Above, the DK Room at the Haas Center is filled to capacity with alumni from several generations interested in the issue of homelessness. Guided by members of Night Outreach, a Haas-affiliated student group, they are making posters to publicize a winter clothing drive. The project was part of Learn and Lend a Hand, the Haas Center’s 2002 Reunion Homecoming service alternative to football. Rob Gitin ’96, Executive Director of At the Crossroads, spoke about his experiences in reaching out to homeless youth and young adults in San Francisco. He was joined by Leanna Albrecht ’03 (CSRE/French), president of Night Outreach, and Jessica Jenkins ’03 (International Relations), editor of Night Outreach’s excellent newspaper, Street Forum. Nadine Cruz, Haas Center Director, also spoke about the Center’s work and fielded questions from alumni. Please turn to page 13 to see more about Reunion Homecoming 2002 at the Haas Center.

Sprucing Up the Commons

The Haas Center’s Alumni Consulting group met in November 2002 to brainstorm ideas on several topics, including the effectiveness of the Commons and Haas communications with alumni. Anchored by Jennifer Fan (seated, right) ’95, Associate Director at The Stanford Fund, this informal, volunteer group includes Andy Kiang (seated, left) ’96, and (standing, left to right) Elizabeth Pianca ’99, David Scheine ’00, and Andrew Nelson ’98. I was at the table, listening intently, as were Suzanne Abel, Lara Siu, and Jeanne Wahl Halleck from the Haas staff. The changes in both content and format that you see in this issue of the Commons are based on the recommendations made at that meeting. Now it is your turn! Please let us know how you like our new style. We also look forward to hearing any additional suggestions or comments that you, as our reader, wish to contribute.

–Elise Miller (efmiller@stanford.edu or 650-725-2865)
Message From the Director

Commons

Winter 2003

Commons, the newsletter of the Haas Center for Public Service at Stanford University, provides a forum for the exchange of news and ideas concerning public service and social change. This publication is published twice each year.

The Haas Center for Public Service, a division of Student Affairs, was established in 1984 to serve as a focal point for local, national, and international voluntary student efforts at Stanford University. The Center houses over 40 student organizations and university projects, and coordinates public service fellowship programs and service-learning opportunities.

Nadine I. Cruz, Director
Suzanne Abel, Director of Development & External Relations
Elise Miller, Communications Associate
Meaghan Banks, ’04 (English), Editorial Assistant

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Russ Fernald (Human Biology)
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Ron Wyden

Towards A Sustainable Life of Public Service

Friendly critics sometimes challenge me with questions at the core of the Haas Center’s work. How is it possible not to despair in the face of relentless bad news? What is an adequate response to deeply embedded social problems? Do these require a lifetime commitment in order to make any difference at all? And how much knowledge does one need just to understand an issue in order to address it effectively?

It is no wonder that some conclude that the Haas Center must surely promote nothing less than a “24/7” dedication to community and public service. Not true. But we make every effort to ensure that each student will have meaningful choices among a wealth of opportunities to experience the “doing” of service. The overall design of the center’s service practice encourages students to leverage their experiences to enhance—or even drive—intellectual exploration and academic study. We are alert to “teachable moments” when students are awakened by public service experiences to new thinking or self-understanding.

It is daunting to try to summarize the depth and breadth of the Center’s work in a few words. However, let me offer some principles of our practice that have emerged over the years to guide our work.

Principles of Public Service Education at the Haas Center for Public Service

Student-centered
The starting point for each student is honored as an invitation for growth and expansion of awareness, service skills and intellectual understanding of what is at stake.

Inclusive
We will work with every student who wants to learn, irrespective of their level of experience, commitment, religion, and political views.

Inquiring
To serve others is a mode of inquiry about what needs to be done, what works (or does not), and why. What conclusions students should derive from their service experiences are not necessarily self-evident. We provide them the resources, or suggest where they might find them, to explore the questions that arise from a meaningful service experience.

Integrative
We assist students to weave together the various parts of their learning, so that what they experience outside the classroom may inspire and challenge intellectual rigor. If we have done a good job, students will be eager to find the courses and faculty who can expand the scholarship initiated by the practice of service.

Sustainable
We point out the many paths along which a life of public service can be lived. We provide myriad methods by which to explore these paths. We suggest how a healthy life is an integral part of public service for a lifetime, and alternatively, how public service can enhance health and vitality. We bring a variety of people into students’ lives who can model these principles. We try to live them ourselves.

I share my reflections as an invitation for yours. I would love to hear from you: nadinne@stanford.edu; (650) 723-4662; or mail a note!
Upward Bound Reunion, on campus during Stanford’s Community Day, April 2002. Tamara Alvarado ’95 (Spanish), former UB staff, presents Nancy Vandenberg with a farewell bouquet and gifts on behalf of many generations of UB graduates. Looking on are (left to right) Christina Alonso, UB alumna and UC Berkeley ’03, José Santos, UB alum and CSU Chico ’06, and Ling Yeh, UB Assistant Director.

(Left to right): UB student Karl Berta, UB tutor coordinator Edwin Echeverria ’03 (Religious Studies), and UB student Edi Diaz display the ice cream they made themselves during an evening science program on campus.

