The Fellowship Bridge to Public Service Careers
by Lyn Wyman, Editorial Associate

Winter quarter, the entire Haas Center reverberates with fellowship selection activities. Graduating seniors who want to be the next John Gardner Public Service and Tom Ford Philanthropy fellows complete their applications, turn them in and wait to hear from selection committees. These six postgraduate fellowships provide an opportunity like no other for Stanford graduates to pursue fulltime work in a nonprofit, government or foundation setting with a mentor particularly chosen to match their field of interest.

“I was able to have an unusual level of responsibility for a 22-year-old, and I am forever grateful for the opportunity,” says Leela (Young) Stake ’03 (Urban Studies; MA, Sociology), Ford fellow at The Asia Foundation in San Francisco. In the Foundation's overseas field offices, she met with Cambodian government officials to discuss trade policy issues, helped design a program that outlined conditions for trade enterprises in a conflict-ridden area of the Philippines, and contributed to publications on economic development, domestic violence and human trafficking. After continuing to work at The Asia Foundation for a year and consulting post-tsunami in India and Nepal, Stake is now a manager in corporate responsibility and strategic philanthropy at APCO Worldwide, a global communications firm. “I consult to Fortune 500 companies on strategy, international and national grants, and stakeholder engagement.”

Well over half of the postgraduate fellows report pursuing public service professionally and personally as a result of their fellowship experience. For some, the public service career link is very direct. Dominique Blom ’93 (Anthropology) did her Gardner fellowship year in the Inside

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Jeanne Wahl Halleck Retires from the Haas Center

After 23 years, Jeanne Wahl Halleck has retired from the Haas Center. Founding Director Catherine Milton recruited Halleck from Washington, DC to be part of the team that created the center. Milton recalls, “Jeanne Halleck arrived…when the John Gardner Fellowship and Stanford in Washington were just ideas we were dreaming about. She helped to do the hard work to turn those dreams into realities. Her legacy is the thousands of students who have served in government and in the nonprofit sector, making a positive difference. The Stanford community and the nation owe her our heartfelt thanks.”

Halleck met Milton when they both worked for the Police Foundation in Washington, DC in the 1970s. Milton had met future Stanford President Don Kennedy when she worked at the US Treasury and he was head of the Food and Drug Administration. In 1983, President Kennedy asked Milton to come west to survey and coordinate student service initiatives on campus. Milton asked for Halleck’s assistance when mount-

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Message from the Faculty Director

Haas & The Stanford Challenge

In my first months as Faculty Director, which coincide with the unveiling of the new university-wide campaign—The Stanford Challenge—I am thrilled to recognize that the Haas Center is well-aligned with both its core spirit and interdisciplinary approaches.

A theme that is historically axiomatic for the Haas Center is found throughout The Stanford Challenge literature, including the Message from President John L. Hennessy: Seeking Solutions, Educating Leaders, case statements by academic units, and online communications: Stanford’s academic enterprise seeks solutions to society’s most pressing problems. For over twenty years, the primary mission of the Haas Center for Public Service has been, in fact, to facilitate the seeking of solutions to society’s most pressing problems through the experiential education of Stanford’s students across the disciplines. To accomplish this, we:

- convene and collaborate with faculty in many disciplines;
- offer students quality experiential learning opportunities in public and community-based agencies; and
- prepare students for effective citizenship and leadership roles in society.

The loyal supporters of the Haas Center throughout the years know that our students—inspired by ideals and developed by guided experiences—are our society’s most vital resource. Through programs like Alternative Spring Break or other community service student groups, students can discover their passions. Participating in service-learning courses or community programs, such as tutoring or community service work-study, students gain confidence that their dreams can be pursued and their efforts can be effective. With fellowship experiences, leadership training, and community-based research opportunities, they realize that they can move beyond avocational “volunteerism” to achieve careers in government, nonprofits, and the private sector, and that improvement of individual lives as well as larger scale policy change is possible.

In every Haas Center program, the concept of cross-disciplinary work is central. The Stanford Challenge makes it clear that one of the university’s greatest strengths lies in providing the physical and intellectual space for faculty to interact in pursuit of shared goals. Once a quarter, a group of faculty interested in public service education gathers in the Donald Kennedy Conference Room at the Haas Center to converse about how to bring this common enterprise to fruition. For six years, I was privileged to be a part of this inspired group: the center’s Faculty Steering Committee. Note the breadth of academic fields from which those scholars hail, listed in the box to the left. Our staff also continues to work closely with faculty from interdisciplinary programs and the Department of History to systematize requirements for service experiences in those majors.

