In Memoriam
Peter E. Haas
1918-2005
The Haas Center for Public Service mourns the passing of Peter Edgar Haas of San Francisco, whose generosity, along with that of his wife Miriam (“Mimi”), established the center with generous endowments and helped build its current home. The Haases continued to enhance the effectiveness of the center over the past 20 years through their enlightened involvement. Among his many philanthropic and business achievements, Haas championed social responsibility in business across the three decades that he and his older brother, Walter A. Haas Jr., managed the family-owned, San Francisco-based Levi Strauss & Company. He will be remembered for advocating racial integration in American clothing factories several years prior to the U.S. civil rights movement. When the company sought to expand in the South, Haas told local officials that the company would only open its plants there if black and white workers would enjoy equal status.

Haas served on the Stanford Board of Trustees from 1971 to 1981 and was a member of the Major Gifts Committee from 1983 to 1986. In 1989, Stanford University’s Public Service Center became the Haas Center for Public Service, honoring the $5 million contribution of the Haas family to the founding endowment. A $1.2 million gift from the Miriam and Peter Haas Fund simultaneously established the Miriam and Peter Haas Centennial Professorship in Public Service. The first chair holder was the late John W. Gardner. The center’s own building was completed and dedicated in 1993.

The Haas family’s generosity towards the center has endured. In 2004, Peter and Mimi Haas, along with the Walter and Elise Haas Fund, endowed the Peter E. Haas Directorship of the center and created a new program endowment for core service-learning initiatives. Mimi Haas has served as an active member of the Haas Center’s National Advisory Board (NAB) since 1989. In March 2004, the NAB honored the Haas family at a luncheon at the center, where Isaac Stein, then chair of the Stanford Board of Trustees, praised the Haas family’s “extraordinary commitment” to the advancement of public service at Stanford.

Message from the Faculty Director

Leadership Continuity for the Haas Center

On January 30, 2006, the Haas Center appointed its first managing director, Nicole Taylor '90 (Human Biology; MA '91, Education). We are delighted to welcome to this role a Stanford alumna who has extensive experience as a program officer with two community foundations and has been the CEO of College Track, an exemplary community organization (see page 3).

One of the goals I set for myself when I accepted the position of Peter E. Haas Director was to implement what Stanford Provost John Etchemendy has characterized as a new leadership model for the center. Many of you helped us welcome Srija Srinivasan '90 (Human Biology; MBA '95) as associate director last year. While personal matters made it necessary for Srija to resign after just six months on the job, this unexpected event afforded us an opportunity to re-examine our model, explore its strengths and weaknesses, and make adjustments. Over the past two years, the leadership plan we originally envisioned has evolved into a strong organizational model that will enable the center to play an expanding role at Stanford.

Involved in these deliberations, steadfast and consistent in their support, were Provost Etchemendy, the National Advisory Board, Haas Associate Director for Public Service Education Jackie Schmidt-Posner and Associate Director for External Relations Suzanne Abel. To Jackie and Suzanne, along with Director of Operations and Systems Olivia Torbett, I owe a special word of appreciation for their outstanding job of co-managing the center over two-and-a-half years as together we worked to implement the new model.

Central to the leadership structure are two positions: a faculty director and a managing director. Each position has its own distinct and complementary role, enhancing the effectiveness and accountability of the center.

The faculty director, serving half-time for a three-year term, will continue to work extensively with each of the Haas Center’s three advisory boards, and provide overall policy direction for the staff and oversight for the use of resources. The faculty director’s responsibility to keep the center’s work aligned with Stanford’s teaching and research missions is strengthened by other key duties—as liaison with Stanford’s faculty and its principal administrative officers and in support of fundraising and stewardship.

The duties of the new managing director focus on day-to-day operations and overall implementation of policies and programs. The managing director has a broad range of duties associated with operations, including human resources development and financial planning, working collaboratively with the center’s senior managers, and guiding the “self studies” conducted by staff in preparation for meetings with our three boards. She also represents the center in interactions with leaders of our community partner organizations and with high-level staff in other Stanford units.

