I often get tentative questions from alumni about how the university supports our work with undergraduates, so I am happy to report that The Stanford Fund for Undergraduate Education (TSF) has underwritten several important public service education initiatives at the Haas Center since 2003. TSF, “the university’s highest priority for annual giving” (including reunion gifts), is an umbrella program that exclusively supports today’s undergraduates through scholarships, innovative academic programs, and student groups of all kinds. Through TSF and those who contribute to it, the university has done a great deal to further the development of engaged citizen leaders by seeding new ideas and sustaining student-focused programming at the center.

Since its founding in 1985, the Haas Center has illuminated and facilitated the symbiosis between academic study on the one hand, and community and public service, on the other. As public service education has emerged as a priority for both the university and the center, The Stanford Fund has become a critical resource for Haas Center innovation. Beginning with a five-year commitment (2003-08) of direct general support for student and leadership development, as well as for the 40-year-old non-partisan student organization, Stanford in Government, other Haas Center programs also have benefited from TSF support. These include Ravenswood Tutors, a collaboration with faculty at the Stanford School of Education; a public leadership course and lecture series; and Call to Serve, a pilot program of the Washington DC-based Partnership for Public Service, to educate students about careers in government service. Growing out of Call to Serve, and in response to a new priority

An original work of mural art will soon grace the walls of the Haas Center’s foyer. Our heartfelt thanks and admiration go to our community partners at the Mural Music and Arts Project of East Palo Alto (MMAP) and to Sonya Clarke-Herrera, MMAP Executive Director. Working closely with Jackie Schmidt-Posner, Interim Managing Director, who initiated the project, and Haas staff, mural artist Enrique Allen ’08 (Human Biology) led a group of MMAP teens through concept, research, and sketches to the final artwork. Christine Solari, Upward Bound Director, staff liaison to MMAP, coordinated the collaborative aspects of the project. Several campus-affiliated groups participated. Above (l to r) is an excerpt of the panel 3 sketch; and Fernando Perez, an Upward Bound junior from Woodside High School, working on the project. Watch the Haas website (http://haas.stanford.edu) for a complete description of the symbolism in the three panels, and an announcement of project completion.

**Inside**

- Faculty Director’s Message........2
- Service-Learning News..........3
- Focus on Faculty....................4
- Kudos...........................................5
- Programming Report.............6
- Student Reflection..................9
- Letter from an Alum.............10
- Where Are They Now?.............10
- Donor View.............................11
- The Stanford Challenge...........12

“The Stanford Fund” continued on page 5
Launching a Strong Co-Leadership Model

One of the hallmarks of the Haas Center is its rich tradition of flexibility. The ability to respond positively to change, to harness its transformative power, is what has enabled the center to evolve from a collection of student volunteer organizations and summer fellowships into a nationally-respected unit of Stanford that spans academic and student services with over 20 programs in which students can learn and serve.

Since the departure of Managing Director Nicole Taylor last August, I have been working closely with Jackie Schmidt-Posner ’89 (PhD, Education), who served as Associate Director for Public Service Education and who graciously stepped into the position of Interim Managing Director. Together with all three Haas advisory boards and senior staff, we have begun to re-think and re-formulate the role of the Managing Director. We have determined that the position, in order to attract a dedicated, mid-career leader, needs more specificity and a greater degree of responsibility for the policies and programs of the center.

The position, as we have re-envisioned it, will now be called Executive Director for the Haas Center and Assistant Vice Provost for Student Affairs. We have determined the job responsibilities of that position, clearly delineated in relation to my position as half-time faculty Peter E. Haas Director, as well as those duties we share.

The ED, as the Managing Director before, will have primary oversight of Haas staff development, center management, and financial management, and be the center’s primary liaison to the Offices of the Vice Provost for Student Affairs (VPSA) and the Vice Provost for Undergraduate Education (VPUE).

Shared duties will include fund development, board relations, budget priorities, and most importantly, the Haas Center’s vision for its future directions. I will assume the primary liaison role with the Faculty Steering Committee; the ED and I will share the role for the National Advisory Board.

As faculty director, I can turn to the Faculty Steering Committee as a valuable resource to advise me and help me set priorities for the center. My responsibilities also include creating partnerships with other faculty-led centers at the university and representing the university externally.

Finally, I represent Haas programs and interests as the university administration moves in new strategic directions. For example, as plans develop for the new North Campus in Redwood City, I have attended meetings and advocated for programs in the public interest. In this way, I hope to ensure that public service continues to be a significant part of the university’s mission.

The search is underway for the new Executive Director, and we hope to announce the selection by June 2008. The work of the Haas Center is nationally-known through such organizations as Campus Compact, which has recognized our success in deeply connecting our students’ academic and community experiences. Our stature will allow us to attract a national leader in academic service-learning and community engagement to the new position of Executive Director for the Haas Center and Assistant Vice Provost for Student Affairs.