In the coming months we will share details about the Haas Center’s priorities within The Stanford Challenge. Through Commons and our website, we will offer ways to help sustain the increased momentum we see among students engaged in service, which leads us to seek additional resources to support their aspirations.

Finally, thank you to all who responded to the 2006 Annual Fund Appeal for support and commitment. Gifts to the Annual Fund through The Stanford Challenge help to strengthen the foundation for continued excellence in public service education.

— Gabriel Garcia
Donor View
by Jing Lyman

My husband, Dick Lyman, and I have been modest cash donors to Stanford’s John Gardner Public Service Fellowship. But that seems a relatively small contribution compared to the privilege I have had in serving on the Fellowship selection committee for a number of years.

My committee service is an excellent example of the enormous return on volunteer activity to the individual volunteer. I certainly have benefited from my association with the Haas Center Fellowship coordinator, Jeanne Halleck, and her heartwarming yet thoroughly professional interaction with so many students and their potential mentors. I have been constantly surprised and delighted by the breadth of her networks and the care she has shown in matching students with the right mentors.

But I have also been granted exposure to some of Stanford’s best and brightest undergrads—ones of particular interest to me because of their expressed commitment to public service.

I go through an annual “hole in the ground” immersion as I plow through the pile of lengthy applications. (I’m dyslexic and don’t have regular exposure to academic jargon, so it can be pretty tough going. My poor husband suffers, too, from some ten days of my acute withdrawal from social interaction.) But the rewards of exposure to the diversity of young people doing such astonishing work in so many different fields is like a breath of fresh air. It has become my annual restoration of confidence in young people in general, in the high quality of Stanford students, in the faculty and staff who write about them, and in Stanford University that nourishes these particularly remarkable young people. And I have the added benefit of exposure to the enthralling public service projects on which so many of them are already working.

I know I personally win in the return on this investment. And even Dick is restored by my enthusiasm for these students!

Jing Lyman served Stanford in her role as the wife of Richard Lyman, J. E. Wallace Sterling Professor in the Humanities and President of Stanford University, Emeritus (1970-80). She was active early in establishing the field of micro-enterprise, and has worked for fair and affordable housing and in philanthropies by and for women.

"Halleck Retires" continued from page 1

Donor View/Halleck Retires

Jeanne Wahl Halleck, Jing Lyman, and Richard Lyman.

"At that time,” says Halleck, “I just wanted to get students involved, to volunteer and to be interested in government. On New Year’s Eve, 1984, I sent out the first nationwide survey of service in higher education for Campus Compact, an organization of campus presidents. Change at Stanford was also part of the national landscape. Georgetown, Brown and Stanford were the leaders.” She combined her “hats” because of her desire to advise and encourage students to pursue government and service, her understanding of her own strengths, and the inspiration of statesman and center mentor, John W. Gardner. While working on YCMAD, Halleck met Gardner, the featured speaker. A long friendship and collaboration ensued. Gardner was a vocal advocate for student involvement in community and public service, and along with Don Kennedy, he co-founded the center’s National Advisory Board.

In November 2006, Marjorie Alfs, who has served since 2002 as Halleck’s assistant, assumed the majority of responsibilities that were formerly assigned to Halleck, with other fellowship duties going to former Gardner fellow, Anu Menon ’99, and SIW assistance from Sonia Mittal ’04, former SIG chair. Suzanne Abel, Associate Director for External Relations, is pleased that Marjorie has agreed to stay on in this capacity. “After four years of apprenticeship with Jeanne, she knows these programs, and all the players, extremely well.” Alfs holds a BA in History from UC Santa Barbara and an MBA from San José State. Menon completed a fellowship at the ACLU after earning her JD at UC Berkeley. Mittal is a graduate student in Political Science at Stanford.

Of the transition, Halleck says, “It’s really good for these programs to have new blood and new people, and I certainly hope to continue to be involved.” She will remain on the board of the John Gardner Fellowship Association (JGFA). Halleck’s goal of creating a strong network of former Gardner fellows began to be realized when the JGFA was established in 2004, becoming a part of her extensive legacy.

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Debra Meyerson  
Associate Professor of Education and (by courtesy) Organizational Behavior in the Graduate School of Business

Walter [Woody] Powell  
Professor of Education and (by courtesy) Sociology, Organizational Behavior, Management Science and Engineering, and Communication

In June 2005, when faculty members of the Philanthropy Working Group met at the Haas Center to consider creating a new, expanded program to promote research on philanthropy and civil society, it seemed natural for Debra Meyerson and Woody Powell to take leadership roles in the initiative. The result was the establishment of the new Stanford Center on Philanthropy and Civil Society (PACS).