Two tasks remain in fully implementing the new model: making sure that Nicole is comfortable with all aspects of her job by the time I step down as director later this year; and assisting the Provost in selecting the next faculty director, a process that is currently underway. I am optimistic that the new faculty director will have the enthusiasm and leadership ability needed to move the center to new levels, and look forward to working with him or her as part of the leadership transition effort.

Leonard Ortolano

Faculty Steering Committee

Dale T. Miller, Chair (Business/Psychology)
Bill Koski, Vice Chair (Law)
Arnetha Ball (Education)
Don Barr (Sociology/Human Biology)
Enrique Chagoya (Art and Art History)
Karen Cook (Sociology)
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Gabriel Garcia (Medicine)
Cathy Heaney (Human Biology)
Connie Juel (Education)
Jeffrey Koseff (Civil & Environmental Engineering)
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Bruce Owen (SIEPR)
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Haas Center for Public Service
Nicole Taylor Welcomed as Haas Managing Director

Following a regional search, Nicole Taylor ’90 (Human Biology; MA ’91, Education) was welcomed into the new Haas Center position of Managing Director on January 30, 2006. Her primary responsibility is to provide guidance and support to the staff, making sure that they have the resources available to do their jobs in the most effective ways. Her oversight includes administrative operations, budgeting, three Haas advisory boards, and collaboration with university departments and key community partners—everything from the day-to-day details to the broader view of maintaining the mission and vision of the Haas Center.

Taylor brings to the Haas Center 13 years of management experience, including eight at the CEO or director level. Her career has been focused on three areas of public service: public education, nonprofits, and community philanthropy. Most recently, she served as CEO of College Track, a nonprofit organization dedicated to assisting underserved high school students in the San Francisco Bay Area to successfully complete high school and to gain admittance to and receive their degrees from four-year colleges. Previously, Taylor served in increasingly responsible positions for the East Bay Community Foundation, culminating in her appointment as Director for the Oakland Fund for Children and Youth. The Fund distributes more than $7 million per year of tax revenue to organizations serving children and youth in Oakland.

While at Stanford, Taylor served as a residential coordinator in the summer Upward Bound program through the Haas Center, and later, while in STEP (Stanford Teacher Education Program), continued to teach for Upward Bound. After a year of teaching, Taylor realized that she wanted to work at the community level to help solve some of the problems she found manifest in the classroom. Having remained in youth work and education in her nonprofit and philanthropic positions, she looks forward with special enthusiasm to contributing to the Haas Center’s diverse and global scope.

She reflects, “The passing of Coretta Scott King brought to mind why I find service to others to be my calling. This position feels like a natural progression of all I have been doing in my life up to this point.”

Stanford Alliance for Service Through the Arts (SASTA)
by Anthony Chavez ’08 (Communications)

Founded in 1997 with two programs, the Stanford Alliance for Service Through the Arts (SASTA), a community service student “umbrella” organization, has grown to include six programs, a full range of the arts, and students from across all academic disciplines. The Senior Outreach Concert Series (SOCS) presents music performances at local nursing homes. Melody (piano tutoring), Tutti (orchestra tutoring), Ballet, ARTSPAN (visual arts tutoring), and Rising Voices (singing lessons for at-risk children) work with children from East Palo Alto in elementary and middle schools. According to SASTA’s Chair, Gina Pak ’08 (Psychology/Economics), the goal of the five teaching programs is to “help kids explore their talents and give them a way to express themselves. What we do is especially important since funding for music programs is about two cents per student.”

SASTA provides the administrative function for its groups so that volunteers are better able to focus on their direct service. Recruiting tutors and volunteers through the Haas Center’s Service Opportunities Showcase and other events, SASTA also provides the accessories and learning materials for their teaching groups while the schools provide the musical instruments and other equipment. As for what SASTA contributes to the community, Pak said, “SASTA serves an important purpose because people don’t realize the value of having the arts in their lives.”

Note: Other Haas-affiliated programs with a focus on connecting art and service are the Arts for Youth Fellowship (http://haas.stanford.edu/index.php/item/449) and the Institute for Diversity in the Arts (http://www.stanford.edu/dept/ida).