—Gabriel Garcia
Peter E. Haas Director
New Position, New Initiatives for Service-Learning Program

Over the past twenty years, the service-learning program at the Haas Center has grown at a steady pace, offering assistance and programming for faculty interested in teaching courses with a service component or practicum, or more broadly, courses which prepare students for or focus on the arena of public service. For Mana Hayakawa, the newly-created full-time position of Service-Learning Coordinator combines the best of what she’s learned from practical experience. She has worked at Rape Trauma Services of San Mateo County and at Pomona College, Claremont, CA, where she served as Assistant Director of the Asian American Resource Center in Student Affairs. Her undergraduate degree is from UC Santa Cruz (2001) and her Master’s in Social Justice Education is from the University of Massachusetts, Amherst. “My experiences include working with students, community partners, faculty, and staff,” says Hayakawa, who connects with the same groups in her current work.

Her position was created in response to growing faculty demand for support with community partners and student placements in service-learning courses. Fall quarter, she assisted the three Deans from the Office for Religious Life in arranging placements for the eight students enrolled in their course, Urban Studies 126: Spirituality and Nonviolent Urban and Social Transformation (see Courses, page 7), and winter quarter, she serves as a course assistant. In the process, Hayakawa added two new organizations to the list of those that offer internships to Stanford students: American Friends Service Committee and Code Pink (a feminist peace and justice organization).

This year, Hayakawa (right) has met regularly with Tania D. Mitchell (left), EdD, Director of Service-Learning for Stanford’s Center for Comparative Studies in Race and Ethnicity, Michael Kahan, Lecturer in Urban Studies, Kathy Coll, Lecturer in Feminist Studies, and other faculty in Stanford’s interdisciplinary studies programs.

Another important development is the connection forged among faculty in schools previously operating independently to provide service opportunities for their students. Winter 2008 sees a second quarterly meeting between service-learning directors and staff from interdisciplinary programs, as well as various schools, such as law, engineering, business and medicine. The meeting is hosted by Mitchell, and will be attended by Karin Cotterman, the Haas Center’s Service-Learning Program Director, who hosted the initial meeting fall quarter, Kelly Beck, Assistant Director of Service Learning Programs, and Hayakawa. “This is an opportunity to look at service-learning university-wide,” Hayakawa explains, “to talk about challenges and positive aspects of our relationships with community partners, what works and what doesn’t, and to see what we’re missing. For example, at the fall meeting, we realized the obvious: we need a community partners’ database. This collaboration is important because it affects so many people in so many disciplines.”

Hayakawa is also collaborating with Coll to present a panel of community organizers who have hosted students in courses. The program is aimed at Coll’s prep course for summer practica and is open to all interested students. “What does it mean to host a service-learning student?” Hayakawa asks. “We want students to gain a new perspective about the challenges and potential for effective partnerships in their own service placements.”

—Elise Miller, Communications Director

In Memoriam
Debra Kim Emery
1972–2007

The Haas Center community lost a good friend and creative collaborator when Debra Kim Emery suffered a fatal stroke on October 30, 2007 at the age of 35. Deb’s position as Research Associate in the John Gardner Center for Youth and Their Communities (JGC) was a joint Haas-JGC creation designed to train and support undergraduate students to do community-based research (CBR) in youth development. Deb’s expertise in CBR, her depth of knowledge and experience in service, and her warm and spirited personality made her a perfect fit for the role. Though only a year into the position, Deb was already a respected colleague, a responsive teacher and a much sought-after advisor to students. She is greatly missed at the Haas Center. We are in conversation with our JGC colleagues as to how to best assure the continuation of her essential work. For more information, please see http://news-service.stanford.edu/pr/2007/pr-emyr-110707.html.
David Abernethy
Professor of Political Science, Emeritus

As an emeritus professor, David Abernethy enjoys certain advantages. He can direct his academic activities in fresh new ways. He can focus on his interaction with undergraduates, whom he unabashedly calls “more fun than graduate students” because “they’re still thinking broadly about their interests and career choices.” Since he started teaching in 1965, he has seen fundamental changes in the concerns of socially conscious students. “During the 1960s through the 1980s,” Abernethy recalls, “students wanted to organize politically to address big things they didn’t like: U.S. involvement in Vietnam and then the apartheid regime in South Africa. More recently, students have shifted to working individually on small-scale, non-political projects they do like, such as appropriate technology and micro-credit. And the model for student work with poor and powerless people has changed from a benevolently paternalistic charity- or pity-based approach to a more client-centered, collaborative approach, where the goal is to help people improve their conditions by their own actions.”

Abernethy’s research and teaching interests have long focused on sub-Saharan Africa. He’s been involved for several years with the Haas Center’s Fellowships Program, helping to shape its African Service Summer Fellowships in conjunction with the African Studies Program. He has also been an academic mentor to overseas Fellows, preparing them for their experiences and debriefing them after they return to campus.