Truly a collaborative effort, PACS is housed at the Haas Center, funded with a generous founding grant from the William and Flora Hewlett Foundation, administered through the Institute for Research in the Social Sciences (IRiSS), and proceeding under faculty leadership from Professors Powell and Meyerson. Its new Managing Director is Malka Kopell ’78 (Human Biology), with assistance from Haas Philanthropy Program Coordinator Lauren Wechsler ’04 (History).

Although Meyerson began her career in the field of organizational behavior, in 2003 she moved to the Stanford School of Education as her interest in making organizational workplaces more socially conscious, just, and equitable extended to interests in the nature and source of change in educational institutions. “Taking a leadership role in PACS, I am moving once again in a direction that embeds my work in a broader field,” Meyerson explains. “Today, change in education is driven partly by philanthropic institutions as well as private entrepreneurial organizations that bring significant energy and innovation to the field. I have launched various projects that look at the role of philanthropic organizations as intermediaries in fostering innovations and change within education.”

Meyerson’s current research includes the examination of growth in the charter school field. She is on the board of a charter management organization that launches and operates charter schools.

“More private resources are flowing from foundations to nonprofits than ever before, and nonprofit entrepreneurial organizations, serving as intermediaries between districts and philanthropies, are running charter schools, doing teacher and leadership training, and funding initiatives and districts. Many of these schools are heavily dependent on and influenced by private foundations. Whether this general trend is good or bad news for education is to be determined. The center will support work that examines the myriad questions to be asked about education and philanthropy and more generally about how institutions in different sectors,

“Focus on Faculty” continued on page 5

Why a Center on Philanthropy and Civil Society?

Civil society – the sphere of society and our culture independent of both the government and the market – is playing a rapidly expanding role in addressing and defining social problems in the United States and the world. As one of the key participants in civil society, the philanthropic sector serves both as a critical supply of resources for nonprofit institutions and as a catalyst for addressing public needs. Philanthropy’s evolving role, with its potential for increased impact, raises fundamental questions. How do philanthropic institutions, nonprofits and other elements of civil society collaborate to effectively advance the public good? How successful are they at solving problems, particularly compared with government, which has historically been responsible for shouldering that burden? What relationships currently exist among foundations, nonprofits and voluntary activity in realizing collective goals? PACS Center was formed to apply an analytical lens to these hard questions and to engage students, faculty, and practitioners in examining ways in which philanthropic institutions, nonprofit organizations, and other key elements of civil society work to define and address public interests, both in the US and abroad. Contact: Malka Kopell, malkak@stanford.edu.
The PACS Center/Focus on Faculty

What Does the PACS Center Provide?

A Platform for New Research:
The PACS Center is pursuing a host of urgent issues with a combination of conceptual analysis and empirical research. Questions being addressed by current PhD fellows include: civil society’s contribution to the distribution of AIDS drugs in South Africa; the interaction of environmental grantmaking and environmental social movement organizations; the interplay between philanthropic reform efforts and public school reform priorities; and the growing role of professionals and expert knowledge in international development-related NGOs.

A Training Ground for Future Leaders in Philanthropy and the Nonprofit Sector:
PACS Center faculty offer courses including *Theories of Civil Society, Philanthropy, and the Nonprofit Sector* (Rob Reich and Bruce Sievers), *Philanthropy and Social Innovation* (Laura Arrillaga), *Leading Social Change: Educational and Social Entrepreneurship* and *Seminar on Social Change Processes and Organizations* (Debra Meyerson), and *Research Workshop: Philanthropy and Civil Society* (Woody Powell).

An Ongoing Dialogue with the Philanthropic Sector:
The link between theory and practice cannot be made without engaging practitioners in the philanthropic sector. By connecting with practitioners through workshops, presentations, and structured conversations, the center is building a community of scholars and practitioners working to effect social change.

"Focus on Faculty" continued from page 4

including foundations, are defining and addressing social problems.”

Woody Powell is an organizational sociologist who has been studying the nonprofit sector for over 30 years. “I’ve looked at university presses, public television, the arts—particularly dance and museums,” Powell says, “and am currently looking at the transfer of ideas and managerial practices across the nonprofit, business, and government sectors.”

Powell is also the director of SPEN (the Stanford Project on the Evolution of the Nonprofit), in GSB’s Center for Social Innovation. One of SPEN’s objectives is to “create new knowledge about the social sector that will inform nonprofit leaders, funders, and policy makers.” It is the creation of more knowledge about the social sector and about civil society in general, as well as that interaction with the funders that support civil society, that animated Powell’s interest in making the PACS Center a reality.

