Haas Welcomes New Associate Director

After a nationwide search, the Haas Center for Public Service is pleased to announce that Srija Srinivasan ’90 (Human Biology; MBA ’95) has accepted the new position of Associate Director. She has been on the job since January.

This position is part of a new leadership model for the center, which is in its 20th year. Len Ortolano continues in his role as a professor of civil and environmental engineering while serving as the first Peter E. Haas Director of the center. His appointment is half-time for three years, to be rotated among faculty committed to integrating public service and the academic curriculum; the associate director’s full-time staff position will provide essential continuity.

Srinivasan’s ties to Stanford and the Haas Center are strong, with experiences with the Haas Center that began in her undergraduate years. She remarks that it has “been an organization that I have learned from and contributed to as a student and alum, and it is terrific to be able to continue learning and contributing in this new role.” Following her undergraduate graduation, she served as a John Gardner Public Service Fellow, spending a year in Washington D.C. at the U.S. General Accounting Office (now the Government Accountability Office).

Haas Tsunami Response Update

Although the university was closed for winter break when the South Asian earthquake and tsunami struck, students—especially those with family and friends in affected areas—immediately began emailing Haas staff, asking “…what can we do to help?”

Service-Learning Program Director Karin Cotterman and External Relations Director Suzanne Abel recognized that the magnitude of the disaster called for a thoughtful and long-term response. “Tsunami relief connects to everything the Haas Center serves in affected areas, we support coursework about related issues and more.”

Cotterman, Abel and colleagues from VIA (Volunteers in Asia) stepped in to coordinate staff and students wanting to help. They began by assisting Stanford Student Relief (SSR), the central organization galvanizing Stanford support for relief and rebuilding. SSR’s partnering groups have set up tables on campus and hosted benefit cultural events. The goal is to raise $100K from the Stanford community; they have chosen Save the Children as the beneficiary NGO (http://www.savethechildren.org).

Inside

Director’s Message..................2
Haas Philanthropy Program....3
Focus on Faculty...............4
Programming Report........6-7
Public Service Advising.......7
Student Reflection.............8
Kudos.................................9
Postgraduate Fellows.........9
Letter from an Alum..........10
Huffington Challenge.........10
Where Are They Now?.......11
New Haas website...............12
Students Developing as Citizens and Prospective Civic Leaders

In response to a request from the President’s Office that I make a presentation about the Haas Center to the Stanford Board of Trustees, I decided to frame my remarks around the links between the center’s work and Stanford’s mission. In preparation, I came across this statement of Jane Stanford’s intentions about the purposes of the university:

“While the instruction offered must be such as will qualify the students for personal success and direct usefulness in life, they should understand that it is offered in the hope and trust that they will become thereby of greater service to the public.” (Jane Stanford’s amendments to the Stanford Founding Grant).

Given that the Board of Trustees and the university’s top officers take the mandates within the Founding Grant quite seriously, this statement made it easy for me to demonstrate how the work of the Haas Center fits in perfectly with the founders’ intentions. Indeed, I have become increasingly convinced that our work in linking the community and public service performed by Stanford students with their academic programs provides an ideal setting for students to develop the civic skills and attitudes that will allow them to truly become “of greater service to the public.”

Examples abound. Consider our four K-12 programs in which, each year, hundreds of Stanford students provide tutoring and mentoring to youth in East Palo Alto. These programs give our students a close up view of the troublesome problems confronting many of our schools. Some of these problems will be the same ones that Stanford students who eventually become parents are likely to confront directly someday. In the center’s K-12 programs, Stanford students experience in a very immediate way the conditions that make their presence as tutors and mentors so necessary. Their awakening to the severe inequalities in resources and expectations as they are played out in local schools may motivate them to action, not only as parents, but as citizens and even public servants who can help change these conditions that so handicap low-income and minority communities. Student tutors initially benefit from the sense of empowerment they get by seeing that their direct service efforts can have a positive impact. Both this sense of accomplishment and the understanding of root causes gained from the experience can carry over into civic and public sector work on broader issues of educational equity.

