This election season, the issue of national service came into sharp focus as each major presidential candidate articulated the importance of giving back to our communities and our country. On the campaign trail, Senator McCain repeatedly spoke about serving a “cause greater than yourself.” Senator Obama stated in a 2007 speech delivered in Iowa, “I won’t just ask for your vote as a candidate; I will ask for your service and your active citizenship when I am president of the United States.”

As noted by Richard Stengel in the September 2008 issue of Time devoted to community service, volunteerism has been a key issue in the presidential campaign. Stengel writes about the importance of service and how it can help address the urgent challenges facing the country, including the current wars, the national and world economy, health care, schools, and climate change.

The work that we do every day with students, who are passionately devoted to service and are the next generation of our public leaders, is affected by the imminent prospect of fewer resources to support staff and programming. And yet, as President Obama has said, “The time has come to reaffirm our enduring spirit, to choose our better history.” The Haas Center takes its inspiration from an elder statesman who also had “chosen hope over fear, unity of purpose over conflict and discord.” In 1965, two years after Dr. Martin Luther King, Jr. delivered his great speech at the Lincoln Memorial in which he referred to “the fierce urgency of now,” Secretary of Health, Education and Welfare John W. Gardner observed, “What we have before us are some breathtaking opportunities disguised as insoluble problems.”

The opportunities that Gardner discerned through the fog of social upheaval in the mid-1960s did not reveal themselves easily to most of us in that era. Once the great voices had been silenced—voices like President John F. Kennedy, Dr. King, and Robert

“Urgency” continued on page 3

“Service” continued on page 3


Message from the Faculty Director

Health Care and the Financial Crisis

Of all the forms of inequality, injustice in health care is the most shocking and inhumane.” So spoke Dr. Martin Luther King, Jr. more than forty years ago, and his words sadly ring true today. As someone in the medical field, I can speak at great length about the effect of economic downturn on health care. Whether we limit our sense of community to the neighbors on our street or look beyond our social circle to our cities, country and beyond, we will see people lose their jobs, lose their access to health care, and lose their hope. In every country in the world, socioeconomic status is directly related to survival, and each step down the socioeconomic gradient predicts greater mortality. Thus we will see people suffer and die as a result of their joblessness. Public health researchers have already documented that the current crisis has resulted in individuals making difficult health care choices and choosing to delay or go without necessary medications or treatment.

New and forward-looking leadership in the United States gives me hope that we can work together to address the health care crisis. The call to all Americans to serve and act in the public interest has been urgently and clearly articulated by President Obama, and has gained traction at Stanford and the Haas Center. In the health care arena, this will require a commitment to extend the health care safety net to all Americans. This will be difficult to implement, as Stanford Professor Emeritus Victor Fuchs (Economics) suggests for three reasons: many individuals and industries profit greatly from the status quo and will resist the uncertainties of a new health care system; the proponents of reform are not well organized behind a single proposal; and the legislative process is complex and has many political bottlenecks. That said, there is no better time to act in the country’s best interest than today, when our needs are greater and our new president has inspired all of us with a vision of a better tomorrow within our reach.

At Stanford, our students have risen to the occasion. The local chapter of the American Medical Student Association staged a lobby day in Sacramento on January 12 in support of Senate Bill 840, a universal health care measure for residents of California. Students in the Advanced Patient Advocacy Program for Community Health will undergo media advocacy training so that they will learn to work in tandem with the media to disseminate a strong message in support of health care for all. More than six courses are currently on the Haas Center’s service-learning course list with syllabi concerning health education for underserved children; methods in community assessment, evaluation, and research; and health and medicine in an international world. Two Alternative Spring Break Courses, “Harvest of Shame: Healthcare of Underserved Communities in the Central Valley of California” and “A Veteran’s Affair: In Pursuit of Health,” directly address health care issues, and many voluntary student service organizations have also joined to create change in our country and the world.

To paraphrase Maya Angelou, this is the time that we must all have the courage to look beyond our differences and see community. This is the time to support ethical and effective change, and those who work hard to make health care reform—as well as other measures to realize a more just and humane world—a reality.

—Gabriel Garcia, Peter E. Haas Director
Kennedy, all assassinated in the space of five years—many began to lose hope and to turn inward. The trauma of these “deep events,” as well as the final blow of the Watergate scandal, muted the call to public service for nearly a generation.

In the early 1980s, Stanford President Donald Kennedy knew that the time had come to tap into the innate optimism and idealism of college students, and to provide the support they needed to engage seriously in public and community service as an integral part of their Stanford education. The Haas Center became the institutional fruit of Don Kennedy’s conviction, and John Gardner, with his clear voice of hope, became a founding member of our National Advisory Board.