Four PACS Center Research Fellows are enrolled in Powell’s graduate seminar, which meets every other week for the academic year. After the first quarter, the group focuses on the development of individual research projects in progress through feedback and interaction. Meyerson’s *Seminar on Social Change Processes and Organizations* serves as a pipeline for the program. Several doctoral students enrolled are potential candidates for fellowships in the years ahead.

Around the table at the 2005 meeting where the PACS Center was conceived were Haas staff and donors, and foundation leaders from the region. Meyerson notes that PACS would not have been created without the Haas Center and Peter E. Haas Director Len Ortolano’s leadership and initiative.

“Len was absolutely the guiding force behind the PACS Center’s development, not just its creation, but along with Haas staff, behind its structure and all its component parts. Their enthusiasm and insight about how to make it work here at Stanford was critical. Lauren Wechsler was the primary staff person, really the founding executive director, along with Associate Director for External Relations Suzanne Abel. PACS is so complementary to what Haas is doing that it is a great place for it to be incubated…. I’m running my seminar at Haas, in the Donald Kennedy Conference Room, because I want PACS to be regarded as a Haas-related program.”

The Postgraduate Public Service Program supports undergraduates in planning for their early postgraduate years. Students receive assistance with identifying entry level positions in public service across the government, nonprofit, and private sectors, in the US and abroad. Gifts to the Haas Center through The Stanford Challenge support program operations, staffing, and bring alumni and other visiting practitioners from the field to engage with students through short term residencies. Contact: Suzanne Abel, 650-723-4719.

gift opportunity

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Fellowships

Ria Collingwood '07 (Cultural and Social Anthropology) bids farewell to Philip Boafo (Project Assistant and a student at Kwame Nkrumah University of Science & Technology), and Patience Ashiamah (math teacher), at the Okyeso Catholic School of Duako, Ghana, after spending a summer living and teaching alongside them. With the help of a Donald Kennedy Haas Summer Fellowship, Ria collaborated with the rural fishing village’s school to create a summer camp that would prepare 20 female students for the Basic Education Certificate Exam. Her project raised math and English scores more than 30% over the course of the three-week program. At right, Ria describes her Haas Summer Fellowship experience to a fellow student at the Haas Center’s annual Fellowships Open House in November 2006. Over 250 students attended the event, thanks in part to the first-time use of an online Facebook banner ad. The event showcases all fellowships, from undergraduate to postgraduate, bringing together freshmen through graduate students to explore opportunities and learn from former fellows.

Leadership

The Public Service Leadership Fellows Program provides a comprehensive opportunity for current sophomores and juniors to develop their capacities for leadership. The program begins in winter quarter with an introductory 2-unit course and requires a commitment of five quarters. Participating students experience the development of a community of peer-leaders who can learn from each other, while through classes, fellows begin to comprehend leadership models, practices, and values in the context of service. Launched in 2005-06, the program has evolved from a series of roundtables and workshops to the addition of a weekly class in 2006-07. Amanda Crowell-Itliong, Assistant Director of Student Development and Leadership, noted: “The big change this year is the class, in which the newly-selected cohort of 18 fellows is intentionally encouraged to build a community of service leaders.”

Lang Liu '08 (Economics/Cultural & Social Anthropology) co-founded Generation to Generation in December 2005 in order to bring student volunteers to work with senior citizens at Lytton Gardens in Palo Alto. “There’s no use re-inventing the wheel,” Lang says. “I became a Leadership Fellow in order to network and learn from others in similar situations.” Andrew Meyer '09 (Science, Technology and Society) liked the way the program “couples academic learning with hands-on experience…I was especially drawn to it because it’s so structured.” Last quarter, Andrew initiated On Board at Stanford, a student group matching undergraduates who desire mentoring in the nonprofit sector with board members of Bay Area organizations.
Courses and Research

In winter quarter 2007, Haas Centennial Professor Al Camarillo (History/Comparative Studies in Race and Ethnicity) inaugurated a new interdisciplinary track in Public History/Public Service within the History Department. The new major allows students to understand the application of historical study to sectors of public service, from museums and heritage sites to private foundations, nonprofit organizations, public agencies, and educational institutions.