This is but one example of what I’ve come to view as the Haas Center’s contribution to helping Stanford students enhance their abilities to contribute as vital participants in a democratic society. Indeed, all of our work in linking teaching, research, and leadership development, together with practical community and public service experience, contributes to the development of our students as citizens and prospective civic leaders. It is in this sense that the center’s work is fully consistent with what Jane and Leland Stanford intended when they jointly framed the university’s principal mission as including promotion of “the public welfare” and the exercise of “an influence on behalf of humanity and civilization.”

Leonard Ortolano
This year, the Haas Center is unifying and expanding opportunities for students to learn first-hand about philanthropy as a form of public service through a coordinated set of courses, presentations, summer and postgraduate fellowships.

“Philanthropy” refers to the concept of voluntary giving by individuals or groups to promote the common good, more specifically to funds given by foundations to nonprofit organizations that combat the causes of root social problems, and work to improve the quality of life for all people. Foundation professionals often are involved in analyzing community issues and needs while working to identify and/or develop strategies to effectively address them.

After a thoughtful consideration of the values, goals and issues underlying its philanthropy-related offerings, a working group began planning for a sustainable, expanded Philanthropy Program. This group includes Len Ortolano, Srija Srinivasan and Suzanne Abel of the Haas staff, President of Philanthropic Ventures Foundation (PVF) Bill Somerville, Haas Visiting Scholar Bruce Sievers, and Public Policy and Graduate School of Business (GSB) Lecturer Laura Arrillaga ’92 (Art; ’97 MBA; ’98 M.A., Education; ’99 M.A., Art). The goals of this group are to expand its membership, and to benchmark, assess and plan for strategic growth of the program.

According to Abel, the set of offerings is rare, if not unique. “Other universities have graduate programs, but little for undergraduates. There are few models for what the center now offers Stanford students. Typically philanthropy professionals learn through practice, beginning as staff in nonprofit organizations, then moving into program positions in philanthropic foundations and cycling back to nonprofits.”

Abel credits Bill Somerville with recognizing the importance of establishing a Haas philanthropy program. “Bill’s motivation was to get undergraduates thinking about the possibility of a career, for at least a portion of one’s service life. He was especially concerned that there is not enough input from young people in the philanthropy field.”

“Young people bring fresh ideas and insights into philanthropy,” Somerville says. “The Haas program is important because it gets students interested in the field, whether right out of school or later in their lives. It is also important for philanthropy to open its doors and not be an exclusive club.” Recently, Somerville, who is widely known for his innovative approach to philanthropy, conceived of the EPA Social Venture Fellowship, for which a Stanford senior or co-term student receives a $10,000 award to work for up to 14 months on a project that will benefit the East Palo Alto community. Somerville will mentor the fellow in addressing the sustainability challenges of the project.

Opportunities in the field of philanthropy began five years ago with the Sand Hill Fellowship in Philanthropy, through which undergraduates work intensively with a local foundation fulltime over the summer. The Tom Ford Fellowship in Philanthropy (2001) offers recent graduates a fulltime, 11-month placement at a U.S. foundation related to the fellows’ interests and experiences. (See page 10 for a letter from a Ford fellow.) Both of these fellowships are supported by Haas National Advisory Board member Susan Ford Dorsey through PVF. Other fellowships offered are the CFSV John Gardner Fellowship in Philanthropy, through which one or two students work at the Community Foundation Silicon Valley (CFSV); and the Arrillaga Fellowship in Philanthropy, enabling students to gain experience at the Silicon Valley Social Venture Fund (SV2), or the Global Fund for Women.

Bruce Sievers, former Executive Director of the Walter and Elise Haas Fund, feels very fortunate to have spent a significant portion of his career in foundations. “Few professional fields..."Philanthropy" continued on page 5 The center's Philanthropy Program seeks new investors.
We welcome your support of students who wish to explore professional and personal opportunities in this vital and growing public service field. Contact Suzanne Abel, sabel@stanford.edu. gift opportunity
Leadership & Civic Responsibility Perspectives Speaker Series
School of Education, Cubberley Auditorium, 7:00-8:30 p.m.

