoubtedly the most important part of my time at Stanford. It nurtured the growth of not only my professional self but also my emotional and personal character. UB provided a forum for the discovery of values that cannot be compromised and a setting for the application of skills aimed towards the preservation of those values.

During my last few months with UB in the summer of 2007 there were still a few “tomorrow” moments. And yet, because of the man I had become, “tomorrow” was no longer a feared deadline. It had become a motivating opportunity. Given the education I had been blessed to receive, in collaboration with the group of mentors who faithfully supported me, and with the students as hard-working and intelligent as those I had the honor to meet, anything was possible from today to “tomorrow.”

A 2007 Walk the Talk Leadership Award winner, Nicolás Barceló now works as US Director of Tanzanian Operations for Bahati Education. Contact: nicolas.barcelo@gmail.com.
Research

The Public Service Scholars Program (PSSP) is at an exciting point in its history. As we prepare for the fifteenth class of students to begin in September, we will, for the first time, have a dedicated staff member, Virginia Visconti, to direct the program in order to expand and deepen the ways Stanford undergraduates learn about doing research as a form of service, and make connections between research and their commitments to issues of social change and social justice. Hats off to former Haas Center Director and PSSP founder Nadinne Cruz and former faculty member Jeremy Cohen (Communication) for laying such a solid foundation!

In the nine years that I have been involved with PSSP, I have come to understand it as the annual building of an interdisciplinary community of student scholars who will spend a critical year of their lives together writing senior theses and developing plans for their usefulness, but also figuring out who they want to be and what will be their unique role in making a difference in the world. The power of the program is in the community of students and in the struggle to integrate head, heart, and hand. The most eloquent way I have found to express this is in the words of Phil Lane, Jr., a Native American organizer and activist:

"The longest road you will ever have to walk is the sacred journey from your head to your heart. We will never solve the many critical and life-threatening issues before us solely through the intellect; for every problem the intellect solves, it creates ten more. Unto itself the intellect is a sacred gift of the Creator, but, equally, without an open, visionary, and creative heart, there is no wisdom.

It has been a privilege for me to walk this journey with dozens of PSSPers to ensure that they experience the power that wholeness brings and encourage them not to settle for less as they leave Stanford and pursue their lives and careers."

—Jackie Schmidt-Posner, Interim Executive Director

Courses

Service-learning courses create a forum for discussing public service issues through service projects and/or academic study at Stanford. Since 2003, there have been dozens of these classes; in the 2007–2008 year, the Haas Center funded 15 of them. The latest cycle of service-learning courses includes:

**Medicine (MED) 259.** Oaxacan Health on Both Sides of the Border (Gabriel Garcia, Ann Banchoff)

**Program in Writing and Rhetoric (PWR) 2.** Equal Treatment: The Rhetoric of Public Health (Patti Hanlon-Baker)

**Human Biology (HUMBIO) 121 A & B.** Providing and Evaluating Health Education to Underserved Children: A Service-learning Experience (Eunice Rodriguez)

**Political Science (POLISCI) 35Q.** Food and Politics (Rob Reich)

**Overseas Program General (OSP) 21 in Cape Town, South Africa.** Public Health and Primary Health Care in a Changing Community Context (Tim Stanton)

**Overseas Program General (OSP) 22 in Cape Town, South Africa.** Community Reconstruction and Development in Post-Apartheid South Africa (Tim Stanton)
What am I going to do after graduation? This perennial, familiar question asked by many Stanford seniors lies at the heart of the Haas Center’s revival of the Stanford Public Interest Network (SPIN) Fellowship Program. SPIN focuses on exposure to postgraduate opportunities in order to translate undergraduate passion and involvement in public service into a meaningful career, and on creating a Stanford alumni network to encourage commitment to the public interest. SPIN is modeled on the highly-successful Princeton Project 55 (PP55) and continues to benefit from its involvement with a PP55-led consortium of alumni-driven public interest organizations affiliated with institutions across the country. SPIN places graduating seniors and co-terms in 12-month paid positions with host nonprofit and public service organizations in the Bay Area and New York City. The program also matches SPIN fellows with an alumni mentor in his or her area of interest during the fellowship year. Originally founded by dedicated alumni in 2003, SPIN was re-launched in 2007 through support from a bequest and a grant from the Stanford Associates.

In reviving SPIN, Abby Conover, Postgraduate Public Service Program Coordinator, and Megan Swezey Fogarty, Postgraduate and Alumni Programs Director, drew upon informal alumni connections and word of mouth to find vibrant agencies and partners. Organizations were then chosen based on how well they were addressing community needs to effect change, thus giving fellows the opportunity to address complex social issues through their work with SPIN partners.