We would like to bid a fond farewell to Nancy Vandenberg, who left her position as Stanford Upward Bound Director in September. In her five years with the program, Nancy helped to inspire countless students to pursue their dreams of higher education. Just as she encouraged her students to challenge themselves, she recently embraced a new challenge of her own, accepting a position with the City of Mountain View as its Youth Resources Manager. We will miss the dedication and warmth that Nancy brought to the Haas Center, while we wish her our very best in her new position.

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Congratulations Class of 2002!

Sequoia High School
Juan Alonso                  CSU Chico
Lupemapumeihengalu
Kavapalu                    Utah Valley State College
Sergio Lara                UC Santa Cruz
Aquil Meeks               Howard University
Tri Nguyen                 UC Berkeley
Jesus Perez               College of San Mateo
Vanessa Romero             Saint Mary’s College of Moraga
José Santos                CSU Chico
Fausta Vjerdha             UCLA
Renee Young                Solano Community College

Menlo Atherton High School
Arturo Rojas               San Jose State University

Palo Alto High School
Ana Maria Pulido           San Francisco State University

Redwood High School
Rocio DeLoa                College of San Mateo

Woodside High School
Miluska Berta              UC Santa Cruz
Nay Chi Min                University of San Francisco
Ricardo Pena               college deferred
Marco Recinos              college deferred

Upcoming for 2002-03 Upward Bound

As Cathy Avila took over the reins to serve as Interim Director of Stanford Upward Bound for 2002-2003, she and Assistant Director Ling Yeh and Program Coordinator Christina Medina moved to implement program recommendations made when staff met with community and alumni representatives in spring 2002. The staff’s excitement quickly spread to Stanford student participants returning for the fall quarter.

Here are some of the new program features:

♦ Tutor coordinators now work onsite at the schools, helping the tutors to connect with teachers and counselors and become more involved in the high school environment.
♦ Onsite instruction is now complemented by monthly Saturday meetings and workshops on the Stanford campus.
♦ At the Thursday night drop-in at Tresidder Union, tutor coordinators are on-hand for any academic “emergencies.”
♦ Recruitment has been stepped up with eighth graders in order to send a clear message as to how students can determine their own futures through the Upward Bound program.
Service-Learning Faculty Compete for Course Development $$

In the 2001-02 academic year, faculty requests for funding of service-learning courses increased substantially compared to previous years, making a tough competitive selection process necessary for the first time. In the 2001 Service-Learning Initiative, the Haas Center matched funding from the office of the Vice Provost for Undergraduate Education. John Bravman, allocating a total of $50,000 in 11 grants to faculty ranging from $1,500 to $10,000. A faculty committee comprised of Guadalupe Váldez (Education/Spanish & Portuguese), John Baugh (Education), and Gabriel Garcia (School of Medicine) reviewed 21 proposals, a total request of $158,000. Proposals were forwarded with their recommendations to the Vice Provost, who made the final funding decisions.

The Haas Center’s publicized list of 38 service-learning courses were taught by 27 faculty from 17 departments, with an estimated 700 students enrolled. Building on this momentum, the Center has been granted an additional $25,000 from the VPUE for 2002-03. Unfortunately, because of budget constraints, the Center will be unable to match funds this year, which will make the competition even stiffer.

Last year, Stanford was recognized for its excellence in service-learning, earning the number one spot in the U.S. News and World Report rankings of higher education service-learning programs (see Rankings, page 13). In addition, in 2001-02, the Haas Center hosted dozens of visitors from higher education institutions who hoped to learn from its service-learning experiences.

Focus on Faculty

Dr. Gabriel (Gabe) Garcia, Stanford Medical School
Associate Dean of Admissions and Associate Professor of Medicine

Gabe Garcia serves as associate dean of admissions for the School of Medicine, takes care of his patients with liver diseases, conducts clinical research, teaches medical students the art and science of medicine—and participates in service-learning activities for graduate and undergraduate students. Asked what barriers prevent faculty from getting involved in service-learning, Garcia does not hesitate to answer: “Time and only time. But if we take the time to step back, we can see what is of value to us. One of my primary values is connecting students with certain communities. Lessons learned there can lead students into careers in service.”

Garcia attests that nearly 100% of entering medical school students are interested in service. Collaborating with Tim Stanton, Public Service Medical Scholars (PriSMS) director and former Haas Center director, and Associate Dean Julie Parsonnet, he is committed to “fast-tracking” the development of programs to offer public service opportunities to medical students.

Garcia’s Stanford Introductory Seminar for sophomores, called The Human Side of Medicine, explores the physician-client relationship, including the role that culture and ethnicity play in patient care. This course grew directly out of Garcia’s experience as Associate Dean of Admissions. “As I began interviewing candidates for medical school, it became clear that these prospective students had no awareness of the skill set needed in the many careers possible as a physician. Not just the one-to-one relationship between physician and client, but also the role of the physician for having good policy regarding medicine in this country.”