The Alternative Spring Break Accessibility Fund allows all students, regardless of means, to take part in a student-led, week-long study-service immersion over spring break. Contact: Suzanne Abel, 650-723-4719.

gift opportunity
Focus on Faculty

Rob Reich
Assistant Professor of Political Science and, by courtesy, of Education

In the late summer of 1998, Rob Reich, then a fledgling faculty member in Political Science, attended the two-day Stanford Faculty Service-Learning Institute sponsored by the Haas Center. The Institute was a collaborative effort to expand the number of service-learning courses offered across the university. Reich’s field is political theory and philosophy, but he was considering the “ethical issues that are written into service exchanges,” even before his first brush with the Haas Center.

When the group expressed the need for a “gateway” course for all of the other service-learning opportunities, Reich stepped up to the plate. With the help of Jackie Schmidt-Posner, Haas Associate Director for Public Service Education, Kent Koth, former Haas Service-Learning Coordinator, and Debra Satz, Associate Professor of Philosophy, Reich developed and taught Ethics and Politics of Public Service (Poli Sci 133) to look at ethical and political issues surrounding volunteer efforts and public sector careers. Since then, students from across all academic disciplines have taken his course both at Stanford and, during Reich’s 2004-05 sabbatical, at Princeton University.

He spent his sabbatical year at Princeton’s Center for Human Values conducting research and writing about ethics, public policy, and philanthropy. Reich says, “This [research] inquiry seeks to articulate and defend principles that ought to guide public policy concerning philanthropy. What kind of incentives, disincentives, mandates, and prohibitions ought a liberal democratic state put in place to regulate private activity in the public interest?”

Ethics and Politics of Public Service is not a service-learning course in that it has no service component. As a “gateway” class, it serves as a feeder to such courses and other Haas Center programs. Reciprocally, students participating in Haas programs are encouraged to enroll in Reich’s class to promote deep reflection on the ethics of service. Structured around theoretical readings during the first class of each week, students then examine a case study during the second class of the week. Reich uses interview transcripts with students and professionals from relevant nonprofit organizations that he has prepared specifically for the course. In their final assignment, students conduct an interview in the community and write their own case study.

Two case studies examined in depth along with other, smaller studies of nonprofit and government agencies, are Teach for America (TFA) and in fall 2005, a new unit on humanitarian assistance and aid. “This was timely in the wake of the South Asian tsunami and Hurricane Katrina. We talked about the Live AID concert, marking its 20th anniversary in 2005. Ethical considerations around this aid are a big topic.”

“In the case of Teach for America, students are inspired to learn that the initiative was sparked by the senior thesis of an undergraduate at Princeton, Wendy Kopp. They see that their own ideas can be transformed into action. But they also see that there are challenges and controversies. TFA has been accused of de-professionalizing teaching and preparation of its interns has been questioned. Students in the class look at experiences of actual TFA interns as a reality check ‘on the ground’ about these controversial issues.”

Reich wants students to have an appropriate place where they can think systematically about service. “I try to challenge the common perception that students have that service is by definition a good thing. Imagine how people in East Palo Alto view the annual army of idealistic Stanford students coming into their neighborhoods and schools. We discuss the importance of establishing long-lasting relationships; of working with existing organizations; of sometimes having to do the low-level work if that work is more useful to the community being served.”

Besides initial help from Haas staff in developing his course, Reich cites the provision by the Haas Center of a teaching assistant each year for the course. “Haas staff TAs give me an insider’s view of what goes on in service settings and provide students with an ongoing dialogue about opportunities available through the center.”

Working as a course TA was a valuable experience for Ilana Golin, Haas Fellowships Coordinator and Reich’s TA in fall 2005: “I occasionally struggle to find ways to temper students’ idealistic enthusiasm with the realistic demands that public service organizations are facing. The course enabled me to attach academic relevance to this balancing process; now I can draw from the various class readings and discussions when advising students.”

Reich would like to expand course enrollment next year. “It is important to impact as many students as possible who go on to become campus leaders and have careers in service-related or public interest fields.”