Since his “retirement” in 2002, Abernethy has taught an undergraduate course called Non-Governmental Organizations and Development in Poor Countries every other year. The course, offered this quarter, examines differences among governments, for-profit organizations, and civil society organizations, and ways in which NGOs work with – and challenge – governments and corporations. The course asks how NGOs stimulate development and provide relief in time of natural disaster and war, and how well they perform these tasks.

In his lectures Abernethy points out recurring problems faced by NGOs here and abroad, such as the ceaseless competition for funds, charismatic founders who do not want to let go, and a general resistance to managing resources in a “businesslike” way.

“Students in the class have a reason for being there,” he says. “Of approximately 100 students enrolled, 90% anticipate working for an NGO at some point in their careers. This group tends to idealize nonprofit agencies whose stated goals are ethically attractive. These are exactly the students who need to be cautioned against a view that may not correspond to reality. Sometimes an organization with a wonderful goal can be very badly managed and spend its scarce resources inefficiently.”

The classroom is not the only setting Abernethy uses to help Stanford students become more engaged with the world’s problems. “When I retired,” he says, “I wanted to stay in touch with undergraduates with international development interests, but without continually grading papers and exams and preparing lectures. So I decided to set up a no-credit group that focused on what students wanted to do - and what they might actually do - after they finished their formal education.

Abernethy’s Development Careers Discussion Group meets two to three times a quarter to talk about graduate programs, opportunities for post-college internships and, most importantly, career and life goals. “In one session I ask students to describe their ideal jobs. In another I ask what initiatives they could take to create such jobs in the (highly likely) event that they don’t exist. Entrepreneurial approaches to work are especially important in the development field, where the needs are immense yet decently paying positions directly addressing these needs are few and far between.”

Abernethy supplements student conversations with outside speakers who have done unusually creative things with their lives. Among them are the founders of the Global Fund for Women, Volunteers in Asia, and Kiva.org, a micro-credit organization; innovators in tourist philanthropy, medical service delivery, and program evaluation; and foundation and World Bank program directors. These people serve as cross-generational career role models.

“Discussion Group participants are really great young people,” says Abernethy enthusiastically. “They’ve included three Rhodes Scholars, a couple of John Gardner Fellows, a Tom Ford Fellow, and Marshall and Fulbright Scholars. And, you know, I don’t have to go out looking for these top-quality individuals. They come to the group because it addresses career issues and life choices they really care about. These things are almost never addressed in their classrooms and dorms – and should be.”
The Stanford Challenge funds will allow the center to broaden its reach to new arenas of public focus, strengthen our students’ effectiveness, and enhance support for operations and sustainability of core programs. Alumni and friends need look no further than their computers to support service-learning and public service initiatives at Stanford. The Haas Center’s TSC goals are listed on the website under the headings of Public Service Scholarship, Public Service Leadership, Community Programs, International Opportunities and General Support. Visit http://haas.stanford.edu and click on The Stanford Challenge logo, then Giving Opportunities.

University Supports Haas Center/Kudos

"The Stanford Fund" continued from page 1 focus on postgraduate opportunities strongly encouraged by the center’s advisory boards, further support followed from TSF for a coordinator of the Postgraduate Public Service Program.

According to Assistant Vice President for Development Jon Denney ’85 (Industrial Engineering), “Since 1995, The Stanford Fund has supported nearly every aspect of undergraduate education including financial aid, academic innovation, and student life initiatives. Because the Haas Center is an integral part of the undergraduate experience for so many students, it has been a consistent recipient of Stanford Fund support. These ongoing allocations have been enthusiastically received by donors to the fund.”

Newest is a three-year commitment to pilot International Service Trips, modeled on the successful Alternative Spring Break program: $135K/year through 2010. The program launches this summer with service-learning trips to Bolivia, Mexico and Nicaragua. Senior Assistant to President Hennessey, Jeff Wachtel, explains: “Because our university is committed to educating leaders who will address the challenges of the new century, The Stanford Fund gladly provides support to the Haas Center for its worthy efforts to engage students meaningfully in a broad array of service opportunities.”

The Stanford Fund is counted in The Stanford Challenge (TSC), the current university comprehensive campaign. TSC focuses on “seeking solutions to complex global problems and educating students to play leadership roles in the 21st century world.” As Faculty Director Gabe Garcia states, “For over twenty years, this very theme has informed the work of the Haas Center for Public Service.” Given this alignment, TSC soon will incorporate a suite of Haas Center fundraising goals consistent with the campaign (see box, below). These new giving opportunities allow public service-oriented alumni to further the mutual efforts of the university and the center to educate students to “become...of greater service to the public.” [Jane Lathrop Stanford, 1901].