For the seminar, Garcia purposely selects students from varied backgrounds who express interest in the subject of medicine, but may not necessarily intend to apply to medical school. Last spring, he went with a more self-selected group of students on a Haas-affiliated Alternative Spring Break trip. Led by Brian Laing ’02 (Biological Sciences, CSRE) and Sylvia Chiang ’02 (Human Biology), participants in the Health Care for Marginalized Communities: Central Valley of California trip were prepared through a directed reading on the role of migrant agricultural workers, challenges to good medical care,
and how the system hurts or helps in the delivery of care. Garcia accompanied the students to a Central Valley health care clinic, where they consulted with public health workers about kids with asthma, assessed children in order to discover barriers to their improvement, then visited homes of migrant workers to interview parents and children. They spoke with clinicians about their findings and took the results of their assessment to Sacramento, where they met with Hanna Matos Santos from the California Department of Health & Human Services.

Garcia plans to go on a similar ASB trip in 2003, this time staying in the Bay Area and working with teens and substance abuse.

Since 2001, he has served on the Haas Center’s Faculty Steering Committee as a way to both contribute and to learn more about resources and programs for service-learning. He praises every segment of Stanford’s service-involved population for what they have taught him: “Center staff have been instrumental in leading me along this direction. The faculty teach courses that are terrific examples of successful service-learning endeavors, our students provide both inspiration and enthusiasm, and our community partners channel us down the appropriate path.”

“Service is part of the greater role I play as a teacher for the university,” Garcia says. “Choices we make and the people whom we serve have a lot to do with where life has taken us. 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.”

2001-02 was the first year of the Institute for Diversity in the Arts (IDA). “First Person Plural: Expressions in Sight, Sound + Word,” the Institute finale (pictured above), brought together workshops in visual art, music, spoken word and performing arts. During the year, students worked in a variety of media with established California artists of color in classes and at lunchtime lectures. They explored how the arts influence perceptions, behaviors, and discussion with respect to racial and geographic dynamics and how community arts can re-map and re-tell California history. Gina Hernandez, IDA Associate Director, said the “unforgettable” student art exhibition and corollary performances were inspired by interviews the students did with everyday leaders in the East Palo Alto community.

For 2002-03, IDA artists-in-residence are installation and performance artist James Luna and writer Greg Sarris (Ph.D. ’89) (co-teachers, personal narratives), Joanna Haigood (dance), Spencer Nakasako (documentary video), and Daniel Valdez (theatre). IDA is a project of the Committee on Black Performing Arts and the Stanford Drama Department with the support of the Haas Center. Major funding is provided by the James Irvine Foundation. Visit the IDA website at http://www.stanford.edu/dept/ida/.
Transitions: OEPA-NII

Haas Bids OEPA Farewell, Pledges to Continue Presence

The official role of the Haas Center as university partner in the One East Palo Alto Neighborhood Improvement Initiative (OEPA-NII) ended with an evening Publications Release Party on November 1st. Carilee Pang Chen ’97 (Urban Studies), its Project Coordinator for the past two years, was saying farewell to dear friends and colleagues.

Cari and so many others worked tirelessly during the early fall quarter to prepare the two publications distributed at the party: the Community Profile: East Palo Alto and the East Palo Alto Resource Directory. As part of OEPA-NII, both were funded by the William and Flora Hewlett Foundation and the Peninsula Community Foundation. With the completion of these “deliverables,” the Haas Center concludes its formal partnership role in the OEPA-NII, but not its relationship with the community. Haas director Nadinne Cruz stated in her preface to the Community Profile that this publication “…will not end our involvement in East Palo Alto. Rather, I want to affirm our continuing presence there...There is no question that East Palo Alto will continue to have a significant place in the spirit and work of the Haas Center for Public Service.”

OEPA participants were gathered on the Haas deck and in the DK Conference Room over an array of international hors d’oeuvres, inspecting two new volumes developed as part of the partnership. (Left to right): Todd Stowell, Executive Director of OEPA, Refugio Huizar, OEPA Board, and David Fetterman, Stanford Professor of Education and Haas Center consultant on OEPA project evaluation.

The Community Profile, a brand new piece, attracted special attention. This 168-page profile of EPA in both English and Spanish details research, much collected for the 2000 Census, gathered by Stanford staff over the term of the Initiative. A brief history of EPA and an overview of demographics and “Assets at Work” are followed by key findings in four sections (see box, page 7).

The Directory, updated for the first time since it was created in 2000 by former NII Project Coordinator Mailee Ferguson ’96 (Urban Studies) and Assistant Director for Community Partnerships Beverly Purrington, incorporates new information from EPA individuals and organizations. The new directory lists 240 programs and organizations serving the EPA community.

The Haas Center thanks the citizens, leaders, and nonprofit organization staffs of our neighboring East Palo Alto community; the Stanford students, faculty and staff who participated with us in the initiative; and our working partners: the Peninsula Community Foundation, the Community Development Institute, the OEPA-NII Board and staff, and the William and Flora Hewlett Foundation for inviting us to participate in a rich community process.

For information about obtaining the publications, please see page 7.

Me ke aloha pumehana, Cari Pang

When Carilee Pang Chen joined the Haas staff as OEPA-NII Project Coordinator in May 2000, she wrote in her “bio” for the Haas website that “the role of the Haas Center as a University Partner for the One East Palo Alto Neighborhood Improvement Initiative (OEPA-NII) takes tremendous vision, creativity, dedication, and a commitment to personal and organizational relationships grounded in mutual trust and respect.” As we bid farewell to Cari, we acknowledge the degree to which she demonstrated these qualities. Cari returned first returned to Stanford in 1997 to earn her Master’s degree in Education/Policy Analysis & Evaluation. Prior to taking the Haas position, she participated in a two-year Multicultural Fellowship Program at the San Francisco Foundation. We know wherever she takes her talents next, they will benefit from her patience, responsiveness and diligence, and will enjoy her friendly smile, her softspoken manner, and her playful, wise humor.