Camarillo’s spring quarter gateway course for the track, Introduction to Public Service and Public History, provides students with a broad foundational exposure to the types of public history practiced in various organizational contexts, as well as theories and perspectives on public service in general. Guest speakers working in public history settings, as well as a visit to a public history site, transform the class from purely theoretical to an authentic introduction to the fields of public service and the practice of public history. Students in the major choose a geographic concentration of history courses focusing on areas such as Latin America, Africa or the United States, and consult with Camarillo to individually tailor a selection of interdisciplinary theory courses and service-learning courses from the Haas Center listing. Experiential knowledge of a field of public service comes as students in the major complete an internship or fellowship.

Camarillo says, “I am delighted that the Department of History is the first disciplinary major at Stanford to include public service and public history as an option for students interested in history. Some exciting service-learning courses and opportunities will be offered to students in this new history major, one of which I will teach.” Contact: Karin Cotterman, karinc@stanford.edu.

Community Programs

Science in Service (SIS) prepares college students to be science mentors to children in after-school programs, such as the Boys & Girls Clubs (BGC), the Haas Center’s current community partner for the program. Increasing science outreach education was the impetus for the creation of this program in 2003. For the center, SIS is a new model for community partnership—a collaboration of students from across the science disciplines, faculty, service-learning educators, and community organizations. SIS is also unique in its goal to enrich the science learning experiences of K-8 students through the after-school setting rather than the formal classroom setting. This provides the opportunity to explore topics outside of the standards that dictate classroom content. Such enrichment also supports the goals of positive youth development that are at the heart of after-school programming.

Stanford students in the program develop leadership skills and experience in civic engagement, the ability to communicate science to the public, and an interest in and commitment to public science literacy. These are vital to sustaining their interest in their own science studies, as well as to building a more scientifically engaged citizenry.

Megan Hsu ’08 (Communications) reflects on her experience. “The hours that I have spent at the BGC have been some of the highlights of my time at Stanford. During a hectic week of research papers, heavy reading, and problem sets, it’s great to end on a fun and enjoyable note with kids who are eager to learn. The reason I began mentoring with Science in Service is because I feel lucky and a little guilty to have so many opportunities presented to me. The kids that we work with at the clubhouses are wonderful, and seeing the looks on their faces when they learn something new or accomplish something difficult gives me the confirmation that what we do is very important and well worth the time.” For program information, contact: Kelly Beck, kbeck@stanford.edu.

Associated Programs

During fall quarter 2006, as part of the Haas Center’s Call to Serve Initiative and Postgraduate Public Service Program, Dr. Susan E. Rice ’86, Senior Fellow in Foreign Policy Studies at the Brookings Institution and former US Assistant Secretary of State for African Affairs in the Clinton administration, spoke to students about her career. In her talk, Public Service in the National and Global Interest: a Call for New Leadership, Rice encouraged a new generation of Stanford graduates to consider public service careers. From her many years of experience as a research social scientist and in high-level government, she was able to offer an assessment of contemporary challenges to US national security, in particular global poverty.

In conjunction with the Washington DC-based nonprofit, Partnership for Public Service, Stanford participates as one of over 570 colleges and universities in the Call to Serve recruitment campaign, which aims to promote student awareness and interest in federal government service. Contact: Abby Conover,aconover@stanford.edu.
What It Really Means to Burst the Stanford Bubble
by Marcelo Worsley '07 (Chemical Engineering/Portuguese/Luso-Brazilian Studies)

Even before I had spent two weeks on The Farm, I received a number of warnings about venturing into East Palo Alto. Many of the comments were made in jest, but they all seemed to suggest that there was something inherently wrong with “EPA.” Upperclassmen in my dorm cautioned me against driving through the community late at night for fear of being robbed or assaulted, among other things. The general sentiment from my peers was that nothing good could be found in East Palo Alto, and that my time was best spent nestled within the confines of Stanford’s campus or enjoying the luxuries of downtown Palo Alto.

Because I spent fall quarter of my freshman year focusing on my coursework and athletic endeavors, I didn’t dwell on these warnings and the attitude behind them. However, during winter and spring quarter of that first year, I was recruited by the Society of Black Scientists and Engineers to volunteer at the East Palo Alto Boys and Girls Club. I generally viewed myself as an individual who enjoyed “giving back to the community;” thus, I gladly enlisted. During the initial days I somehow thought that being a Stanford student volunteering my time with “underprivileged” students would cause a radiance to flow about me. After all, if these students were so unfortunate as to live in a community riddled with violence and drugs, I would be their “bright and shining star.”

Fortunately, I discovered the fallacy in my attitude. First and foremost, East Palo Alto is not a community steeped in destitution. Nor is it in need of Stanford’s altruism. Granted, socioeconomic indices show that EPA is not as well off as Stanford, but the community possesses great wealth of a different nature. This wealth is found in its diversity, strong familial cohesion, and kindhearted residents. I now realize that the relationships developed with my community partners are ones of reciprocity in which we learn from one another.