Kudos
...to Haas students, faculty, alumni, and friends with something to celebrate!

2008 Rhodes Scholars:
Laurel Gabler ’06 (Psychology)
Aaron Polhamus ’08 (Public Policy)
Scott Thompson ’06 (Political Science/Psychology)
All three of these Rhodes Scholars participated in the Haas Center’s Alternative Spring Break (ASB) program, Polhamus and Thompson in 2003 and Gabler in 2005. Gabler, who stepped up to be an ASB trip leader in 2006, also tutored with Ravenswood Tutors and served as a Service Outreach Coordinator for Twain. Thompson was a state/local Stanford in Government Fellow in 2004.

2007-2008 Stanford Associates
Award recipients:
Stanford Medal
Bernadine Fong ’66, MA ’68
Denise O’Leary ’79
Governors’ Award
Julia Hartung ’82
Madeline Johnson Stein MA ’70
Award of Merit
Jim Hartley ’80
Michael R. O. Martinez ’99
2007-2008 Stanford Associates – New Members
Juan Jover MS ’84, PhD ’86
Barton Thompson ’73

Rob Gitin ’96 (History), director and a co-founder—with Taj Mustapha ’98 (Urban Studies) of At the Crossroads (ATC), a San Francisco nonprofit. ATC’s mission 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.” ATC celebrates its 10th anniversary in 2008.

“Kudos” continued on page 9
Fellowships

The Stanford Public Interest Network (SPIN) Fellowship Program, originally founded in 2003, aims to build a network of Stanford alumni working in the public interest, and to operate a fellowship program that places recent Stanford graduates in full-time paid positions in nonprofit organizations and government agencies. SPIN raises awareness about public service careers among Stanford undergraduates and alumni alike. Driven by alumni in the San Francisco Bay Area and New York City, SPIN is now administered through the Haas Center in collaboration with the Stanford Alumni Association and Career Development Center.

In 2004-05, SPIN arranged placements for its first group of fellows. After a brief hiatus, SPIN was re-launched in 2007 as a University-alumni partnership and will have funding for another three to five years, thanks to a grant from the Stanford Associates and a bequest approved for the purpose by Provost John Etchemendy. In order to receive funding from the Stanford Associates, the SPIN Program had to meet certain criteria, including the deep involvement of alumni volunteers; the encouragement of volunteerism for Stanford, including diverse volunteers; the building of awareness of Stanford and its related programs and activities; a unique, experimental and innovative program plan; and the exhibition of a strong potential for growth. Abby Conover, Postgraduate Public Service Program Coordinator (pictured above, leading a SPIN info session), comments, “Receiving the grant from the Stanford Associates gave the SPIN Program tangible support and a boost in momentum that really demonstrates the power and potential of this program to strengthen the alumni community and serve current students.”

SPIN is a member of The Alumni Network, a national collaborative associated with Princeton Project 55, an independent nonprofit organization dedicated to providing opportunities for college alumni to improve society. Princeton Project 55 provided the impetus to the Haas Center to pursue the SPIN concept and is the model upon which SPIN is based. SPIN complements the John Gardner Public Service Fellowship and the Tom Ford Fellowship in Philanthropy – other Postgraduate Fellowships offered by the Haas Center – by creating many more postgraduate options for seniors and co-terminal students.

Research

Siobhan Greatorex-Voith ’08 (Comparative Studies in Race & Ethnicity/Symbolic Systems) and Elizabeth Pratt ’08 (Human Biology), both current Public Service Scholars, are the Andrea Naomi Leiderman Fellows for 2007-08. Greatorex-Voith’s project is entitled “Education, Inequality, and Identity: Stereotype Threat and the Adaptive Methods of Low-Income Students in Higher Education.” Working with advisors Claude Steele (Psychology), Prudence Carter (Education) and C. Matthew Snipp (Sociology), she is researching the experiences of low-income students in elite colleges, in both academic and social contexts, and will use her research results to better articulate the needs of low-income students to schools’ administrators. Says Greatorex-Voith, “I would not be able to pursue my research to its current extent without the support of the program. As a low-income student myself, the monetary support provided by the Leiderman Fellowship is allowing me to focus my energy on this much-needed research.”

Pratt’s project is entitled “Effects of Breakthrough Collaborative Summer School Site Environment.” Her advisors are Milbrey McLaughlin (Education) and Jennifer Wolf (Education). She is researching the effectiveness and impact of The Breakthrough Collaborative, an organization with 25 sites across the US. Each site hosts a six-week summer enrichment program that offers core academic classes and elective courses for adolescent students. Pratt’s main research question is: How do environmental factors of Breakthrough Collaborative summer school sites contribute to academic and psychosocial development? She plans to share her research findings with the four Breakthrough sites located in northern California, and hopes to work with them to apply her conclusions to other sites around the country.