Cari Pang accepts flowers from Cruz Hyland, an active member of the OEPA Education workgroup, on behalf of the EPA community.
Kudos/New Publications

Phi Beta Kappa

Heidi Boas '02 (Feminist Studies)
Leo Feler '02 (International Relations, M. A. International Policy Studies)
Cynthia Lee Fung '02 (Economics/Public Policy)
Jillian Suzanna Gerner '02 (Psychology)
Gina Guarienti '02 (English)
Wei Jiang Ho '03 (Economics/International Relations)
Daniel Davis Kinnamon '02 (Economics/Latin American Studies)
Cindy Yuchin Lin '02 (Human Biology)
Colin Mathewson '02 (Urban Studies)
Jason O'Riordan '02 (Economics)
Ariel Maurice Ratner '02 (History)
Abigail Rose Shaw '02 (Human Biology)
Vlada Teper '02 (English)
Michael Umpierre '01 (Public Policy/Economics)

Helen Chang '02 (French/International Relations, M. A. Sociology)
Kim Ann Cooper '02 (History)
Jackie Ann Czaja '02 (Human Biology)
Gina Anne Guarienti '02 (English/International Relations)
Lauren Jane Hitz '02 (International Relations/Economics)
Lauren Inouye '02 (International Relations)
Kylene Kilgore '02 (Communications, M. A. Sociology)
Melissa Miao '01 (Industrial Engineering, M. S. Management Science & Engineering)
Jane Marion Morril '02 (Human Biology)
Irene Noguchi '02 (Economics/Engineering)
Afua Twumwaa Ofosu-Barko '02 (International Relations, M. A. Sociology)
Sarita Ulhas Patil '02 (Human Biology/Psychology)
Maggie (Marguerite) Roach '02 (Psychology/Psychological Science)
Vlada Teper '02 (English/Slavic Languages, M. A. English)

Cap and Gown

Prasanna Janaki Ananth '02 (Human Biology)
Jessica Band '01 (Human Biology/Economics)
Heidi Hayward Boas '02 (Feminist Studies)
Diane Boudalis '02 (Political Science/Economics)
SUSAN BRIM '02 (Anthropological Sciences)

Enjoy John W. Gardner's wit and wisdom on the Haas Center, the importance of public service, and higher education. To find out how to order a copy, please turn to page 16.
New Students

Mission to Inspire: Outreach to New Students

At the core of the Haas Center’s mission is the determination “to make the opportunity to serve available to all students…” In September 2002, cadres of staff and service-savvy students spread out from Salvatierra Walk, taking the message about the value and wide range of service out to where the students live, work, study and play. This year, the Haas staff has found more and better ways than ever before to reach out to new and returning undergraduate and graduate students.

Outdoors on the Stanford campus

At every possible opportunity, Haas staff, Advising Fellows, and officers and members of Haas-affiliated student organizations participated in the September “Fair” circuit, staffing their information tables and sharing their resources and enthusiasm with serious prospects and passersby alike.

♦ Resident Assistant Resource Fair
♦ Graduate Student Resource Fair
♦ Student Activities Fair
♦ Haas Center Open House, Salvatierra Walk (see photos below)

2001-02 Public Service Advising Fellows (top row, left to right): Megan Vanneman (see page 11), Caneel Fraser ’02 (Political Science/Human Biology), Cathy Avila, Director of Student Development & Leadership Programs, Abby Shaw ’02 (Human Biology), Brady Gordon ’02 (Urban Studies). (Bottom row): Kylene Kilgore ’02 (Urban Studies/Communication), Stephen Chan ’04 (Public Policy), Kevin Medrano ’04 (Anthropological Sciences), and Janelle Roxann Stafford ’03 (Product Design).

Training Student Peers

Haas staff places particular emphasis on high quality training practices and ongoing follow-up for student staff who will be advising, communicating with and spearheading service activities, not only in September, but throughout the academic year.

Public Service Advising Fellows (2001-02, above) advise students at the Center, specialize in certain populations and/or projects, and provide the Haas Center with knowledgeable, reliable and consistent support. Jon McConnell, Public Partnerships Placement Coordinator, provides a 2+ hour training in early September, walking them through resources covering over 20 issues-based areas and the nuts and bolts of obtaining a volunteer or internship placement, organizing a group project and much more. After providing scenario questions where the fellows try out their responses, Jon asks them to brainstorm questions and answers on their own.

Open House, below (left to right): SIG (Stanford in Government), Society of Black Scientists and Engineers, Henry’s Place, PASU (Pilipino American Student Union), SASTA (Stanford Alliance for Service Through the Arts), SAY (Stanford Anthology for Youth), and Street Forum.