Now is a time when, as President Obama has said, imagination can “be joined to common purpose, and necessity to courage.” Now we must re-examine and reaffirm the Center’s core purpose in an environment of threat and possibility reminiscent of the 1960s. We recognize that our work with students and community partners is more important than ever, yet we will have to do it with enormous discipline, and we cannot do it without the help of our closest friends and alumni.

We will weather the current economic storm, drawing strength from this renewed sense of common purpose that the new president has inspired in our students and in many of us. We can, like the country itself, “pick ourselves up, dust ourselves off, and begin again the work of remaking America.” “The fierce urgency of now,” 2009-style, is upon us.

service leadership is deeply embedded in the history of Stanford University. The Haas Center’s contribution to cultivating the engagement and passion of our young people is a precious asset as we seek solutions to today’s monumental challenges.”

While the university and the Haas Center garner support to continue to educate future public service leaders, many of Stanford’s alumni and faculty will serve in the new administration.

Susan E. Rice ’86 (History), a Senior Fellow at the Brookings Institution, and former US Assistant Secretary of State for African Affairs, will serve as Ambassador to the United Nations. On a visit to campus in fall of 2006, Rice spoke as part of the Call to Serve campaign, an outreach initiative by the Partnership for Public Service at Stanford and five other universities, which was based at the Haas Center.

Linda Darling-Hammond, the Charles E. Ducommun Professor of Education, is leading President Obama’s working group on education policy. Darling-Hammond’s teaching and research focuses on school reform, teaching quality and educational equity. She has been a member of the Haas Center’s Faculty Steering Committee and a longtime supporter of the center’s work in community schools. Mariano-Florentino Cuéllar, Professor of Law and Deane F. Johnson Faculty Scholar and current member of the Haas Center’s Faculty Steering Committee, is the head of the working group on immigration.

Rice, Darling-Hammond, and Cuéllar are responding to the call to serve our nation as are others from Stanford, including many alumni. In President Obama’s words, “they embody the spirit of service; a willingness to find meaning in something greater than themselves. And yet, at this moment—a moment that will define a generation—it is precisely this spirit that must inhabit us all.”
Michele Elam and C. Matthew Snipp: Presidential Politics
by Nora Martin ’09 (English), Communications Assistant

As faculty sponsors of the Autumn Quarter 2008 course CSRE/AAAS 12: Presidential Politics: Race, Class, Faith, and Gender in the 2008 Elections, Michele Elam and C. Matthew Snipp were careful to emphasize “analysis and not political advocacy.” This academic perspective provided a refreshing look at the last weeks of the campaign: class participants explored how issues of race, class, faith, and gender have shaped the candidates, campaigns, and our society. “We felt a deep responsibility to offer a course like this in which to civilly and deeply engage these issues,” Elam explained. She and Snipp focused on “intersectionality”—the intersection of race, class, gender, and faith—in the campaign. They emphasized what these categories do more than what they are; in their words, “how and to what end these issues are employed.”

Elam’s background reflects this interdisciplinary approach. Recently appointed the Martin Luther King, Jr. Centennial Professor, she is an associate professor of English, Director of the Program in African and African American Studies (AAAS), and a member of the Haas Center’s Faculty Steering Committee. Since coming to Stanford in 2003, she has twice been awarded the St. Clair Drake Outstanding Teaching Award. This year she launched a campus-wide initiative called “Race Forward,” “a three-year, interdisciplinary project that involves scholarly fields of research and teaching that have not extensively engaged critical race studies or where scholars or students of color have been underrepresented.” The themes of race and faith, race and the environment, and race and human health respond to Stanford’s call for multidisciplinary research, teaching, and learning that will prepare citizens for the 21st century.

Snipp is Professor of Sociology and also a member of the Haas Center Faculty Steering Committee, reflecting his commitment to the community. Since 2005 he has directed the undergraduate program in CCSRE and has served as the curriculum committee chair of Native American Studies, a position he also held from 1998 to 2002. At Stanford since 1996, Snipp has examined census data and focused his research on racial reporting and racial identification. He is particularly interested in how factors such as residence, education, and family composition are related to racial identification and especially to questions about multiracial backgrounds.

Elam and Snipp’s research and expertise, particularly their interdisciplinary approach and commitment to public service, shaped the structure of Presidential Politics. Scholars from across the country spoke about topics that ranged from representations of candidates to how new media had an impact on the dissemination of information during the campaign. More than 200 students enrolled, and an additional 200 community members also participated.