Ethics and Politics of Public Service

Winter 1999/2000

Winter 2006
In Memoriam

Boyd C. Paulson, Jr.
1946-2005

Boyd C. Paulson Jr., the Charles H. Leavell Professor of Civil Engineering at Stanford University and longtime advocate for affordable housing, died of colon cancer on December 1, 2005 at his Menlo Park home. He was 59.

Paulson was a winner of the Haas Center’s inaugural Miriam Aaron Roland Volunteer Service Prize in 2004, “an award to Stanford faculty who—over and above their normal academic duties—engage and involve students in integrating academic scholarship with significant volunteer service to society.” As a volunteer with Peninsula Habitat for Humanity and Mid-Peninsula Housing Coalition, Paulson provided pro bono consulting and personal service for nearly a decade. Through service-learning courses like the multidisciplinary Design and Construction of Affordable Housing, Paulson also inspired numerous students to put their engineering training to work in navigating the obstacles to creating affordable housing in communities.

For more information about Paulson’s life and career accomplishments, visit http://news-service.stanford.edu/news/2005/december7/paulson-120705.html. Memorial donations may be made to Doctors Without Borders, Peninsula Habitat for Humanity in Redwood City, the Community Association for Rehabilitation in Palo Alto, or a favorite Community Association for Rehabilitation in Redwood City, the Peninsula Habitat for Humanity in Redwood City, Without Borders, Peninsula Habitat for Humanity in Redwood City, the Community Association for Rehabilitation in Palo Alto, or a favorite for Humanity in Redwood City, the Peninsula Habitat for Humanity in Redwood City, Without Borders, Peninsula Habitat for Humanity in Redwood City, the Community Association for Rehabilitation in Palo Alto, or a favorite

Faculty/Kudos

Kudos

We congratulate these students and alumni of the Haas Center.

University

Chappell Lougee Research Scholarships

Jane Wilson ’08 (Undeclared)
Debbie Warshawsky ’08 (Undeclared)
Seth Silverman ’08 (Undeclared)

Note: These scholars applied for the award as a result of participation in Urban Studies 123, Introduction to Community-Based Research, taught by Jackie Schmidt-Posner, Associate Director for Public Service Education.

National

2006 Rhodes Scholar
Tanya Ali Haj-Hassan ’06 (Human Biology)

2006 Marshall Scholar
Mark Otuteye ’05 (African and African American Studies; ’06, MA candidate, Modern Thought)

Do Something BRICK Awards*
Ravneet Kaur ’05 (Human Biology)

* Do Something is a nationwide nonprofit organization whose mission is to give young people the tools, inspiration, and opportunity to make a difference. This award honors nine young people for service in community building, health, or the environment. Each award includes a scholarship, a grant for continued community work, pro bono services, and other support.

2005-2006
Postgraduate Fellowships

John Gardner 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 University (below) and three from U.C. Berkeley are selected each year.

Katie Hill ’05 (International Relations; Economics minor), The Acumen Fund, New York, NY. Mentor: David Kyle, Chief Investment Officer

Rita Nguyen ’05 (Human Biology), The California Endowment, Los Angeles, CA. Mentor: Barbara Masters, Public Policy Director

Dung Le ’05 (Human Biology and Comparative Studies in Race and Ethnicity), Annie E. Casey Foundation, Baltimore, MD. Mentor: Bart Lubow, Director, Program for High Risk Youth

Tom Ford Fellows
Modeled on the John Gardner Fellowship, this 11-month 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).

Ronak K. Kapadia ’05 (Comparative Studies in Race and Ethnicity), Rockefeller Brothers Fund, New York, NY. Mentors: Ben Rodriguez-Cubeñas, Program Officer, Pivotal Places; Priscilla Lewis, Program Officer, Peace and Security Program

Marina Kim ’05 (International Relations), Ashoka, Washington DC. Mentors: Bill Drayton, CEO, Chair and Founder; Sushmita Ghosh, President

Archana Pasupuleti ’05 (Human Biology), Robert Wood Johnson Foundation, Princeton, NJ. Mentor: Robert Hughes, Coordinator, Special Projects

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

Victoria Li Lung ’05 (Biomechanical Engineering)
Abigail R. McDaniel ’05 (Human Biology)
Leadership

Some of the community service student organizations active this fall were (above, l to r):

Students from the World AIDS Day Committee, Justin Liu ’07 (Biological Sciences) and Ari Milman ’06 (Spanish/Comparative Studies in Race & Ethnicity), with their display outside Tresidder Union.