Jon McConnell
New Students

“The Advising Fellows really are our front line and I find out from them what students are asking for,” says Jon. “Questions are often vague, and Fellows must find out what students really want to know.” Jon also attends the fellows’ one-night retreat in the Santa Cruz area to revisit lessons about placements and resources. Then, during the fall, he touches base with fellows formally and informally, seeking feedback about what questions they get stumped on and what still needs to be addressed.

Resident Assistants use service activities to help students bond while learning about the range and rewards of service.

Director Nadinne Cruz and Cathy Avila, Director of Student Development & Leadership Programs, spoke to this undergraduate group during the campus RA training weeks. “Service can be a useful tool for helping RAs with programming responsibilities and for building their dorm community,” Cathy explains. “The Haas Center can provide easily-implemented activities, something in addition to the traditional things like the Band Run.” Suggestions included a one-day Habitat for Humanity “build,” a speaker on service-related fellowships, or a longer-term connection with SPOON, a Haas-affiliated hunger relief organization, to donate surplus food through the dining halls. By the end of the session, responding to Cathy and Nadinne’s challenge, the RAs were coming up with ideas on their own.

Community Service Representatives (CSRs) are generally freshmen and sophomores who initiate service activities and communicate on a regular basis with peers in the dorms.

Advising Fellow Kevin Medrano ’04 makes the CSRs his special purview, this year enlisting Stephen Chan ’04 to help him with an orientation for the new group of 37 volunteers. Giving an overview of the Center, Kevin explained why CSRs are important to the Center’s mission and what is expected of them. This year, smaller teams of CSRs will each work with an Advising Fellow to create programs such as adopting families for the holidays or planting trees for Magic (a non-profit corporation that focuses on ecology, society and health). Quarterly reflection sessions are also planned.

Graduate Students. The Public Service Student Advisory Board has prepared a Graduate Student Survey for the Haas website (http://haas.stanford.edu), to be up during winter quarter. The Haas Center would like to better understand the public service interests, activities and needs of graduate students, including supports and barriers to service, so that graduate student needs can be better addressed.

New This Year. Service Fellow Jeb Ory ’03 (International Relations) will connect with Greek organizations for a project each quarter. This fall, in a successful Greek and non-Greek partnership, Trick-or-Treating for Cans contributed more than 1000 pounds to the Ecumenical Hunger Program in East Palo Alto.
Teach for America 2002 Corps

Saba Bireda ’01
(English/Political Science)
Mississippi River Delta
Mike Copperman ’02
(English)
Mississippi River Delta
Emily Dirksen ’91
(Biology/Economics)
Bay Area
Kady Dodds ’02
(American Studies)
New York
Timothy Fisher ’00
(German/Philosophy)
Los Angeles
Mark Gaspar ’96
(Political Science)
Phoenix
Nicole Hernandez ’99
(Psychology)
Phoenix
Kathleen Hill ’01
(Public Policy)
Bay Area
Kathryn Kooiker ’02
(Human Biology)
Bay Area
Samuel Richardson ’02
(Human Biology/Economics)
Bay Area
Lihi Rosenthal ’02
(Humanities)
Chicago
Michelle Tsuda ’99
(Human Biology)
Los Angeles

Américorps (Public Allies, San José) 2002 Corps

Irene Hsu ’02
(Comparative Studies in Race and Ethnicity)
United Neighborhoods of Santa Clara County
Andrew Singleterry ’00
(Science, Technology and Society)
Friends Outside
Tritia Yuen ’01
(Public Policy/Economics)
Catholic Charities

Peace Corps 2002 Corps

Jennifer Avery ’00
(American Studies)
Guatemala
Amy Brynolfson ’98
(Spanish/Linguistics)
China
Caitlin Gerds ’02
(Human Biology)
Ecuador
Marta Hansen ’98
(M. S. Engineering)
Mozambique
Tressa Johnson ’01
(International Relations)
Togo
Karen Koprinse ’01
(International Relations)
Niger
Lydia Martinez ’99
(M. A. Education)
Nepal
Bernard McBeath ’51
(M. A. Civil Engineering, Ph.D. ’66)
Kenya
Marcia McBeath ’66
(Ph.D. Education)
Kenya
Katharine Perez ’99
(International Relations)
Nicaragua
Steven Perez ’99
(Chemistry)
Honduras
Michelle Scott ’01
(Human Biology)
Madagascar
Courtney Snelling ’01
(Economics)
Benin
Kristen Weaver ’99
(M. A. Education)
Mauritania
Seth Wright ’97
(Computer Science)
Niger

Amnesty Affiliates

By Meaghan Banks ’04 (English)

Newly affiliated with Haas is the Stanford chapter of Amnesty International, the human rights organization that works in over 140 countries to defend the principles of the Universal Declaration of Human Rights. Amnesty International devotes itself to freeing “prisoners of conscience,” non-violent individuals who have been imprisoned for actions that stem from a deeply held personal belief.

Stanford’s Amnesty International hopes that the increase in campus visibility afforded by its new affiliation will increase their numbers. “Though we have had a large turnout,” say group leaders, “we seek a still larger active group and a larger presence on the Stanford campus.” Amnesty members meet each week to write letters of protest to government officials in response to cases of “torture, capital punishment, extra-judicial execution, ill-treatment, ‘disappearance,’ untreated health problems, death threats, denial of legal council…and arbitrary arrest.”