Michelle Shane ’07 (Philosophy/Individually-Designed major), the first Leiderman Fellow (2006-07), used her fellowship to consolidate the problems that parents reported with the special education system, including service quality and misdiagnoses of their children. She plans to publish her findings in an education journal, and then to publish the interpretation of her research in law journals. She is currently attending law school at UCLA.
**Courses**

*Spirituality and Nonviolent Urban and Social Transformation* (Urban Studies 126, 5 units) is a service-learning course offered winter quarter 2008 by the three Deans from the Office for Religious Life: The Reverend Scotty McLennan, Rabbi Patricia Karlin-Neumann, and The Reverend Joanne Sanders. This course centers on leaders in various peace movements and their commitment to both their spirituality and non-violent principles: Rosa Parks (civil rights), César Chávez (migrant labor), and William Sloane Coffin (peace). Instructor Karlin-Neumann explains, “In the course, we treat the uses and misuses of religion as well as the viability of nonviolence as a tactic and philosophy for social change.”

The class is discussion-based—following the service-learning model that encourages multiple teachers and multiple learners—so that the students can learn not only from the teachers but also from each other. The service component is integrated into the class, which places many students with peace or faith-based organizations such as the Center for Spiritual Enlightenment, an interfaith organization dedicated to fostering harmony between the world’s religions to bring about world peace, and Glide Memorial United Methodist Church, providing a range of services for diverse communities. At their placements, students are given a wide range of duties from serving meals to research and strategic planning. This component is an important part of the class, which focuses on service as research with a goal of creating a fluid relationship between what the students learn in the class and the work that they do at their organizations.

**Community Programs**

Jessie Elway ’08 (Psychology/Spanish) became a tutor in her sophomore year when a friend invited her to Education 103A, the Ravenswood Reads preparation course co-taught by Professors Connie Juel (Education) and Paula England (Sociology). Elway has served as a tutor for three years and as a tutor coordinator for the past two, working out of the Haas Center. “I fell in love with the connection with a child,” she says. “Ravenswood Reads ended up being the highlight of my week.” Next fall, Elway enrolls in the Stanford Teacher Education Program (STEP) to earn her Master’s in Education. Over the years, students have found the Ravenswood Reads (RR) tutoring program to be excellent preparation for a career in education, and many find that STEP provides an excellent path.

As a service-learning program, RR emphasizes the importance of adequately preparing and supporting volunteers in an ongoing way as they tutor one-on-one, helping elementary school children in East Palo Alto to develop language and literacy skills. Juel provides oversight for the program in collaboration with Julie Wilson ’07 (PhD, Education), Stanford Ravenswood Program Director. STEP, a Stanford School of Education program nationally renowned for its commitment to equity and excellence for all students, offers a Master of Arts in Education and a preliminary California teaching credential. According to Wilson, of the current cohort of 11 STEP students, seven are former Ravenswood Tutors, including Jaclyn Maler ’07 (Psychology; minor in Spanish) and Alex Quezada ’07 (Political Science) who were Tutor Coordinators (TCs). Of the 51 tutors over the past two quarters, nine have applied to STEP; several are still awaiting word from the program.

Juel explains, “Beginning teachers are understandably caught up in the dynamics of managing a class, but the one-on-one experience of tutoring before they enter STEP seems to ensure they never lose sight of the individual child.” Elway credits Juel with encouraging her to take more education classes and apply to STEP. “I love how all the [Stanford] programs revolve around social justice. Faculty are passionate about what they do—it’s inspiring.”

It’s important to note that many RR/STEP alumni teach in the local area. Just a few that Juel says “came to mind” are: in Oakland, Lara Burenin ’06 (American Studies; ’07 STEP) and Dunke Hughes ’05 (American/African American Studies/English; ’06 STEP), who recently moved to Chicago; in Mountain View, Jenny Maehara ’06 (Human Biology; ’07 STEP); in Los Gatos, Victoria Fayer ’05 (International Relations; ’06 STEP); and in eastern Menlo Park, Ravenswood City School District, Jenna Wachtel ’06 (English; ’07 STEP).
Associated Programs

One of the significant contributions of the Stanford Center on Philanthropy and Civil Society (PACS Center) has been to convene faculty, scholars, students and community practitioners around important issues affecting the field. Each brings a unique perspective to the table to discuss how philanthropic institutions, nonprofit organizations and other elements of civil society work for the public good and learn from mistakes. This year, the PACS Center is sponsoring eight seminars on campus.

In January 2008, the PACS Center presented a discussion with Sheryl Sandberg, Vice President of Global Online Sales and Operations at Google Inc. and a founding board member of Google’s philanthropic division, and Don Kennedy, former Stanford president; Scotty McLennan, Dean for Religious Life; Peter Hero, Senior Advisor at the Silicon Valley Community Foundation; and Carla Javits, president of REDF Foundation, formerly known as the Roberts Enterprise Development Fund. Visit the PACS Center website at http://haas.stanford.edu/index.php/item/1684.