Building Skills (affiliated with SEIU Local 1877: Justice for Janitors), which supports student groups Habla La Noche and Habla El Dia to provide English tutoring for members of the janitorial and dining room staff, started a reciprocal Spanish class for Stanford students. Doroteo Garcia (center), one of the English learners, tutors Stanford students in Spanish.

The student chapter of Habitat for Humanity raised $17,000 from entry fees at their Home Run Race in November. Pictured are representatives of the three-way tie winners of the Dorm Challenge, which helped raise student awareness: Phi Kappa Psi, Arroyo, and Rains.

Courses

Sophie Walewijk ’03 (MA, Civil and Environmental Engineering (CEE); ’09, PhD candidate, CEE) speaks at the Faculty Forum on Public Service Education, Oct. 31. Walewijk is president of Engineers for a Sustainable World, a community service student organization, and the topic of this Forum was “Service Learning: A Strategy for Engaging Students in Environmental Education.” Faculty participants shared their experiences, benefits to students, and the lessons they learned while developing service-learning components for their courses on the environment. Other speakers were: Alexandria Boehm, Assistant Professor, CEE and Pamela McLeod ’05 (PhD, CEE). Faculty Forums are held three times each year for faculty interested in service-learning and connecting students’ personal interest in community service with teaching and student research.

Research

Associate Professor Donald Barr (Sociology) offers a community-based research course, funded though a Haas Center service-learning grant, to conduct research about the local unhoused population who will be served by the Opportunity Center which he helped to found in Palo Alto. Here pictured at the Haas Center’s Learn & Lend a Hand event at Reunion Homecoming 2005 are student presenters with (center) Professor Barr, (l to r): Amanda Schwartz ’06 (Human Biology), Kali Cyrus ’06 (Psychology), Jacqueline Palma ’06 (Political Science), and Anh Pham ’07 (Biology). Schwartz presented her research on providing clinical services; Cyrus and Palma collaborated on integrating homeless children into schools; and Pham presented on housing policy for disabled homeless. Missing from this photo is Amy Carlson ’06 (Human Biology).
**Community Programs**

*Savitha Moorthy*, Stanford/Ravenswood Partnership Director, and *Noah Borrero*, East Palo Alto Stanford Academy (EPASA) Director, have forged new connections between the School of Education and Haas this year. Moorthy received her PhD in the field of Social Sciences in Education in December 2005. Her thesis, *Putting Critical Pedagogy to Work: Lessons from a Community Organization*, explores the teaching and learning of English that takes place in non-academic settings with adult immigrant learners. Noah Borrero is a PhD candidate in Child and Adolescent Development in the Psychological Studies in Education Division of the School of Education.

Moorthy initiated a 1-2 unit directed reading course for student groups during winter quarter, assisted by Haas Public Service Intern, *Katherine Casey* ’05 (History). In addition to Ravenswood Tutors’ participants, the course trains and supports student leaders and future leaders of educational community service student groups, including those involved in bilingual education. Topics covered include ethics of service, educational equity, leadership skills, recruiting, training volunteer tutors, designing curriculum and tutoring.

Borrero reports that EPASA currently has thirty-seven 7th and 8th graders from Costaño, César Chávez, and Bellehaven Schools in the Ravenswood City School District. The Saturday program continues to offer one-on-one tutoring for all students along with Math and English enrichment classes. EPASA alumni were on campus on February 25 to talk with current EPASA students on the transition into high school. This spring EPASA will be recruiting new 6th grade students and Stanford undergraduate fellows for the summer 2006 program.

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**Fellowships**

2005 fellows (l to r): *Jessica Vernon* ’08 (International Relations), left, explaining FINCA International to local citizens, Dar Es Salaam, Tanzania. FINCA’s “village banking” provides financial services to the world’s poorest families so they can create their own jobs, raise household incomes, and improve their standard of living. Services are delivered through a global network of locally managed, self-supporting institutions (*http://www.villagebanking.org*). *Sarah Vander Ploeg* ’06 (Comparative Studies in Race & Ethnicity), right, working at Creation Home Ministries, Mother and Child Development Center through her East Palo Alto Social Venture Fellowship.