The organization works with local political representatives to promote human rights causes and periodically joins forces with other organizations on campus to write letters on issues that involve those groups’ areas of focus. The group also strives to increase human rights awareness on campus through movie nights and human rights speakers.

Amnesty plans to use the upcoming quarters to coordinate with residences and other students groups on letter-writing campaigns, to sponsor faculty and local speakers, and to collaborate with a human rights group from the Stanford School of Medicine.

Student Reflection

A Fellow at Home and Abroad

By Megan Vanneman ’03 (Human Biology)

Three months ago, I sat in a crowded party tent in Khayelitsha, in the Cape Flats area outside Cape Town, South Africa, for my co-worker’s cousin’s bridal shower. I arrived with my colleague, Kholiswa Ngonzo, and a carload of her friends and family. We were placed in the front row for the entire ceremony. Despite the fact that I could not understand the majority of the comments made to the bride-to-be, I was completely captivated by the sparse translations I received from Kholiswa. At one moment, a woman was clearly giving Kholiswa’s cousin stern advice. Kholiswa whispered, “She told my cousin not to look in her husband’s pockets because she will find other women’s numbers.”

I was suddenly reminded why I was in Cape Town in the first place. I was certainly in South Africa to experience working and living abroad, but I was primarily there to focus on a disease that had been reinforced by the attitude reflected in that very comment.

While HIV/AIDS is widespread in the Cape Flats, it has especially affected that community because of stigma. As exemplified by the comment above, women are perfectly aware of their husband’s extracurricular activities. Yet, they are not empowered enough to tell their husbands to use a condom. Since promiscuity is not going to disappear overnight, the issues it causes have to be addressed. Having multiple sexual partners without using a condom is extremely risky behavior anywhere in the world, but in sub-Saharan Africa no one wants to be the individual who suggests the use of a condom because he/she believes that he/she will be targeted as HIV-positive. The stigma runs so deep in many cultures that people feel that they are unable to protect themselves. This fatalism crosses all lines of culture, race, ethnicity, class, and gender.

My self-designed area of concentration, “Biosocial Issues of HIV/AIDS,” within the program in Human Biology, as well as work I have done at the State University of New York teaching health classes to at-risk youth in Flatbush and volunteering at a local clinic, have reinforced my belief that condom prevention efforts are not going to eliminate or even contain the spread of this virus. Our policies and interventions nationally and internationally need to reflect this terrible reality. The aforementioned populations are perfectly aware of what the virus is and how to use a condom. Lack of education is not the driving factor behind this disease.

My experience as a Haas Summer Fellow allowed me to grow greatly as a person. While I was in Cape Town, I worked primarily in Nyanga, another area of the Cape Flats, with several community organizers to develop a questionnaire that would determine how my host agency, the Students’ Health and Welfare Centres Organisation (SHAWCO), affiliated with the University of Cape Town, should improve its HIV/AIDS services. We all agreed that the community was the best resource to assess the need and importance of suggested interventions. Although I was not able to implement the survey before I returned to Stanford, the community’s enthusiasm about HIV/AIDS research gave me enough reason to believe that there is no way Nyanga residents will let this research fail. I am blessed to have been given the opportunity to participate in their community-driven efforts. In exchange for sharing knowledge about research protocol and utilizing my past experiences to mobilize the project in Nyanga, I was able to participate in the development of an amazing community program.

Returning to the United States in September was challenging for me as I readjusted to my surroundings and academic life. I also returned to the Haas Center to begin my third year as a Public Service Advising Fellow. In this position, I have counseled students in the realm of public service, performed campus outreach, and coordinated individual service projects. At times, I struggle with the transition from personal connection with communities to an advising role. I am often jealous of my peers who have chosen to work directly with the individuals they aim to serve. Yet, every time that this feeling surfaces, I remind myself that my job at the Haas Center enables me to mobilize more and more Stanford students each year on behalf of the causes in which I believe.
The first Huang Fellow, Marie Wang ’01 (Human Biology), loved her experience teaching English to 12-year-olds so much that she wished she could stay on for a second year. The Dr. and Mrs. C. J. Huang Teaching Fellowship in China sponsors a student’s postgraduate year teaching English at the Ouyang Yu Experimental Middle School in Hunan province. The school, named for Huang’s first wife, is the first of its kind in its area. Its mission is to raise the quality of education available to local middle school and high school students and to encourage disadvantaged students to aim high. The school enrolls 2,000 students in grades 7-12.

“I was always intrigued by the human side, not just the science side of my major,” said Marie Wang. “I had tutored elementary schoolchildren for the Ravenswood Reads program and already spoke Chinese. This combined with the ideal setting of the Ouyang Yu School, a small town surrounded by countryside, made the Huang Fellowship appealing.”

In China, knowledge of the English language is required to pass college entrance examinations and to study abroad. As a Huang Fellow, Marie taught three classes with 35 students in each class. The English proficiency of the students ranged from two years of study to no knowledge at all. Marie tried to take a recreational approach to English, using traditional tests and vocabulary lists, but also incorporating songs and games such as Grammar Bingo, mystery games and 20 Questions. She also taught U.S. holidays and traditions; had she stayed on for a second year, Marie says, she would have liked to emphasize more cultural traditions.