This summer, eight 2008 graduates are working as SPIN fellows. For example, Jennifer Ong ’08 (Physics) is a Contracts Compliance Specialist with the Bay Area Shelter Network, which provides housing and support services for the homeless; Eric Chen ’08 (Public Policy/Economics) works with the New York District Attorney’s Office as a paralegal, assisting with research and analysis of the bureau’s caseload.

The best news of all is SPIN’s potential for growth. Plans to add two to three more fellows for the next year are already underway, and with the help of Stanford’s strong alumni base, Conover says, “SPIN will grow to offer increased numbers of positions to graduating seniors and co-terms, providing a key entry point into the public and non-profit sector for these recent graduates.”

For more information on the SPIN Fellowship program, please visit the Haas website under postgraduate fellowships, http://haas.stanford.edu/index.php/item/1839. Alumni who are interested in becoming mentors and/or know of organizations interested in offering paid positions to our graduates through SPIN should contact Abby Conover, aconover@stanford.edu.

Associated Programs

Founded in part by Alex Tung ’00 (Engineering; ’02 MS; PhD candidate), the Office of Engineering & Public Service (OEPS) supports the efforts of engineering faculty, students, and student groups to engage in public service in the local and global community. Student groups affiliated with OEPS include Engineering for a Sustainable World and the Society of Black Scientists and Engineers.

Professor of Civil & Environmental Engineering (CEE) Ray Levitt is pleased to announce that CEE is currently fundraising for a senior lecturer position in Engineering and Public Service in memory of Professor Boyd C. Paulson, Jr. Paulson was a longtime advocate for affordable housing and a winner of the first Miriam Aaron Roland Prize for Volunteer Service (2004). The department hopes to complete the fundraising and fill the position during the 2008–2009 academic year.
Leadership

To encourage student groups to better document their amazing public service work, the Haas Center held a photo contest in spring 2008, in which 11 groups submitted a total of over 100 images of work in the community and around the world. Plant it Earth, a project of the Stanford Student Community Garden Group, won with the photo on the right. Members work in dorm gardens and the Stanford Community Farm, and Plant it Earth applies a hands-on approach to teaching elementary schoolchildren about sustainable, healthy food. The group received a dinner out off-campus as a reward. The contest was so successful that staff decided to repeat it for our 2008 summer fellows serving all over the world. The winner will be posted in the fall issue of e-Commons.

Community Programs

Science in Service (SIS) has taken on an experiment in their programming and outreach this summer. In partnership with SIS, Matthew Evans and Allison Phillips (Department of Plant Biology, Carnegie Institution of Science) along with Kelly Beck (Assistant Director of Service-Learning Programs) selected two teaching-research interns for the summer. Anisha Patel ’09 (Human Biology) and Tony Cun ’10 (Biological Sciences) worked on gametophyte development with Evans in his lab at the Carnegie Institution in the Department of Plant Biology. This is the first time such a research-teaching internship program has been implemented through SIS. Evans, one of the faculty and research partners who enable undergraduates to be science mentors to K-12 students, had research openings in his lab. He suggested the research positions as a new approach to facilitating SIS’s mission to connect students’ own science research and interests to civic engagement. Evans and Beck then devised a program that, according to Beck, takes “a holistic approach to merging mentorship of undergraduates, mentorship of youth in the community, public service, and scientific research.”

Patel and Cun first served as science mentors to underserved students for SIS in spring quarter 2008 to qualify for the internship. During the research portion of the internship this summer, they will attend seminars and weekly workshops, present their research findings, and develop a lesson plan related to plant biology and gametophyte development that they will implement in the fall or winter for the Boys & Girls Clubs of the Peninsula high school students.
When the job of Office of Development Liaison to the Haas Center opened up in late 2004 with Rebecca Tseng Smith’s move from Major Gifts to the School of Education, I immediately raised my hand to fill that position, because I knew the Haas Center to be a place that added so much to the student experience. I had first learned about the Haas Center’s many-faceted and collaborative approach to service opportunities for students when I met the new Haas Center Development and External Relations Director, Suzanne Abel, in 1996. Later, through our colleague, Joel Getz, who had done some international fundraising with Haas and Professor Chip Blacker, I learned about its remarkable fellowships program. By 2003, I had met the center’s first Faculty Director, Len Ortolano, and was encouraged by him to take this opportunity to become an ex-officio member of the National Advisory Board (NAB). I found the NAB’s commitment to be tremendous; we were all empowered in our efforts to generate support for the center by Len’s clarity and vision.

Since the launch of The Stanford Challenge in 2006, my greatest inspiration in fundraising has been the Haas Center students themselves. I’ve been closest to the students when I served on the selection committee for the Ford Fellowship in Philanthropy from 2004 to 2006. We were all so encouraged about the future as we read résumés and interviewed senior applicants for this postgraduate fellowship. When you see these student leaders in service coming out of Haas Center programs, you realize there’s a whole cadre of Stanford graduates with commitment and knowledge to achieve something in the world.