April
5 Tom Ehrlich, Senior Scholar, The Carnegie Foundation for the Advancement of Teaching
12 Rabbi Jay Miller, Executive Director, Peninsula Clergy Network
19 Professor Deborah Rhode, McFarland Professor of Law, Stanford Law School
26 Professor John Hennessy, President, Stanford University

May
3 Mayor Ron Gonzales, San José, CA
10 John Morgridge, Chairman of the Board, Cisco Systems; Member, Stanford Board of Trustees
17 Dr. Arlene Ackerman, Superintendent, San Francisco Unified School District
24 Suzanne Tacheny, Member, California State Board of Education; Education Director, San Francisco Foundation

"Steve Davis" continued on page 5
“Philanthropy” continued from page 3

can compare with philanthropy in connecting entrepreneurship with social problem-solving and to apply resources to public needs. It has the freedom of the private sector and the social relevance of the public sector, with the downsides of neither.”

Two years ago, Sievers helped initiate a Public Policy course, Introduction to Civil Society and the Nonprofit Sector, providing an exploration of how foundation professionals reconcile private and public roles, determine public needs, and address other fundamental questions of contemporary philanthropic practice. He also organized a speaker/discussion series called The Role of Philanthropy in Society to bring leading thinkers and practitioners in foundation philanthropy to Stanford. Co-sponsored by

Lauren Wechsler ’04 (History)
(left), the 2004-05 Arrillaga Fellow in Philanthropy, is pictured here at the GSB with Stanford Lecturer and alumna Laura Arrillaga.

Haas and the GSB’s Center for Social Innovation, this series addresses current controversial issues, such as public accountability across the sector, effectiveness, and civic mission.

Laura Arrillaga sees the field from many different angles. She is a philanthropist, a foundation professional, and a teacher. Her new Public Policy course, Philanthropy: Effecting Change in the Public Sector, was offered fall quarter 2004 to introduce freshman and sophomores to the field for the first time. Students may take her second course, Strategic Issues in Philanthropy, offered through the GSB during winter quarter, to examine related issues in more depth.

Arrillaga’s vision for the Haas program is in line with what she feels would be beneficial to both Stanford students and to the community. “I would like to grow the Haas program, and ideally encourage greater participation by the philanthropic community to support these efforts. Haas has an extraordinary opportunity to provide leadership to universities everywhere.”

“Steve Davis” continued from page 4

organizations that provide benefit or service to the public at-large or targeted groups are characterized by highly interactive relationships with constituents within and outside of the organization. “Because of the character of these organizations, students will study how to build teams and distribute leadership. The goal is to help them develop political acuity and persuasive communications skills. In addition, understanding themselves—learning styles, values, aspirations, biases, weaknesses, etc.—and managing emotions under stressful circumstances, are crucial to the development of effective leadership.”

Davis feels that the university is the ideal place and time of life for students to study leadership in pursuit of civic responsibility in a formal setting. By taking leadership courses with this particular focus, “…students will learn what it means to be a participant in a democratic society, and what leadership actually looks like.”

Supporters of SSR include President John Hennessy and his family, who have made a commitment to match up to $5,000 in student contributions for humanitarian aid. Donations can be made online at: http://donations.stanford.edu.

As students returned to classes in January, Haas staff created a display for the reception area, which includes a map of the region and key facts about the challenges facing affected countries. Haas, VIA and SSR together are presenting After the Waves: Recovery from the Tsunami Disaster in South Asia, a series of free, public educational programs. In February, a panel discussion during Stanford Parents’ Weekend, also co-sponsored by the Engineers for a Sustainable World, featured Rudy von Bernuth, Vice President and Managing Director, Children in Emergencies and Crisis Division, Save the Children; Alissa Keny-Guyer, Mercy Corps (recently returned Aceh); Amelia Wu, Vice President, Programs and Evaluation, Global Fund for Women; and Dave Abernethy, Professor of Political Science, Emeritus (moderator).

Subjects covered included included long-term, sustained NGO involvement and a focus on women and children.