Leadership

As the new class of 21 Public Service Leadership Fellows got underway this winter quarter, Angie McPhaul ’10 (Urban Studies) looked forward to being part of the new fellows’ community. Like her peers, McPhaul has taken a leadership role in a primary student service organization, in her case STAND (Students Taking Action Now: Darfur). McPhaul has been a member of STAND since her freshman year. “A high school acquaintance of mine told me about STAND, and I realized that the issues around Darfur were something that I had to do something about.” STAND has 500 subscribers to its campus email group. About a dozen show up regularly at meetings, and this year, they have conducted a one-day “Fast for Darfur,” and are planning a letter-writing campaign to political leaders and an “Artistic Response to Genocide” exhibit.

When McPhaul took on the role of High School Outreach Coordinator for STAND during fall quarter, she felt a particular need for the training and interaction offered by the Leadership Fellows. With two or three other STAND members, she mentors local high school students, helping them to work on behalf of Darfur in their own clubs, schools or church service groups. “Because I’m trying to help high schoolers become leaders themselves, I hope, as a Leadership Fellow, that I can reflect on my own leadership role and in doing that, be more effective helping these student leaders through the process.” McPhaul heard about the leadership program from Amanda Renee Johnson ’08 (Political Science) and James Vaughn ’09 (Political Science), who became fellows last year. “They told me the fellows were this amazing community of people interested in being purposeful about their leadership roles in organizations. By the end of the program, I hope to be more thoughtful about my community work. There are so many ways to do it wrong. I’d like to connect people in positive ways.”

Programming Report

I remember very clearly the first time I visited the Haas Center. It was during my Admit Weekend, and my mom and I, traveling from home in Oakdale CA, had made large highlighter marks on my activity schedule over the part that said “Haas Center for Public Service Open House.” I was nervous when she and I walked up the front steps (I was pretty sure that “real” Stanford people were all waiting for reasons to take away my surely-mis-taken admission). Soon, though, a slew of friendly faces and brochures excited me out of my anxiety. As we walked away from the center, my mom told me, “Just think… you’ll be spending a whole lot of time here very soon.”

Almost two years later, I can gladly say that she was right. Coming out of high school knowing that I wanted to pursue a career in nonprofit administration, and being, admittedly, one of those kids who is far more interested in their “real world” extracurricular work than what is usually happening in class, the Haas Center has not disappointed in providing incredible resources and support (and even some guidance in connecting my “real world” interests with the classroom).

My start in public service at Stanford was given a helpful push when I became Service Outreach Coordinator (SOC) for my all-freshman dorm. SOC meetings, held in the same house that had once been so intimidating, exposed me to many opportunities around campus. Soon I was volunteering with SPOON, teaching for Special Needs Aquatic Program (SNAP), participating in Haas’s Emerging Leaders conference, taking part in various service-oriented events, and attending a variety of workshops hosted by the center. Most of my time freshman year, however, was spent immersed in my duties as a staff member for Stanford Dance Marathon (SDM)—one of many student service organizations that benefits greatly from Haas Center support. Intrigued by the concept even before I came to Stanford, I became completely sold on the organization and its work when I learned that their 2007 beneficiary would be FACE AIDS/Partners in Health, organizations that I greatly admire and support. I started out my freshman year as an SDM committee member, and became Fundraising Co-Executive at the end of fall quarter.

My passion for SDM increased as I attended FACE AIDS meetings and film screenings regularly throughout the year, wanting to better educate myself about our world and the SDM cause (to engage in the global fight against HIV/AIDS). This newfound interest in HIV and international health led me to teach HIV/AIDS education in Tanzania last summer with Support for International Change (an organization I learned about at the 2007 International Opportunities Fair hosted by Haas).

This year I am one of five directors of Stanford Dance Marathon; we hope to live up to last year’s event, which involved about 1,000 participants and raised over $150,000. I couldn’t be more grateful for the lessons that this position has taught me, or the people it has given me the opportunity to work with. I’m also grateful to find myself returning up the steps of the Haas Center on a regular basis to attend workshops, take part in Public Service Student Advisory Board (PSSAB) meetings, seek counsel from staff members, and work for Abby Nathan-son, Fellowships Program Assistant, on the stewardship component of the Haas Center Fellowships Program. I am proud to belong to a school and community with a focus on social consciousness and service that, I hope, will continue to grow. Thanks to the Haas Center for being a central component of that focus, and for being a home to so many students like me.

Karen Warner, right, with co-organizer Rebecca Vu ’09 (Biological Sciences) at a Stanford Dance Marathon pancake breakfast fundraiser in January 2007.