Presidential Politics also offered a service-learning component. Sixty students completed ten hours of political service in the local area, such as supporting voter registration and voter education efforts, serving as poll monitors, and working as election officers across Santa Clara County. “In seeking accountability and a respectful exit from community experiences, students were required to complete a timelog that demonstrated how they met the service commitment of the course,” Snipp explained. “The timelog was designed to create an experience where students needed to meet face-to-face with the community partner to affirm their participation. This experience often encouraged students to thank partners for the opportunity and for partners to share their gratitude with the student volunteers.”

As a student studying race and ethnicity for an English honors thesis, I found the lectures’ interdisciplinary approach both fascinating and informative. But what equally fascinated me were the student and community responses to the class. I was impressed by how the historic feeling of the election drove many to want to learn. Community members took notes along with the students in the class. In addition, attendees were asked to write questions for each week’s panel, and the topics ranged from multiraciality to the place of women of color to diversity of faith. I realized how personal—not just political—these election identity issues were: given our history, does identifying as American embody these working intersections? This course will be used as a model for future classes to continue to investigate this question, and how our multiple intersecting identities function in our society. Ultimately, this exploration is inspired by the same vision of America that Barack Obama underlined in his inauguration speech, “We know that our patchwork heritage is a strength, not a weakness…We are shaped by every language and culture, drawn from every end of this Earth.”

The Stanford Report recently published articles by Elam and Snipp on Obama and race: “The more things change, the more they stay the same” by Snipp, and “Why Obama is black again” by Elam (http://news-service.stanford.edu).

Lectures from Presidential Politics are available on Stanford YouTube (www.youtube.com/Stanford).
Community Service:  A Team Effort  
by Sarah Flynn ’11 (Human Biology)

I came to Stanford last year from Baltimore, and play attack/midfield on the women’s lacrosse team. Service was an essential tenet in my upbringing, and service-learning and involvement in community service projects were an inherent part of my pre-college education. I always planned to continue doing service work at Stanford.

It was extremely frustrating to discover that, as a student athlete, I had little time to devote to activities other than lacrosse and schoolwork. During my freshman year, I could not participate with service clubs and organizations on campus because of my hectic schedule. During the summer, however, I was able to travel to Nicaragua for three weeks with the Haas Center’s new Impact Abroad Program. It was such an amazing experience and completely motivated me to find a way to do service during the school year.

I knew that many of my teammates and athletes from other teams were as passionate as I am about helping our community. Through my connection with the Haas Center, I received the direction and support I needed to initiate a service activity that my teammates and I could manage. After various meetings with and advice from Kristen Azevedo [Assistant Director of Student Development and Leadership Programs], I was able to find the perfect project. We would be renovating a middle school in East Palo Alto through a program sponsored by 2nd Mile, a nonprofit organization that encourages impactful service throughout the Bay Area.

My teammates and I arrived ready to work on our day off from practice. Many community members, including teachers and students from the school we were renovating that day, greeted us. On that day, instead of lacrosse sticks, we used paintbrushes, hammers, screwdrivers, and shovels. Instead of trying to win a game by outscoring our opponents, our goal was to give Ronald McNair Academy a complete makeover.

The 24 of us worked side by side with the others, painting all of the classrooms and the entire exterior, landscaping the areas surrounding the building, assembling gift baskets for all of the teachers, and building new furniture for the library and other offices. I knew from past experience how much could be accomplished by a motivated group of volunteers in a single day, but by the end of our shift it was absolutely amazing to see the transformation that had occurred.

I believe that the benefits of service work are mutual for those who serve as well as for those who receive, and it was definitely true in this case. After just a few hours of work, we left the school feeling very satisfied and proud to see the positive changes we had helped achieve. In addition to representing Stanford on the playing field, we were privileged to represent Stanford in the local community. While my teammates and I realize that our one-day direct service effort cannot solve all big social justice issues, we are humbled to have played a small role in creating positive change for the students and teachers of the Ronald McNair Academy. We hope that this valuable experience for our team will translate into a lasting partnership with the Haas Center in coordinating future meaningful service opportunities with women’s lacrosse and the local community for years to come!

The Stanford Women’s Lacrosse Team at Ronald McNair Academy.
Athletes and Research with a Public Purpose

by Virginia Visconti, Public Service Research Director

As the first Public Service Research Program Director at the Haas Center, I direct both the Public Service Scholars Program (PSSP) and the Community-Based Research Fellows Program (CBRFP), administer the Andrea Naomi Leiderman Fellowship, and teach Urban Studies 123: Approaching Research and the Community: Principles and Practice. Each of these responsibilities contributes to the Haas Center’s larger goal of promoting research with a public purpose at Stanford.