Events planned for spring quarter are panels on Eyewitness Reports and Technological Challenges. Members of the Stanford community are encouraged to contact the Haas Center to participate in the final spring panel, How is the Stanford Community Responding? “This is a global event with long-term consequences,” Cotterman says. “It is our responsibility to help the students understand all of the issues, including their own roles and how they can help.”

“Tsunami” continued from page 1
Fellowships

Over 225 students attended the Fellowships Program Open House in November to hear from Haas staff and former fellows about public service fellowship opportunities for the summer and after graduation. Pictured above are Jeanne Wahl Halleck (front, seated) and Jon McConnell (rear, standing) talking to students about the John Gardner Public Service Fellowship and the Tom Ford Fellowship in Philanthropy, both postgraduate year-long service work experiences.

Courses

Students in the Stanford Institute for Diversity in the Arts (IDA) workshop, Hawaiian Songs of Sovereignty, led by visiting artist Ka’ala Carmack, rehearse for their final performance in March 2004. Housed at the Haas Center, IDA was launched in 2001 as a diversity initiative exploring the ways in which the arts offer a means to achieve greater cultural awareness and foster intercultural dialogues about race and ethnicity at Stanford and surrounding communities. The goal of IDA is also to expand the range of arts courses that are taught at Stanford. The centerpiece of success of the IDA program in its first four years has been the Resident Artists Program. IDA has hosted 16 professional artists to teach workshops in a wide range of art forms. Involving world-renowned artists in residence whose contemporary creative work is rooted in cultural traditions in diaspora will continue to drive the IDA program. With great student interest in the program, IDA is working with Humanities & Sciences Dean's office and the Comparative Studies in Race & Ethnicity Program to grant undergraduate major and minor degrees and bring together a unique intellectual community of arts practitioners and scholars on campus.

Community Programs

Farewell, Cathy…Welcome, Christine!

Haas Center staff bid farewell to veteran staffer Cathy Avila, who left in December with her family for Ft. Worth, at a barbeque with “all the trimmings.” In 2002, Cathy assumed the post of Upward Bound Director, overseeing the renewal of the federal grant for that program. Cathy first came to the center in 1996 for a two-year stint as Assistant Director of UB, returning in fall 1999 as Student Development Program Advisor, then as Director of Student Development and Leadership. We wish Cathy all the best as she begins her new life with her husband, Kelly, and two sons, Kenneth and Carter, confident in the knowledge that wherever she is, Cathy will always make a difference in the lives of others.

Christine Solari succeeded Cathy in the position of UB Director in early February. Christine’s background includes work with the EOP Summer Bridge program at San Francisco State University and as Associate Director of California Campus Compact. She has university teaching experience and a deep understanding of service-learning, as well as experience managing federal grants. Her experience and talents complement the strengths and gifts brought to the program by Brian Aguilar, Assistant Director, and Aurora Soto, Program Coordinator. Special thanks to Brian and Aurora for the very high quality, professional way they managed UB during this period between directors. Welcome Christine!

Research

Nicole Medeiros ’06 (History) presents her plan for a research project on race and higher education in Brazil, as part of Urban Studies 123, Introduction to Community-Based Research, a course initiated fall quarter 2004 by Jackie Schmidt-Posner. Schmidt-Posner, who also directs the Public Service Scholars Program, consulted with the center’s three advisory boards during fall quarter to assess the scope and effectiveness of current community-based research opportunities.
PSI-FY Enters Third Year
By Lara Siu

Public Service Initiative-First Year (PSI-FY), a collaboration of the Haas Center and Undergraduate Advising Programs, was created as a way to introduce first year students to public service opportunities and academic resources that link service and learning.

Now in its third year, PSI-FY welcomes two new academic advisors to the program, Assistant Professor Ron Barrett (Anthropological Sciences) and Rabbi Patricia Karlin-Neumann (Office of Religious Life), who join returning advisors from the Haas Center, Suzanne Abel and Jackie Schmidt-Posner. Each advisor is paired with a Peer Advising Assistant (PAA), and together they work with a group of eight first year students who self-identified as having an interest in and commitment to public service.