Additionally, I found that it is not suitable or appropriate to discredit the residents of the community by characterizing them based on “average” statistics. It is true that East Palo Alto, like most cities in this country, is not devoid of drugs and violence. But these unpleasantries fail to adequately describe the personality of the community; instead one must look to the individuals there.

Take Nathan, for example: though he is 12 years old, he knows more about quantum chemistry than most Stanford students; or Jessica, who is an incredible artist and almost always has a new drawing for me. Another friend, Luis, who I stay in touch with regularly, just started his chemical engineering degree at MIT, and yet another, Malcolm, is promoting change at the Youth Leadership Institute. These are the stories that get lost in the fray, the individuals whose contributions are discredited by the prevalence of fear and rumors.

These realizations are not simply about our neighbors in East Palo Alto, but about individuals in all of our surrounding communities. Contrary to popular belief, there is a lot to be learned outside of Stanford.

Some students say, “There is never time to interact with people outside of Stanford,” or “I have no way of getting off campus.” But such statements overlook the opportunities that students have everyday, even if they are just talking with the people that clean our dorms and prepare our food. For everyone who takes the warnings about East Palo Alto and its surrounding communities to heart: you are missing out. And while Stanford has a lot to offer, my growth and development at this institution would not be the same without my friends from outside of this campus.

Worsley’s service activities include: Society for Black Scientists & Engineers, EPA tutor; 2006 Haas Summer Fellow, Science and Technology Enrichment Program, Salvador, Bahia Brazil; 2006-07 EPA Social Venture Fellow, Tutor4, in collaboration with the Boys and Girls Club Intel Clubhouse. Contact: mworsley@stanford.edu

Announcing: Through the East Palo Alto Social Venture Fellowship, Philanthropic Ventures Foundation awards a $10,000 stipend to students who implement an innovative project that addresses economic, environmental, educational, and/or social needs in EPA. See http://haas.stanford.edu/index.php/item/906 for details. DEADLINE: April 11, 2007.
SAID – A Full Slate for Students Interested in International Development

Gabriel Novais '09 (Human Biology/History) received the Haas Center’s Andrew J. Daher/African Service Fellowship for summer 2006 to work in the Royal Bakofeng Nation in South Africa. “When I returned,” he says, “I wanted to do something beyond my own experiences, to get other students excited about international service.” One step was to become the Vice President of Administration for SAID (Stanford Association for International Development).

In January 2007, as winter quarter was beginning, SAID co-sponsored the first International Service Opportunities Fair with the Haas Center. Representatives from 20 on-campus and off-campus programs were on hand to meet with students about summer and year-round opportunities to serve and learn in developing nations.

SAID aims to build a strong and well-connected community of people dedicated to international service, and to inspire innovative, conscientious, and practical approaches to the field of development. Through a bi-weekly dinner series, students meet with faculty members and Bay Area professionals in an informal discussion setting.

SAID’s largest project is an annual conference for students, faculty and community, scheduled at this printing for March 3 and focusing on Energy & Sustainable Development. Keynote speakers Katherine Sierra (Vice President for Sustainable Development, World Bank) and Kurt Hoffman (Director, Shell Foundation), and three panels are examining the future of energy and development, challenges to progress, priorities for the future and promising strategies. Also included is an International Development Fair with NGOs and student groups.

Michael Wilkerson '09 (International Relations) is a member of SAID’s Board of Directors and liaison to the Haas Center. “The Haas Center serves as a clearinghouse, bringing students together who want to work for international communities. Jon McConnell, [Haas Student Development Programs Director], has been a driving force behind turning our idea of providing students with a one-stop learning opportunity about international service programs into an actual event. Jon helped us select a date, advertise, and get groups to send representatives and materials to the Fair.”

Michael’s motivation for involvement in SAID began when he learned that “mathematically, this is such an important area because of the disparities between developed and undeveloped nations.” In classes like NGOs and Development in Poor Countries, taught by Emeritus Professor David B. Abernethy (Political Science), Michael was inspired to seek experiences abroad, working in Uganda on a journalism scholarship in summer 2006. “Many of us have had to find our own way to serve abroad, “ he explained, “finding out about programs, requirements, funding, and applications. SAID’s goal is to streamline the process, letting people know early what they might need for particular programs, as say, course requirements, even if they are not yet ready to apply.”

Contact: http://said.stanford.edu.