Haas Fellowship Night brought over 200 prospective applicants to the center in fall quarter 2005 to discuss opportunities with former fellows. Also, new this year was a Stanford in Government Fellowships Fair with a speaker, San Francisco Supervisor Bevan Dufty, and information about the fellowships and the application process.
Breaking the Rhythm of AIDS: a Honduran Drum Project
by Lauren Gong ’06 (Human Biology)

From the day I met Olssen, he took care of me like a little sister. He insisted on carrying project supplies and walked me home if it was late at night. In a country where I knew no one, Olssen made me feel like I already had a family. It made me forget that he was only 16 years old.

I was in Honduras working on a project to support AIDS orphans as an Andrew Daher Fellow in the indigenous Garifuna community of Sambo Creek. The Central American Garifuna population has an extremely high prevalence of HIV/AIDS. With over 35 registered AIDS orphans at the local health clinic, Sambo Creek was one of the high risk areas.

Throughout my junior year at Stanford, I worked with ORMHYGAS.MP, a non-governmental organization based in Honduras that focused on empowering minority groups, to design a project to fit Sambo Creek’s needs—a drum making micro enterprise supported by the local high school. The program offered classes on traditional Garifuna drum making and baking as an extracurricular program. We hoped to provide students with a creative outlet, a sense of community responsibility, and a forum for HIV education. A local elementary food-in-school program supported by the products made by the high school students would create an incentive for parents to send their kids to school and help the community feed the growing number of vulnerable children.

Olssen took the lead by recruiting other high school students to participate in the program. He spoke passionately about the devastation HIV had caused Sambo and the need for strong community outreach. One afternoon, as Olssen and I carried supplies to the local artisan’s house, he confided in me that his father died of AIDS. Since he was 11, he had been the primary wage earner of his family of seven. Until that day, I had no idea that his passion for our project came from the fact that he himself was an AIDS orphan.

Olssen was just one of the amazing friendships I made during my fellowship summer. I found myself greatly invested in the project, excited by its daily impact. In the beginning, the kids were unevenly motivated, but as time went on the enthusiasm of a few became universal. The classes gave these kids a sense of responsibility over the state of children in Sambo Creek, and the opportunity to do something about it.

My project in Honduras was one of the most memorable and worthwhile educational experiences of my Stanford career. It ignited a drive and determination that I had never experienced in the classroom. I saw the project that I had worked so hard to initiate grow into an effort almost completely sustained by people in Sambo Creek—which is the goal of any foreign community development worker.

When I called Olssen last month, he told me that he made enough money selling drums to buy a bus ticket to the capital and request a scholarship from a better high school. He was excited to show me that he used the skills he said I helped him learn. When I reminded him that he was actually the one to help me carve my first drum he paused and said, “Oh yeah, Lauren. I guess I did it by myself then.” At that moment, I felt a renewed sense of pride as it was not my project anymore, but their own.

The Andrew Daher Fellowship is awarded to an applicant who designs a project related to the intersection of business or economics with public service.

Lauren Gong’s concentration in Human Biology is in Global Health and Development. She plans to enter medical school after taking a couple years off to work in the field of infectious diseases.

Student Reflection
The OCH has developed strong relationships with eleven local organizations, and is drawing on these partnerships as a foundation for a number of service-learning courses. Among these is a seminar in Community Health Assessment, taught by Cathy Heaney, Associate Professor of Psychology, and a course on Patient Advocacy developed and co-taught by Banchoff and Gabriel García, MD, Professor of Medicine and a member of the Haas Center Faculty Steering Committee (FSC).

The OCH has a close working relationship with the student-run Arbor and Pacific Free Clinics, and is also developing a partnership with the new Opportunity Center of the Midpeninsula in Palo Alto, co-founded by Don Barr, MD, PhD, Professor of Sociology and Human Biology. Barr also is a Faculty Steering Committee member and Public Service Scholars Program (PSSP) mentor.