Julie Veroff ’07 (International Relations), a former participant and current PAA, shares her thoughts on her experience in the program:

“Being in PSI-FY immediately connected me with a small group of students who were equally as passionate about public service, and made me see some of the many possible avenues for service that I didn’t realize existed. Also, having an advisor who knew all about service opportunities like fellowships and Stanford in Washington helped to motivate me and expose me to more ways to do service.”

Julie continues: “Most importantly, though, I think I entered college with the idea that adults didn’t do service, that it was something young people did in high school and college either to put on their resumes or because they were genuinely committed to changing the world but that, either way, the real world would inevitably turn them away from a service focus. It was incredibly refreshing and reassuring to be the mentee of an advisor who showed me that service is a way of life, not something that you do on Saturday afternoons or something that is reserved for the young.”

Incoming student interest in the program remains high, so the Haas Center will continue to recruit service-oriented advisors and peer advisors. For faculty or staff interested in getting involved, and sophomores or juniors who would like to find out more about being PSI-FY peer advisors, please contact Suzanne Abel, sabel@stanford.edu.

Associate Director” continued from page 1

Srinivasan expresses appreciation for the opportunity: “I am honored to be a part of the senior staff of the Haas Center, in a role that includes planning and policy-making, financial management, human resources and day-to-day coordination of the center’s operations. I feel fortunate to have a vantage point that encompasses all of the center’s work, and I love the opportunity to assist the center in meeting its mission to connect academic study to community and public service.”

Make a gift to the emerging Leadership Development program to help leaders of community service student organizations become more effective today and after graduation.

gift opportunity

Leadership Development

Dan Stringer ’06 (Undeclared) and Johnny Falla ’06 (International Relations) participate in a leadership skills self-assessment exercise as part of the new Cultivating Public Service Leadership course taught winter quarter 2005 by Jon McConnell, Student Development Programs Director and Karyn Bechtel, Public Service Education Specialist.

“Associate Director” continued from page 1

Soon after, she returned to Stanford to earn an MBA and Certificate in Public Management from the Graduate School of Business. At the GSB, she was honored by her peers with the Earnest C. Arbuckle Award, which recognizes contributions to the business school community.

Her background includes more than a decade of leadership roles in government, nonprofit and philanthropic organizations. As a Program Officer at Peninsula Community Foundation (PCF), she led grant-making efforts in the foundation’s Health & Wellness and Supporting Families portfolios aimed at strengthening the safety net and improving community health and well-being. She also led the foundation’s involvement in an $8 million initiative to provide universal health insurance coverage for children in PFC’s service area.

Srinivasan expresses appreciation for the opportunity: “I am honored to be a part of the senior staff of the Haas Center, in a role that includes planning and policy-making, financial management, human resources and day-to-day coordination of the center’s operations. I feel fortunate to have a vantage point that encompasses all of the center's work, and I love the opportunity to assist the center in meeting its mission to connect academic study to community and public service.”
Marveling at what SIG does for Students
By May K. Chiang ’05 (Public Policy)

At a university full of talented individuals like Stanford, there is no shortage of opportunities to admire the work of your peers. I experienced such a moment of admiration during this year’s Stanford in Government (SIG) Fellowship Night. This annual event marks the beginning of our fellowship application and selection process. Stanford in Government offers over 30 paid internships in government offices and nonprofit organizations in California, Washington, DC and abroad to students each year. Our placements have included the World Bank, the Carter Center, the International Labour Organization, and several offices of California State Assemblymembers, such as Joseph Canciamilla (D-11th Assembly District).

One of the 2004 international fellows volunteered to assemble an exhibit of photographs, collected from various SIG fellows, for this year’s Fellowship Night. I did not expect to be confronted with such beauty. Someone even asked me if talent in photography was a requirement for SIG fellows. The exhibit provided brief glimpses into the lives of the fellows once their workdays ended: a beach in Timor-Leste, the spires of buildings in Moscow, new friends in Ghana and South Africa.

As I marveled at the photographs taken by our fellows, I found myself unexpectedly seized with pride: I am part of an organization that made these wonderful experiences possible. Still more exciting to me was knowing that we were beginning a new cycle, which will culminate in a new class of fellows who will have amazing experiences of their own to share when they return.