Haas Heroes

Tom Ford (1921-1998) was a driving force for funding the building that the center now calls home, and an invaluable member and leader of the center’s National Advisory Board from its inception, serving as chair from 1991-1994. He supported the John Gardner Public Service Fellowship, the East Palo Alto Tennis & Tutoring Program, the East Palo Alto Stanford Summer Academy, Stanford Upward Bound and many other initiatives, particularly on behalf of Mid-Peninsula youth. Ford was a farsighted land developer who began a decade of service on the Stanford Board of Trustees in 1980. In 1989, the Ford Center for Sports and Recreation was dedicated in his honor. Ford’s life of service and generosity provided the inspiration for the establishment of the center’s Sand Hill Fellowship in Philanthropy (2000), and the Tom Ford Fellowship in Philanthropy (2001), both in partnership with Philanthropic Ventures Foundation of Oakland, CA. The Tom Ford Memorial Courtyard at the Haas Center, dedicated in 2000, is a favorite gathering place for staff, students and community members.

John W. Gardner (1912-2002), steadfast guiding light for the Haas Center, was the first chair holder of the Miriam and Peter Haas Centennial Professorship in Public Service at Stanford (1989-1996) and a founding member of the National Advisory Board. His life’s work included service as Secretary of Health, Education and Welfare (1965-68); as the first full-time chair of the National Urban Coalition; and as founder of the White House Fellowship Program, Common Cause and Independent Sector. Gardner authored nine books over nearly 30 years that continue to find wide audiences. His life provided an inspiration for the center’s postgraduate John Gardner Public Service Fellowship, undergraduate CFSV John Gardner Fellowship in Philanthropy, and for the John W. Gardner Center for Youth and Their Communities at Stanford’s School of Education. He encouraged several generations of Stanford students to align their working lives with their personal values in service to American democracy.
Office of Fair Housing and Equal Opportunity at the Department of Housing and Urban Development (HUD) in Washington, DC. She continued at HUD and advanced to her current position as Director of the Office of Urban Revitalization, where she is responsible for $4.5 billion of grant funds to produce integrated housing and neighborhood revitalization. “The opportunity to work at HUD on substantive issues transformed the way I perceived my role in creating change. Today I see myself as an active player, committed to improving people’s daily lives.”

David Moguel ’87 (Political Science) says his career path began with his Gardner placement in the Superintendent’s Office of the San Francisco Unified School District, where he was involved in writing speeches, briefing the superintendent on various education research reports and administering a grant for a parent involvement project at a middle school. “As my mentor [Superintendent Ramón Cortines] said it would, the fellowship year gave me insights and experiences that have served me well in the years that have followed.” Moguel went on to earn an MA in Public Policy from the John F. Kennedy School of Government at Harvard, then served at the US Department of Education and taught high school in South Central Los Angeles before he earned his PhD in education at UCLA. He is now Associate Professor of Education at CSU Northridge, where his research areas include classroom discourse analysis, teacher education, and bilingual education.

In light of the success of these fellowships, the 2006 Faculty Steering Committee and National Advisory Board charged the Haas Center with expanding postgraduate public service opportunities. In response, the center recently established the Postgraduate Public Service Program, which helps students, particularly graduating seniors, identify opportunities that will launch their public service careers in nonprofit and government agencies, as well as in service-related positions in the private sector. Program Coordinator Abby Conover’s goal is “to help students understand their interconnection with and responsibilities to their communities and to assist them as they explore the ways their commitment to service can be realized through the powerful vehicle of vocation.” (See box below.)

Ford Philanthropy and Gardner Public Service fellowships are the keystone of an evolving effort at the Haas Center to guide and inspire Stanford graduates to a life of public service. Britt Ehrhardt ’04 (Psychology) was a Ford fellow at Firelight Foundation in Santa Cruz, CA, which partners with more than 200 African organizations serving children and communities affected by HIV/AIDS. She continues to work at the foundation and speaks to the influence of her fellowship year. “Every day that I went to work, I worked on issues that I really cared about, and I got to feel like I enabled significant change. I need and want my future jobs to make me feel that way.”

Abby Conover was hired as the Haas Center’s first Postgraduate Public Service Programs Coordinator in fall 2006, in order to extend the type of opportunities experienced by Gardner and Ford Fellows to all students interested in service-related careers. With generous support from Mimi Haas and the Office of the President, the program offers assistance to graduating seniors and recent alumni in obtaining entry-level opportunities in nonprofits, government, and private sector public service positions. Contact:aconover@stanford.edu.

What difference does the Haas Center make in inspiring students to a lifelong commitment to public service?