Haas Alumni Around the World

Jared Cohen ’04 (History) joined the US State Department policy planning staff in September 2006. He is responsible for counter-radicalization, youth and education, public diplomacy, Muslim world outreach, and North Africa. A 2002 Stanford in Government (SIG) Fellow at the Institute for Democratic Alternatives in South Africa, Pretoria, he has written and published two books: Children of the Jihad: A Young American’s Travels Among the Youth of the Middle East (2007) and One Hundred Days of Silence: America and the Rwanda Genocide (2007).

Monica Lam ’96 (Urban Studies), a former Public Service Scholar and an accomplished documentary filmmaker, co-produced PARAGUAY: Sounds of Hope about a social entrepreneur in Paraguay whose tool is music. Luis Szarán, founder and director of Sonidos de la Tierra (Sounds of the Earth), has created a network of community-based music schools where kids learn to play instruments like the violin and guitar.
**Letter from an Alum**

By Carolyn Laub ’95 (Anthropology)

My career in social justice work after graduating from Stanford began at the YWCA of the Mid-Peninsula, running an HIV/STD prevention education program with youth in schools and on the streets. I chose to pursue work in sexual health education after taking a service-learning course at Stanford about the AIDS epidemic. The course, and my subsequent work through a grant from the Haas Center to edit and publish a collection of student essays on service-learning in the HIV/AIDS field, has significantly shaped my career path.

As I heard stories of harassment and discrimination against youth in school, my work evolved from support to activism—I realized that schools themselves had to change. In 1997, I started a group called Outlet, which provided support for LGBTQ youth ages 13-18 and became a vehicle for engaging youth in community organizing. Together with the youth in Outlet, I became involved in grassroots efforts to pass a non-discrimination policy protecting LGBTQ youth in California schools. For years, we traveled to the state capitol to lobby for the non-discrimination bill. But some legislators, particularly those representing rural and conservative communities where no LGBTQ youth felt safe enough to tell their stories, remained unconvinced. I knew that the solution was to help more LGBTQ young people in those areas “come out” and tell their stories.

That formative political organizing experience inspired me to found Gay-Straight Alliance Network, an organization that empowers youth activists in Gay-Straight Alliance clubs to fight homophobia and transphobia in schools. The organization helps young people start, strengthen, and sustain Gay-Straight Alliance (GSA) clubs in high schools and middle schools. Very quickly, more and more young people began to start GSA clubs, and they started to tell their stories to legislators. By the end of 1999, California’s legislature had passed the non-discrimination law and Governor Gray Davis ’64 (History) signed it into law.

The innovative idea behind GSA Network was to address the root of the problem by getting youth themselves involved in changing school policies and school climates, thereby changing the system itself and empowering youth with lifelong leadership skills and civic engagement. The idea of not just treating the symptoms of a problem “downstream,” but understanding and changing the systemic roots of a problem “upstream” had been a critical lesson that I learned from a mentor, Nadinne Cruz, former Director at the Haas Center.

In 1999, I received seed funding from Echoing Green and a year later, a prestigious Ashoka Fellowship, recognizing my social entrepreneurship, a great honor. Today, I continue to lead the GSA Network, which has grown from just 40 Gay-Straight Alliance clubs to 650 across California. Through GSA Network, we empower youth to speak for themselves, and the powerful voices of these youth have educated state lawmakers, teachers, and school administrators to make California schools safer for LGBTQ youth. GSA Network is expanding its impact nationally with a successful replication of its model in New Mexico and a similar initiative underway in Texas. I am incredibly grateful for the many foundations and individual donors who share our vision of safe schools for all LGBT youth and have supported GSA Network over the past ten years. I am profiled in Be Bold: Create a Career With Impact, published by Echoing Green, available at http://www.bebold.org. I hope my story inspires college students to pursue careers in social justice work. Contact: carolyn@gsanetwork.

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**Where Are They Now?**

Darrell Armstrong ’93 (Public Policy) was a Visiting Mentor in 2002, speaking to several student groups on how to fit public service into daily life, regardless of career, and on issues related to the separation of church and state in federal funding. At Stanford, Armstrong served as staff to Stanford Upward Bound and the Stanford-East Palo Alto Youth Community Service program. In March 2006, he joined Governor Corzine’s administration as Director of the Division of Prevention and Community Partnerships in the newly created New Jersey Department of Children and Families. He continues in his ninth year of service as pastor of the historic 500-family congregation of Shiloh Baptist Church in Trenton, NJ, only the third pastor in the last 105 years. In addition, he chairs the Board of the National Association of Foster Children, Inc. (http://www.NAFCinc.com), an organization he founded in 1999 to raise public awareness about child abuse prevention, child protection, and family strengthening. Armstrong is married to the former Melanie L. Pinkney, who serves as a Deputy Attorney General for the New Jersey Department of Law and Public Safety. They are the proud parents of Amaris Kayla (3 years) and Daniel LaRue (1.5 years). He earned a Master’s in Divinity from Princeton Theological Seminary and a post-Master’s (Ed.S.) degree in Marriage and Family Therapy from the College of New Jersey. Contact: Jeremiah@stanfordalumni.org.
Shira Beth Lipton ’01 (Human Biology; minor in Spanish) recently became Stanford’s second annual Phi Beta Kappa Young Alumni Lecturer. In her address, Lipton shared her post-Stanford experiences, thoughts, and reflections. Her talk was entitled: Changing the Face of Dermatology: The Beautiful Legacies of a Stanford Education. The event took place at the Humanities Center in February, 2008, preceded by a dinner in Lipton’s honor at the Faculty Club and followed by a reception. She invited Jackie Schmidt-Posner, Jeannie Halleck and other Haas staff to her lecture because “you all played such a critically important role in making my years at Stanford so memorable.”