In addition to her work in the classroom, Marie staffed English Corner, an informal venue for the use of English, allowing the students to practice their skills through games like Jeopardy, Hangman, tic-tac-toe and Pictionary. She also assisted in the making of English tapes for further use by the English Department.

For her service-learning project, Marie and her students, along with two other teachers, published an all-English magazine called “Voices.” Students were asked to reflect on their lives, their thoughts and what they did during the day; the magazine is composed entirely of their writing and artwork.

According to Shannon Reynolds, China Program director for VIA (Volunteers in Asia), the Haas Center’s partner in administering the fellowship, “the presence of a native English speaker led to rapid improvement in the language skills of the students.” The school, which prides itself on an excellent English department, was pleased with the creative use of English that Marie contributed.

The Huang Fellowship experience showed Marie how much there is to see in the world and how valuable it is to live in a different culture. “I was always interested in medicine,” Marie says, “but the Fellowship increased my interest in international health. There is a need for people with both language and medical skills.”

Marie is currently working a two-year post as a researcher at the Urban Institute in Washington D.C. before going to medical school.

The Dr. and Mrs. C. J. Huang Teaching Fellows in China for 2002-2003 are Jennifer Yip ’02 (Political Science) and Jessica Belskis ’01 (Economics and History, specialization in East Asia; ’02 M.A. Sociology) Jennifer speaks Cantonese and some Mandarin, has taught in the Hong Kong Summerbridge program, and interned at both the National Network for Youth in Washington D.C. and with the Asian Pacific Youth Conference in San José. While at Stanford, she also tutored with East Palo Alto Tennis & Tutoring (EPATT) and taught in a language enrichment program in Menlo Park. Jessica studied for two quarters at Stanford Kyoto Center for Japanese Studies, tutored with EPATT, served as a VIA program assistant, and studied Mandarin while pursuing her Master’s in Social Psychology and Political Sociology.
Alumna Lindy Eichenbaum Lent (center) ’97, former SIG president and Stanford in Washington participant, attended the Salvatierra Walk Party during Reunion Homecoming 2002 on October with husband Jason Lent (left). The couple visited with longtime supporter of Stanford in Washington, MaryLou Openshaw Boone ’52. The Haas Center and its neighbors hosted the Walk Party, which featured a live band, popcorn stand, root beer keg, and tables loaded with information. Staff answered questions and led tours of Haas, and the new Career Development and Disability Resource Centers.

Revised U.S. News Rankings Recognize Service-Learning

For the first time, U.S. News and World Report included service-learning in its rankings for the 2003 College Ranking book. Stanford University tied for number one in this category with Berea College, Kentucky and the University of Pennsylvania. The University of Michigan and Portland State University rounded out the top five schools.

"At Stanford, we understand service-learning to encapsulate a variety of programs both within and outside the classroom," says Kent Koth, the Haas Center's Service-Learning Program Coordinator. "Clearly, this ranking reflects Stanford's commitment to innovative staff and student-led campus-wide public service initiatives."

U.S. News introduced its new rankings with the help of numerous education experts. Consulting with staff from the Association of American Colleges and Universities who are focused on quality initiatives in higher education, the national publication identified eight types of programs that have been shown to enhance learning and lead to student success. They then invited college presidents, chief academic officers, and deans of students to nominate up to 10 institutions as stellar examples of each.

The publication lists service-learning under “Academic Programs” with the subtitle “Programs that enhance learning.”

“In service-learning programs,” reads the description, “volunteering in the community is an instructional strategy—a requirement of a student’s coursework. The service informs what happens in class, and vice versa.”

The eight identified types of academic programs that lead to student success are: First-year experiences; Internships/Co-ops; Senior capstone; Undergraduate research/Creative projects; Learning communities; Service-learning; Study abroad; and Writing in the disciplines.

Stanford also ranked highly in other categories, garnering third place for its Undergraduate research/Creative projects, fifth place for its First-year experiences, and fifth place for its Senior capstone.

For more information, visit http://www.usnews.com/usnews/edu/college/rankings/rankacadprogs_brief.php
Where Are They Now?

Tracy-Elizabeth Clay '93 (Public Policy), a '93 Gardner Fellow who served with the Enterprise Foundation’s Neighborhood Transformation Program in Baltimore, MD, left Hogan & Hartson in August 2002 to accept the position of Director, State and Local Government Affairs for Teach for America (see Kudos, page 10). TFA is a national non-profit that recruits recent graduates from the top schools around the country to commit to two years of teaching in under-resourced urban and rural school districts around the country. Tracy-Elizabeth will be TFA's chief lobbyist at the state and local government levels in the 15 states where they currently operate. She writes, “It is a huge transition from my current job but I really feel ready to be challenged!” She invites old friends to visit her in Washington D.C. and adds, “Maybe I will see you in your hometown in the near future, since a big up/downside of my new job is that it will involve a fair amount of travel. Contact: (202) 371-8111 or teclay@stanfordalumni.org.