Former Haas Center Director Nadinne Cruz says she “will never forget the people whose determination set in motion actions that eventually resulted in this historic Office of Community Health—the medical students.” In 1997, then Associate Director Cruz provided the meeting space and encouraged the questions from Stephen Chen ’88 (Chemistry) and other students who came to her yearning for something more in their medical school curriculum, “…something about giving back to their communities.” Building from those early meetings, PriSMS, the Public Service Medical Scholars program, was established in 2000. The program was directed by Banchoff and Tim Stanton, former Haas Center Director, who Cruz suggested would be helpful to the program because of his expertise in service-learning and his connections to the faculty. The PriSMS program offered an elective service-learning seminar, leadership development, and a granting program to support students’ community-based research.

Stanton, Banchoff and other key staff and faculty eventually proposed an expanded, reformulated PriSMS program as a Scholarly Concentration in Community Health. Now in its third year, the Concentration has consistently been the most popular at the School of Medicine, this year enrolling 13 first-year medical students out of an incoming class of 86. The OCH will now coordinate students’ community health interests with community partner needs.

The evolution of the OCH happened over a period of years and exemplifies the roles that the Haas Center often plays in matters of public service education at Stanford: convener, innovator, mentor and broker of connections—what Peter E. Haas Director Len Ortolano describes as the center’s “complementary functions.” With an eye toward increasing graduate student outreach, Ortolano, now on the OCH Advisory Board, and other Haas staff have collaborated with Senior Associate Dean of Medical Education Julie Parsonnet to explore ways to enhance public service opportunities for medical students. Parsonnet presented to the Haas Center National Advisory Board in June 2004 about the plans for the OCH and other “current and potential collaborative activities.”

Undergraduate students’ growing interest over the years in health-related service-learning also has been addressed by the OCH with encouragement from Haas staff, who brought together representatives from Human Biology and the OCH to find ways to make community health opportunities available to undergraduates. At present, the OCH helps to coordinate community-based projects that engage over 100 medical students and 25 undergraduates. The OCH provides a robust venue for making public service one of the hallmarks of a Stanford education, and the Haas Center will continue to serve as what Banchoff calls “critical consultants” to this newest center for public service education on campus. The office’s website was launched this February 2006: http://och.stanford.edu.
Cleaning up Messes:  
My Decision to Run  
by Subodh Chandra  
’89 (Political Science/Sociology)

Early last year, I left my position as Director of Law (and occasional acting mayor in Mayor Jane L. Campbell’s absence) for the City of Cleveland, Ohio and spent a semester as Distinguished Practitioner in Residence at Case Law School in Cleveland teaching legal ethics and appellate practice. As the semester at Case came to a close, and with major corruption scandals unfolding at the state level in Ohio, I decided to run for the office of Attorney General of Ohio.

The path to this point has not been linear, but I have continued to remain active in the public interest throughout the years since graduation from Stanford. As a 1989 John Gardner Fellow, I served initially with a policy development group in Palo Alto, and the remainder of my fellowship year in Columbus, Ohio with Participation 2000, a political-action committee founded by then-Ohio governor Richard F. Celeste. I then served Oklahoma Governor David Walters, developing a strategy for appointment of highly qualified women and minorities to state agencies, boards, commissions and judicial vacancies.

I earned my J.D. from the Yale Law School in 1994. After that came stints as special counsel to the president-elect of the American Bar Association and in large-firm private practice in Los Angeles.

Donor View  
by Catherine Thiemann  
’80 (English; ’86, MBA)

Although we valued our Stanford education, Michael and I had never made a significant contribution to Stanford, beyond small gifts to individual departments. Early in our careers we didn’t have the financial means. By the time we were in a position to give, we had become involved in our own community, and we were reluctant to divide our loyalty. We volunteer or serve on the boards of several San Diego education and arts organizations, and that is where we have always focused our giving.

However, the 2001-02 “Think Again” campaign caused us to take another look at Stanford. When we were students, I don’t think we fully appreciated what an exceptional place it was. Now, with 25 years of perspective, it’s obvious what an amazing concentration of talented, committed people make up the Stanford community.