As 2004-05 Chair of Stanford in Government, my daily responsibilities in managing a 35-member student organization leave me little time to remember that SIG is unique as an organization. A nonpartisan group established in 1963, SIG encourages public service in two broad ways: first, by encouraging students to work in public service through the fellowships program; and second, by educating students to be informed citizens through speaker events, faculty panels, voter registration drives, and service projects.

I believe a key factor in our success and longevity has been our relationship with the Haas Center. Haas is our home in many ways. Our office is on the first floor in the Chuck Ludlam room, and we receive guidance on programs and fellowships from two Haas staff advisors, Jeanne Wahl Halleck and Suzanne Abel. The support of the Haas Center strengthens our commitment to public service and unifies our efforts under the Haas mission. Through this critical relationship, we are able to offer students a chance to explore a facet of public service they may not have seriously considered before: government and public life.

May K. Chiang is the 2004-05 Chair of Stanford in Government, and has been a member of SIG since her sophomore year. Through the Haas Center, she also has participated in Stanford in Washington (fall quarter 2003) and Alternative Spring Break (“HIV/AIDS in New York,” 2002).
Kudos

Stanford Alumni Association
To honor donors and faculty with Haas connections.

Stanford Associates 2004-05
Governors’ Awards
Kelly Moylan ’77
(Human Language)
Goodwin Liu ’91
(Biological Sciences)
Jim Montoya ’75
(Spanish; ’78 M.A., Education)

Susan Wei-An Tieh ’04
(International Relations/Chinese)

Jane Vaynman ’04
(International Relations/Russian and East European Studies)

Kim Vinh ’03
(Urban Studies/English)

Diana Vizcarra ’04
(Comparative Literature)

Tracy Williams ’04
(Economics/Political Science)

National
Marshall Scholarships (U.K.)
Sheena Chestnut ’05
(Political Science)

Tarun Chhabra ’02
(Slavic Language)

Joe Shapiro ’03
(Economics/Philosophy)

Mitchell Scholarship (Ireland)
Alex Greninger ’04
(International Relations/Biological Sciences)

Rhodes Scholarship (Oxford)
Sarah Schulman ’05 (Human Biology; M.A. Education)

Sweater Student Humanitarian Award
Ravneet Kaur ’05
(Biological Sciences)

2004-05 Postgraduate Fellowships

John Gardner Public Service Fellows
This 10-month fellowship provides recent graduates with the opportunity to work with a mentor—a senior figure in a government or nonprofit agency—who can help foster professional development in fellows devoting their talent, energy and training to public service. Three fellows from Stanford (below) and three from U.C. Berkeley are selected each year.

Stephen Chan ’04 (Public Policy), The Boston Foundation, Boston, MA. Mentor: Paul Grogan, President.

Golda Philip ’04 (Cultural & Social Anthropology), National Immigration Project, Boston, MA. Mentor: Gail Pendleton, Associate Director.

Tianna Terry ’04 (Political Science), Fannie Mae Foundation, Washington DC. Mentor: Ellen Lazar, Senior Vice President of Housing and Community Initiatives.

Tom Ford Fellows in Philanthropy
Modeled on the John Gardner Fellowship, this experience intends to bring more young people into philanthropic work by providing the opportunity to work with a mentor at a U.S. foundation. Offered in conjunction with Philanthropic Ventures Foundation (PVF).

Catherine Barnard ’04 (Human Biology), Henry J. Kaiser Family Foundation, Public Affairs Center, Washington DC. Mentor: Diane Rowland, Executive Vice President.

Britt Ehrhardt ’04 (Psychology; African Studies minor), Firelight Foundation, Santa Cruz, CA. Mentor: Jennifer Astone, Executive Director.

Lillian Bowie ’04 (Urban Studies; M.A. Sociology), Kimsey Foundation, Washington DC. Mentor: James Woody, Executive Director, Communities in Schools of the Nation’s Capital.

Dr. and Mrs. C. J. Huang Teaching Fellowship
Jointly administered by the Haas Center and VIA (Volunteers in Asia), this program provides the opportunity for graduates to teach for 1-2 years at Ou Yang Yu Experimental Middle School in Hunan Province, China.