There are other Stanford programs that offer experiential education, but the Haas Center is at the heart of what The Stanford Challenge is all about. Many alumni and donors care deeply about creative solutions for our community, our country and humanity. The purpose of the Haas Center’s programs is to encourage students to engage directly with real-world problems and challenges and to be part of the solution. From the vantage point of a professional fundraiser making a compelling case for support of the center, my job is facilitated by the Haas Center’s track record of graduating students who feel a real sense of obligation to do something about a wide variety of issues. I can speak to alumni with assurance about the tangible goals in this campaign that are realized by providing effective experiential education for undergraduates. At the Haas Center, lives of students are literally transformed.
Letter from an Alum

by Rob Gitin ’96 (History)
Director, At The Crossroads

The mission of At The Crossroads (ATC) is to reach out to homeless youth and young adults at their point of need, and work with them to build healthy and fulfilling lives. Our model focuses on young people in San Francisco who do not access traditional services and are disconnected from any type of consistent support. We work with youth whom others have given up on and who would not receive help without us. We remove common barriers to service by bringing our counselors onto the streets and shaping our support services around the needs of each individual client. Our goal is to help our clients build outstanding lives, not just lives of subsistence.

Mumtaz (“Taj”) Mustapha ’97 (Urban Studies) and I received Echoing Green Fellowships in 1997 to start ATC. We now have ten employees, a $650,000 budget, and have reached more than 5,000 homeless youth. Taj and I were profoundly influenced by two experiences at Stanford. The first was our participation in a service-learning history course, Poverty and Homelessness in America, taught by Al Camarillo [current Haas Centennial Professor in Public Service, and a winner of the 2005 Miriam Aaron Roland Volunteer Service Prize]. Through our internship component, we were introduced to working with homeless youth, and fell in love with it.

The second experience was our participation in the Public Service Scholars program, which was started by Nadinne Cruz, former Director of the Haas Center, and ATC’s current Board Chair. We both wrote our undergraduate theses on different issues pertaining to homeless youth and much of what we wrote about formed the basis for the philosophy that created and continues to define ATC. Nadinne’s leadership, support, and vision helped us believe that we could take our work to a higher level.

When we started ATC, I never could have imagined that ten years later I would still be here. When we first began, we weren’t so much trying to build an organization as creating a form of self-employment, so that we could work with kids in the way we knew best without being encumbered with bureaucracy and rules that detracted from the quality of the work. After a few months, having received great feedback from our clients about the value of our work, we realized that we needed to make ATC bigger than the two of us.

At this point, our biggest challenge is to raise the financial and community support to enable ATC to expand and develop. Our model works. We have seen time and time again the transformative power of a safe, supportive, non-judgmental relationship for young people who have rarely experienced such a thing in their lives. We now need the resources so that we can retain the outstanding staff that we have and recruit new ones. With the support of Jan Masaoka, former Executive Director of CompassPoint, we developed a strategic plan in 2007 that details how we want to grow. In addition to building staff, we will create systemic change through our advocacy that will impact future homeless youth, citywide and beyond.

We recently celebrated our ten-year anniversary with an event at the Great American Music Hall that was a huge success: 250 people turned out to celebrate and learn more about our work. The highlight of the evening was a documentary shot by Monica Lam ’96 (Urban Studies) a classmate at Stanford who was also a part of PSSP (view it on our website: http://www.atthecrossroads.org). We also had a silent auction where the most successful item was a painting by a former client, Nicholas Coley. Nicholas has been off the streets for a few years, and is an emerging artist in San Francisco selling his works at local galleries. He is an amazing individual who has profoundly influenced me with his intelligence and perspective on the world. Looking at his beautiful painting on display was a reminder that every young person on the streets has the ability to lead an outstanding life, and that it is a privilege to lead an organization that plays a significant role in helping so many youth build new lives. It has been wonderful to bear witness to this process for the past decade.

Contact: robgitin@hotmail.com.
Aas a Tom Ford Fellow in Philanthropy, Britt Ehrhardt ’04 (Psychology) worked as a grants analyst with the Firelight Foundation in Santa Cruz, helping to increase the resources available to grassroots organizations serving children affected by HIV/AIDS in Africa. This summer, she is continuing her involvement in these issues with an internship at the US Agency for International Development (USAID). Ehrhardt just returned from a USAID trip to Namibia, where she helped with the planning process that determines the distribution of next year’s US government support for HIV/AIDS programs in the country through the US President’s Emergency Plan for AIDS Relief (PEPFAR). During the trip, she also worked with a network of Namibian HIV testing centers to help them refine a plan to promote demand for their services. Currently Ehrhardt is working towards a Master’s in International Health at John Hopkins School of Public Health, with plans to pursue a PhD. Contact: behrhardt@stanfordalumni.org.