Rachel Maddow ’94 (Public Policy, Honors Program in Ethics in Society), a nationally recognized expert on the issue of HIV/AIDS in prisons, spoke at Stanford in November 2002. As a John Gardner Fellow, Maddow worked at the AIDS Legal Referral Panel in San Francisco and with Bay Area activist groups. Maddow was selected for both Marshall and Rhodes Scholarships in 1995, and obtained her doctorate in Politics at Oxford as a Rhodes Scholar. In Britain, she was general manager of the AIDS Treatment Project, the UK’s first community-based HIV/AIDS treatment advocacy organization. Maddow now works as a consultant on HIV/AIDS in prison issues for the National Minority AIDS Council, the ACLU National Prison Project, and other advocacy organizations. Her recent work organizing opposition to “worst-case scenarios” in HIV/AIDS in prisons policies helped end Mississippi’s longstanding exclusion of HIV-positive prisoners from prison programs. Contact: maddow@rcn.com.

Mailee Ferguson Walker ’96 (Urban Studies) is finishing her MBA in Change Management this year at the University of Pennsylvania’s Wharton School of Business. She and husband, David Walker (’96, Political Science, ’00, JD) are expecting a baby in March. While completing her MBA, she has been working at the Center for Applied Research (CFAR), a management consulting firm that works with business and nonprofits to improve effectiveness and performance. Upon graduation, she plans to pursue a career that combines her passion for nonprofit work with business practices. Contact: mailee@stanfordalumni.org.

The First Ford Fellows
As a strong testimony for the Tom Ford Fellowship in Philanthropy, established by Susan Ford and Philanthropic Ventures Foundation., all three of the 2001 Fellows are were hired after the completion of their fellowship experiences, two by the foundations they were working with through the Fellowship.

Sufia Dadabhai ’01 (Human Biology, Religious Studies minor), writes: “I’m working two halftime jobs for AmeriCorps. The first is as Team Coordinator, National AIDS Fund AmeriCorps Program. In that position, I coordinate all the major service projects for the 12-person team and am the liaison across the AIDS Fund, the host agency supervisors, and the team members. My other halftime is at one of the AmeriCorps host agencies as Outreach and Education Specialist, Children’s Hospital, Burgess Clinic, where I run the empowerment programs and do testing/counseling for the adolescent HIV/AIDS clinic.”

Alexis Kaminsky ’01 (Urban Studies) Since completing her fellowship, Alexis has continued working at the Robin Hood Foundation, now as a Coordinator within the Special Projects group. Her work is focused on literacy programs and professional development for the Library Initiative, a $50M partnership with the New York City Board of Education, supported by the Office of the Mayor, the City Council, and corporate donors, which seeks to increase student literacy skills by designing, building, equipping, and staffing new elementary school libraries.

Patricia Soung ’01 (Modern Thought and Literature, with Honors), was hired full-time at the Tides Foundation in San Francisco, the community foundation promoting innovative justice work where she served as a Ford Fellow. She plans to attend law school beginning in the fall 2003.
I n May 2002, I opened up a small law office in Compton, California. When people find out that I am a graduate of Stanford University and Harvard Law School, they ask why Compton? Could I not find any other job? After all, Ivy League graduates are not competing for jobs in a city with a reputation that has been destroyed by years of gang and drug violence.

Although my view of Compton differs from its reputation, not a week goes by that I do not also ask myself why I have taken on this challenge. Starting a new business is difficult. Learning the ropes of litigation is trying. Working with low-income and unsophisticated clients can be draining. Doing all three simultaneously is downright overwhelming. As a young solo practitioner with limited resources and experience, I often miss the security of a stable income and peer support. So, why did I choose this path? Quite simply - it allows me to be me.

When I arrived at Stanford I had big dreams and plenty of courage. Through the support of wonderful mentors and student support centers like the Haas Center, I took full advantage of the opportunities available. I traveled abroad, I participated in the Stanford in Washington program, I was involved in student government, I was a resident assistant, I was active in several student organizations and I took advantage of research grants that increased the relevance of my education. The post-graduate John Gardner Fellowship helped cement the ideals that were most important to me.

Although I learned a great deal from my experiences in law school and in the world of corporate law, I was not fulfilled professionally and personally. I used to think that once I completed my education, all of the pieces in my life would synchronize into a beautiful melody. Ironically, after working so hard to do well in school, the only thing I had accomplished was a dependency on a toxic job environment that helped pay bills (which reflected a less frugal lifestyle). Those experiences distanced me from the reasons I went to law school - to help low-income individuals, like my parents, reach their potential.

As alumni from institutions like Stanford, we have golden passports that can pry open sealed doors. We have the opportunity and responsibility to create work environments that allow us to grow, to learn and to be happy. Few others in our society and in our families have that flexibility. Although it has been financially and emotionally difficult to represent the working poor, I remind myself that I am doing what I want to do and in a way I want to do it. Starting my own law practice has taught me the greatest lessons in humility and personal responsibility. After all is said and done, I am the only person I can point a finger at when something goes wrong.

Now I understand that there is no magic signal that notifies us we are ready to make our dreams come true. After we travel the road that others help us define – we have only ourselves to look to for guidance. I do not know how long I will sustain my office. Perhaps, I will get tired of not earning enough money or the stress of helping low-income individuals will weigh too heavily on my personal life. Only time will tell. I now accept that my visions and passions will take many forms and directions. The luxury of my education is the privilege of choice. As you embark on a new year, I encourage you all to renew your spirit of service by drawing strength from your choices and exercising your privilege.
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