David Hu ’04 (International Relations)

Megan Root ’04 (East Asian Studies; Urban Studies minor)

Kiel Renick ’04 (International Relations/History)
In the Quest for Social Justice
By Patricia Soung '01 (Humanities)

In 2000, “philanthropy” first entered my vocabulary as a word connoting smart investments, innovation and strategic impact. When I joined the inaugural class of Tom Ford Fellows in Philanthropy in 2001, my understanding of the field matured exponentially as I encountered a sector replete with dynamic and wide-ranging programs, institutions, people, visions and ideas.

Working in philanthropy has been part of my ongoing quest for social justice, especially for underprivileged communities. Drawn to the Tides Foundation in San Francisco for its vision of social, economic and racial justice and equity, I developed a fuller analysis of the barriers to participation in not just politics, but education, the economy, and society in general. I studied topics ranging from youth development, living wage and education, to capital campaigns, donor development and foundation best practices. This generalist vantage point allowed me to see the interconnections across seemingly disparate areas of work. Also, visiting nonprofit organizations and evaluating endless grant proposals trained me in detecting the core ingredients of healthy, effective efforts for social change, and delivering persuasive written and verbal arguments for what to fund. After my 11-month Fellowship term expired, I was asked to stay at Tides to continue working on a national donor initiative focused on economic justice, and an activist-led project supporting youth organizing across California.

The Tom Ford Fellowship was a privileged entry point into philanthropy. With September 11th marking my start date at Tides, my immersion in emergency response measures underscored the critical role that foundations play as innovators and allies in the community. I also learned that foundations need self-awareness, sensitivity and humility to function as principled, accountable partners in problem solving.

Philanthropy is not without its challenges. Like any sector, it is dotted with politics, personalities and other frustrations. In 2003, I declared my foundation days over, appreciative of my experience thus far as I prepared to enter law school. When the Funders’ Collaborative on Youth Organizing approached me with the prospect of working for young people’s social justice efforts, I did an about-face. The timing was opportune as the brawny field of youth organizing was quickly evolving and proving itself to the community. Within three weeks, I had cancelled a plane ticket to Shanghai, deferred law school for two years, and packed my bags for the Big Apple.

Today, I continue to work with a national collective of foundations and activists to award grants, and to promote learning about youth organizing. What regularly inspires me is the extraordinary movement of people and institutions committed to youth leadership, social justice and racial equity. The youth are my regular instructors—for instance, reminding me to celebrate our histories and cultures, or insisting that fun is a basic part of personal and organizational sustainability.

It is with the deepest admiration for all of my youth and adult allies that I carry invaluable lessons with me as I again prepare to head to law school this year—that conflict and debate should be welcomed as a sign of a healthy democracy and an active, concerned citizenry; that the locus of reform leadership has been and continues to be local communities; and that substantive justice must be fought for alongside procedural justice.

Patricia Soung participated in Stanford Leaders for Public Service, Alternative Spring Break, Night Outreach, and Street Forum. She was a Haas Visiting Mentor Program Assistant and received Stanford University’s James W. Lyons Award for Service.

Huffington Challenge for Fellowship Endowment

Former Congressman Michael Huffington ’70 (Economics/General Engineering) has pledged up to $125,000 in matching funds in order to endow the Stanford Pride Summer Fellowship. “This fund will enable us to continue sponsoring Stanford students as they explore ways of promoting activism within the Lesbian, Gay, Bisexual and Transgender communities in the U.S. and around the world.” Huffington challenges donors to help fund a permanent endowment for the fellowship, thereby ensuring that Stanford students will have this beneficial program in perpetuity. All are invited to the Huffington Challenge event on Thursday, March 17 at 7:00 p.m. Join host Chip Conley ’82 (Economics; MBA ’84), co-founder and CEO of Joie de Vivre Hospitality at the grand opening of the Hotel Vitale, 8 Mission St., San Francisco. Huffington will be on hand to speak about the Challenge. To make a contribution to the Stanford Pride Fund, please contact: George Duran, george.duran@stanfordalumni.org.
Where Are They Now?