This timely question emerged in anticipation of the Haas Center’s 20th anniversary in 2004-05, and prompted our multi-year alumni research and survey projects. The research enabled us to identify and record names and program involvement of our graduates, and to reach out to them through the survey. The survey goal was to better understand how the public service experiences of Stanford students influence their lives after graduation.

In April 2006, we emailed an online survey to 7,198 alumni, 1,565 of whom responded (21.7%). The survey contained 25 questions in these categories: demographics; public service as a Stanford student; educational, career and life path since graduation; and further involvement. Data has been preliminarily analyzed, and we are currently preparing a report for release on the website, as well as planning for a select number of follow-up phone interviews. Of the respondents, 701 alumni indicated interest in participating in an interview.

Stay tuned for more survey updates! In the meantime, please enjoy a few of the many alumni comments from the online survey:

Abby Hall ’05 (BA/MA Anthropological Sciences): “Public Service Scholars changed my outlook on life entirely. I now understand that no matter what avenue I take to influence positive social change, what matters is that I dedicate my talents and energy to causes that benefit general social well-being.”

"Alumni Survey" continued on page 11
Satisfaction and fulfillment from a career now means making a difference and not making a dollar or reaching for some undefined ‘success.’”

Charles Hokanson ’93 (History/American Studies; JD, Harvard Law School; MPP, John F. Kennedy School of Government, Harvard University): “Stanford in Washington and Stanford in Government solidified my interest in public policy, especially federal education policy. I earned my JD and MPP degrees at Harvard, and returned to DC, where I worked in educational policy for two think tanks as well as Congress, and am currently the Deputy Assistant Secretary for Elementary and Secondary Education at the US Department of Education.”

Rahul Khurana ’98 (BS/MS Biological Sciences): “United Students for Veterans’ Health was quite influential in my career development. It set me on a path of medicine and reinforced my desires to serve those around me. I am still in residency training at Duke University but have been involved in the community through work at the county hospital, medical mission trips, and work in my surrounding community.”

Chris Tebben ’89 (Economics): “My experiences with the Ravenswood Stanford Tutoring Program left me with a deep sense of the educational inequities that limit opportunities for poor children and maintain a cycle of poverty. I decided to earn a Master’s in public policy with an emphasis in education, and I have enjoyed 12 years of fulfilling work in the public and nonprofit sectors focused on children, youth and education. Donald Kennedy was president during my Stanford years. He did a wonderful job of building a common value of civic engagement and service in the student body.”

I was in Bangladesh. There I helped to organize a meeting with Muhammad Yunus, the social entrepreneur and recent Nobel Peace Prize winner, for other Ashoka entrepreneurs at his organization, Grameen, in Dhaka. I spent the last seven months before Emory living in Senegal and traveling throughout West Africa to build up Ashoka’s program in the region. Last summer, I stayed in Atlanta to work with the juvenile division of the Dekalb County Public Defender’s Office. I plan to continue pursuing a human rights career when I finish here in 2009.” Contact: degoldstone@gmail.com.

Lorne Needle ’87 (Public Policy; ’92, MBA) shares that he is “thrilled to let you know that I’ve just joined the United Way of the Bay Area (UWBA) as Vice President, Community Investments.” At UWBA, he is responsible for investments, partnerships, and initiatives in San Mateo, San Francisco, and Marin counties. Lorne wrote, “The United Way has shown its ability and commitment to get to the heart of problems, bring people together to solve them, and create lasting changes in people’s lives and the community. I’m honored to join the team and to have the opportunity to help lead and contribute to the work.” Lorne looks forward to continuing to partner and be connected with many of us at the Haas Center, “as colleagues and, of course, as friends.” Contact: lneedle@uwba.org.

The Public Service Scholars Program brings together seniors from diverse majors to research and write honors theses on topics of benefit to society. Your gifts to the Haas Center through The Stanford Challenge support dissemination of research results to relevant communities, and build a strong community of young scholars. Contact: Suzanne Abel, 650-723-4719.
Students, Alumni, Staff, Faculty, Friends of the Haas Center:

Celebrate your legacy of service at Stanford! Leave your mark in perpetuity with an engraved brick in the Ford Courtyard. Honor a student, friend, loved one or your personal commitment to service.

Engraved bricks are $100 each. Consider pooling resources, e.g. 10 x $10 or 20 x $5. Message may be up to 3 lines and 20 characters per line (including spaces and punctuation):

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Please make check payable to Stanford University and return with this form to Suzanne Abel, Haas Center for Public Service, 562 Salvatierra Walk, Stanford, CA 94305-8620.
Questions? Contact: sabel@stanford.edu or (650) 723-4719.