Cammie Lee ’07 (International Relations; MA Sociology) was a summer 2006 Sand Hill Fellow in Philanthropy as an undergraduate and a John Gardner Public Service Fellow following graduation. As a Sand Hill Fellow, she worked for the Asia Foundation in San Francisco developing strategic marketing tools and refining donor cultivation methods. Through her Gardner Fellowship, Lee has been working on the Secretary-General Ban Ki-moon’s global health agenda at the United Nations in New York. There, she has provided input for key policy meetings, speeches and briefings by the Secretary-General; helped to organize multi-stakeholder consultations; and coordinated the launch of a new collaboration between the UN and the creative community. Lee will be moving to Boston to work at an international strategy and management consulting firm in the fall. Contact: cammie07@stanfordalumni.org.

Former Stanford in Government Chair Tyler Kirtley ’07 (International Relations/Economics) has just finished his first year as a high school math teacher at East Oakland School of the Arts (EOSA) through Teach for America. Work at EOSA poses many challenges in terms of truancy, student behavior, and far below grade-level reading and math skills, but Kirtley believes that the extremely dedicated staff and the small school environment are successfully helping students forward: in the past four years, the graduation rate has risen from 20% to more than 50%. Kirtley stresses that “there is simply no substitute for experience.” He focuses every day on improving his teaching and looks forward to the next school year. Contact: tkirtley@gmail.com.

Gary Rosen ’88 (Political Science) was a John Gardner Fellow before earning his PhD in political science at Harvard University. In the following decade, he served as an editor of Commentary magazine while regularly contributing to national opinion forums with The New York Times and other publications. Rosen recently has accepted a position as Chief External Affairs Officer for the Templeton Foundation, a philanthropic research organization working to reconcile science and religion. He is responsible for media relations, website, publications, and public events. He also continues to write, with special attention to science and religion. Contact: grosen@templeton.org.

In response to student and alumni demand, the Haas Center has launched an International Public Service Program. To learn more about programs, fellowships, and trips, please visit http://haas.stanford.edu.

gift opportunity
Welcome PSSAB/Reunion Homecoming 2008

Please welcome the 2008-2009 Public Service Student Advisory Board (PSSAB)

Anuraag Chigurupati '09 (Engineering)
Jonny Dorsey '09 (Human Biology)
Lauren Finzer '09 (Human Biology)
Jolie Glaser '09 (Earth Systems)
Jameson Haslam '07 (Sociology)
Mark Harrold '09 (International Relations)
Lauren Kelley-Chew '09 (Applied Math/Human Biology)
Ginille Lazaro '09 (CSRE/Human Biology)
Gabe Novais '09 (Human Biology/History, MA Education)
Michael Shaw '13 (PhD, Physics)
Harya Tarekegn '09 (International Relations)
Megan Tompkins '00 (History, '11 MA Sociology, PhD Education)
Karen Warner '10 (Human Biology)
Kacey Wulff '09 (Philosophy)
Theresa Zhen '09 (Economics/Sociology)

Save the Date!
October 9–12, 2008 is Reunion Homecoming at Haas!

For alumni and friends interested in public service

Bring a Book to Stanford—Help a Child To Read
The Stanford Alumni Association is encouraging alumni to purchase new children’s books for the Ravenswood Reads program at the Haas Center. Check online for a list of recommended books and drop your donation with your name and address (optional) to the Haas Center table at the Ford Center when you register for the weekend.

Thursday, October 9, 3:30–5:00 pm
Classes Without Quizzes—Reflections on the 2008 Campaign: What are the Implications for the Future Vitality of our Democracy?
Hoover Institution faculty David Brady and Larry Diamond join Julie Lythcott-Haims, Dean of Freshmen and delegate to the Democratic convention, for a look at the state of US democracy in this Presidential election year (For location, check the Haas website in September.)

Thursday, October 9, 3:30–5:45 p.m.
Symposium of Undergraduate Research and Public Service (SURPS)
Arrillaga Alumni Center, McCaw Hall
More than 100 students will present poster sessions; participants have been selected from Undergraduate Research Programs as well as Haas Center for Public Service Summer Fellowships and Community Service Work-Study programs.

Sunday, October 12, 8:30–10:30 am
Haas Center for Public Service & Stanford in Government (SIG) Reunion Breakfast
Special invitation to the Classes of ’88, ’93, ’98, and ’03. Come share your stories!

For more details, please check “Announcements” on the Haas Center website http://haas.stanford.edu or visit www.stanfordalumni.org/erc/reunions.

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