Tamara Alvarado ’95 (Spanish), a former Upward Bound staff member, is enrolled in the Master of Public Administration Program at San José State University, while serving as the Executive Director of Movimiento de Arte y Cultura Latino Americana. MACLA is a local organization that supports Latino artists by showcasing new work in the visual, literary and performance arts. “MACLA strives to challenge traditional notions of what art is. We support all art forms but our role is to present new artistic interpretations.” Alvarado began her involvement with MACLA as a community partner through her work at the Washington United Youth Center of San José. The organization reaches over 16,000 people annually, and for the past ten years has presented more than 500 emerging and highly established artists and authors. Alvarado likens MACLA to “an incubator where people explore the ideas that are shaping a new generation of bicultural/bilingual Americans.” tamara@maclaarte.org

Roxanne Joyal ’01 (International Relations) first connected with the Haas Center as a 1999 Haas Summer Fellow, coordinating youth empowerment programs in Toronto, and then as a 2000 Stanford in Government fellow at the World Bank in Harare, Zimbabwe. She writes that her experiences with SIG and the Haas Center broadened her service interests and taught her skills that helped her move forward with her public service endeavors in the legal arena. At the end of her senior year, she was awarded a Canadian Rhodes Scholarship, and chose to read law at Hertford College in Oxford. She completed her degree in June 2004, with a specialization in family, labor, and European competition law. She writes, “My experience in Oxford was nothing short of fabulous. The graduate community…is extremely diverse and I tremendously enjoyed meeting these talented individuals.” She is now in the process of writing exams in order to practice in Canada. Beginning in August 2005, Roxanne will be clerking at the Supreme Court of Canada for Madame Justice Marie Deschamps. roxannejoyal@gmail.com

Monica Lam ’96 (Urban Studies) wrote, directed and edited a video about the Haas Center for the “Celebration of Service” Reunion Homecoming 2000. Subsequently, she earned an M.A. in Journalism from U.C. Berkeley (2004). She is now on a fast track with documentary production and co-produced a piece with reporter Serene Fang for FRONTLINE/World, PBS’s international news magazine. The segment, titled “CHINA: Silenced,” was broadcast nationally on January 11, 2005. In the piece, Monica and Serena visit a remote Chinese province, Xinjiang, to investigate growing tensions between the government and the Muslim people known as the Uighurs. zema@stanfordalumni.org

Tara Veazey ’95 (Public Policy) joined the staff of the Haas Center after graduation, working fulltime as a service-learning curriculum assistant until leaving to pursue a law degree at Yale. Upon graduating from law school in 2001, Tara received an Equal Justice Work Fellowship (formerly NAPIL) with Montana Legal Services Association to expand the legal resources available to domestic violence victims living in rural eastern Montana. In the fall of 2003, Tara launched the Eastern Montana Self-Help Law Project with seed money from Echoing Green Foundation, Initiative for Public Interest Law at Yale, and Montana Legal Services Association. In an article in The Montana Lawyer, Tara writes: “Throughout the state and country poor people are being systematically denied even the most basic access to our legal system – and the rights and remedies it promises.” Currently there is only one legal services attorney covering the 45,000 square mile region. Through the Project, Tara is helping provide self-help legal resources, advice, and community education. For more information about the Project, visit mtselfhelplaw.org or e-mail Tara: tveazey@mtlsa.org

To Haas Center Alumni & Friends:
Please help Stanford Student Relief achieve its goal of $100,000 to assist the victims of the recent earthquake and tsunami in South Asia and Somalia. Donations can be made online at http://donations.stanford.edu.
The
Haas Center for Public Service
proudly presents its newly designed,
much improved website.

http://haas.stanford.edu

* Explore all the exciting opportunities the Haas Center has to offer.
* Navigate with ease through our 5 program areas.
* Enter through portals designed especially for students, faculty,
  community organizations, alumni and donors.

Make a Gift Online!

Select Donors for special gift opportunities, funding information and more. Then, simply click on the
Make a Gift Online button! THANK YOU!