How could we reconcile our commitment to San Diego philanthropy with our desire to support Stanford?

The answer came from a meeting in 2002 with Suzanne Abel [Associate Director for External Relations] of the Haas Center. Suzanne told us about the undergraduate summer “service learning” internship program. She worked with us and the Price family (also from Stanford) to set up an internship right here in San Diego. We have enjoyed meeting our interns and seeing the important work they are doing.

Through the Haas Center, we are able to support needs in San Diego while, at the same time, helping Stanford educate the next generation of community leaders. We are thrilled to be a part of this important work.

Catherine and Michael Thiemann ’79 (Art; ’79, MS Electrical Engineering) established a new Urban Summer Fellowship in collaboration with Price Charities and the City Heights Community Development Corporation in San Diego, CA.
Lucas (Luke) Black ’95 (Political Science) recently relocated back to the DC area for the first time in almost a decade, accepting a position with the Millennium Challenge Corporation (“Reducing Poverty through Growth” - http://www.mcc.gov) as an associate country director. He remembers his time at Stanford in Washington (SIW) in spring 1993 “with great fondness and as a period of tremendous intellectual stimulation and energy (Clinton had just been elected president and the city was abuzz with excitement!).” He writes that he would like to arrange internships at MCC for SIW students interested in international development, and to participate in SIW events. While at Stanford, Luke was a peer advisor, a summer fellow, and volunteer tutor. His subsequent career has centered around social enterprise and international development issues, working for both nonprofits and the private sector in more than twenty developing countries. Contact: leb33@columbia.edu.

Brenna Marea Powell ’99 (CSRE/Political Science) is back in school at Harvard University, in her second year of a joint degree PhD program (Government & Social Policy) between the Government Department and the John F. Kennedy School of Government. She writes, “The Kennedy School…is really is an incredible place…it would take a lifetime to get to know all the projects and people doing amazing things there.” When at Stanford, Brenna worked at the Haas Center’s BIRC (Bing Information and Resource Center), and participated in EPASA and Stanford in Washington. After graduation, she worked for over three years at the Stanford Center on Conflict and Negotiation (housed at the Martin Daniel Gould Center for Conflict Resolution Programs, Stanford Law School) on a number of projects focused on post-conflict peacebuilding in partnership with grassroots organizations in Northern Ireland. Contact: bmpowell@fas.harvard.edu.

Allison Post ’97 (History) is also a Harvard graduate student in the Government Department. Alison, who is a bit ahead of Brenna, is doing her dissertation research on how large, urban infrastructure projects are built within clientelistic political systems (i.e., within the context of machine politics). Alison writes, “On my end, the dissertation is becoming much more tangible. I am in Argentina this year doing fieldwork and data analysis.” For the Argentine portion of the project, she is exploring how political factors have influenced the implementation of water and sanitation privatization programs in the provinces. She will also have a section focusing on 19th century U.S. cities. At Stanford, Alison was a Public Service Scholar and a staff member, working with former director Tim Stanton on the South Bay (a.k.a. Silicon Valley) Project. Contact: apost@fas.harvard.edu.

Megan Vanneman ’03 (Human Biology, Spanish minor) completed her MPH in Health Policy and Management in December 2005 at Columbia University. She continues to live in New York and works as the Program Coordinator for Evaluation at the HIV/AIDS National Resource Center (NRC) at the François-Xavier Bagnoùn Center (FXBC), managing three separate projects: the National Quality Center, Health Resources and Services Administration’s (HRSA) Adolescent Web Curriculum Project, and the AIDS Education and Training Centers’ (AETC) Adolescent Workgroup. This past summer, Megan traveled to South Africa to train Pediatric AIDS Clinical Trials Group community advisory board members about clinical trials and HIV/AIDS. She is still involved with Columbia University as an Advisory Council Member for the Department of Health Policy and Management, and has co-authored an article on “Medicaid in New Jersey: Options for Reform” with two Columbia professors for The Hall Institute of Public Policy. Megan plans to return to school in a couple years to pursue a PhD, with the hopes of eventually running an organization, conducting research, and teaching. Contact: http://www.bebo.com/friends/2939463a7318529b22.
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