Currently, Lipton is an intern at Santa Clara Valley Medical Center and in July 2008, she will become a resident in dermatology at UCSF. At Haas, she was a Peer Advisor and a Public Service Scholar, also serving on the Haas Unifying Board (HUB), and with Stanford Health Corps and RotaCare. Contact: Shira.Lipton@google.com.

Steve Williams ’92 (American Studies) is the Executive Director of POWER (People Organized to Win Employment Rights), a San Francisco-based membership organization of low-income and working class African Americans and immigrant Latinas fighting for racial, gender and economic justice. Williams was an organizer with the San Francisco Coalition on Homelessness for five years before co-founding POWER in 1997. In addition to his work with POWER and the Coalition, he has been active in various campaigns and movements throughout the Bay Area and the country. In 2005, with three of his co-workers, Williams authored Towards Land, Work and Power: Charting a Path of Resistance to U.S.-led Imperialism, a political economy and strategy primer for conscious organizers. At Haas, he was involved with the Stanford Homeless Action Coalition, co-directed the 1992 “You Can Make a Difference” Conference, led an Alternative Spring Break trip, and was a student advisor to Al Camarillo’s “Poverty and Homelessness in the United States” service-learning class. Contact: power@peopleorganized.org.

When my wife, Vicki [Vicki Bever Cox ’59 (English)] and I moved to Minnesota for my business, I became active with nonprofits of many kinds, finding service to be the best way to connect to our new community. It is very rewarding to be in a position to give back to society. To have had that opportunity as a Stanford student would have been incredible.

When Len Ortolano came to the Haas Center as Faculty Director, Julia Hartung from the Office of Development introduced us. She knew of my history as an advisor to administrators of nonprofit organizations. For several years, I volunteered as an advisor to Len, and later to Managing Director, Nicole Taylor.

Len had explained that a Leadership Fellows Program would bring the longstanding leadership program—and students’ practice of service work—to the next level. Through an expanded, multifaceted program, the Haas Center would give public service a new dimension and students new perspectives. It was a privilege for me to help Len get such an important initiative going.

The Haas Center has an impressive variety of programs introducing students to service and the nonprofit world. Stanford students are a talented group, and the Leadership Fellows Program teaches them, while they’re still in school, about how they can be most effective in serving society. Many of these students will be important leaders and, hopefully, a number of them will decide that working in nonprofits will be their life’s career.

Vicki and I like to contribute to something specific that would not exist unless we stepped up. The Haas Center offers many exciting opportunities to give a boost to brand new ideas, and we are gratified to be a part of the center’s efforts.

As my unofficial mentor, Dave Cox played a key role in my leadership development. One of the comforts I had was knowing I could meet with Dave on short notice to deal with management challenges as they arose. We met often, and I will always be grateful for what he taught me about leadership.

—Leonard Ortolano
Peter E. Haas Director, 2003-06

See the back cover of this Commons to HELP Haas GROW through gift opportunities
The Haas Center is pleased to announce that eight of its goals for The Stanford Challenge have been approved by Provost John Etchemendy and the Stanford Office of Development.

Goals fall under the categories of Public Service Scholarship, Public Service Leadership, Community Programs, and General Support. Please visit the Haas Center’s Challenge website at http://haas.stanford.edu/index.php/item/654 for details about individual giving opportunities—featuring photos and insights from our students, affiliated faculty and community partners about how you can respond to the needs of Stanford students and the communities they serve.

To have your name removed from our mailing list, to remove duplicates, and/or to update your address, please call (650) 723-0992 or fax (650) 725-7339.

The Haas Center for Public Service, 20th Anniversary Report, 2003-2006 is now available by mail. This new, 62-page, full-color format celebrates three years of programs, activities, and innovations at the center. We request a $10 donation to cover production and mailing costs. To order, please mail your publication request and check to: Publication Order, Haas Center for Public Service, 562 Salvatierra Walk, Stanford, CA 94305-8620.