My training as an anthropologist and educator gave rise to my interest in research as a form of service. I hold a dual-major PhD in social/cultural anthropology and education policy studies from Indiana University-Bloomington. While conducting fieldwork for my dissertation in a northern province of Vietnam, I worked with local communities to explore the practical applications of my research. In the process, I came to appreciate the transformative nature of research that is practical and not merely descriptive and explanatory.

Finding ways to identify undergraduates who are eager to connect research with their service commitments and academic studies informs much of the work I do on a daily basis. With that goal in mind, I attended the Athletic Academic Resource Center’s annual research opportunities luncheon in January. Together with my Haas Center colleague Kristen Azevedo, Assistant Director of Student Development and Leadership Programs, and Dandre DeSandies of Undergraduate Advising and Research, I chatted with student athletes from various sports programs, including water polo, fencing, volleyball, and gymnastics, as well as majors such as Engineering and Human Biology. I was excited to learn that many of the students seated around the lunch table already had research questions and topics in mind.

What most concerned students were the nitty-gritty details of research: preparatory coursework, research proposals, funding, and time commitments. As impressive as student athletes’ time management skills are, their training and course schedules leave little time to pursue research. Though there are now only a few athletes participating in Haas and VPUE research programs, I hope to change that by allowing flexible schedules and working within student athletes’ time constraints. In addition, one-day workshops which focus on how to create research-based public service plans are under development. If student athletes want to pursue service-learning research, then I want to help them achieve that goal. After all, such students already possess in abundance many of the traits that define a good researcher: tenacity, discipline, passion, and curiosity.

Community Writing Project in its 20th Year

by Nancy Buffington, Coordinator, Community Writing Program

The Community Writing Project (CWP), now a part of the freshman-sophomore Program in Writing and Rhetoric (PWR), began at the Haas Center in 1988 and is one of the oldest national service-learning programs in writing and rhetoric. CWP students research and produce written, spoken, visual and/or multimedia projects that directly benefit local nonprofit or governmental agencies. These projects give students opportunities to work outside an academic setting in rhetorical situations of practical consequence. Ultimately their work will reach audiences beyond their teachers and serve tangible purposes for community audiences and for the students themselves.

CWP has worked with more than 250 Bay Area nonprofits, linking PWR students with organizations needing help with research, writing, and speaking tasks. While students benefit educationally from their participation in CWP, participating agencies benefit in tangible ways as well. Since so many nonprofit organizations are underfunded and understaffed, CWP students make a substantial contribution to helping agencies fulfill their missions. The Haas Center continues to be an important partner for CWP by providing instructional resources and connections with the broader service-learning community. The Center has helped us strengthen the traditional aspects of our program, and has offered fresh perspectives to our work.

While budget concerns are making us think more creatively about how we continue to accomplish our good work, the Community Writing Project is here to stay. Our current group of CWP instructors is experienced and dedicated—they continue to design new courses and consistently receive high student evaluations and plenty of informal praise. We’ve been able to better support our instructors in the last year through a service-learning library and website for CWP instructors, and we now have our own dedicated CWP space due to PWR’s recent move to Sweet Hall. We’re beginning to develop in-class service-learning writing workshops which we hope to be able to offer to service-learning courses across the campus.

CWP is in the midst of planning our 20th anniversary celebration for early April: an evening to bring together current and past agency mentors and CWP students, along with service-oriented members of the Stanford community.
It seems an unlikely tale: three ’07 Stanford graduates who could pursue high-paying, high-powered jobs the world over, voluntarily move to Sacramento after leaving the Farm and end up in the same apartment building just blocks from the State Capitol. There, they step straight into the world of policy and immerse themselves in the politics behind the process, making connections as well as a tangible difference in the lives of California citizens. This improbable story is that of the past year in the lives of Christopher Nguyen ’07 (History/Political Science), Dontae Rayford ’07 (Sociology, MA ’07 Sociology), and Anthony Sanchez ’07 (Communication).

How did it happen? All three were awarded fellowships through the Capital Fellows Program: Sanchez and Nguyen were awarded Senate Fellowships and Rayford an Assembly Fellowship. These young men exemplify the fact that there is no one track to public service. With different majors and even more diverse extracurricular activities at Stanford, their experiences reveal that no matter one’s background, it is possible to become a part of important government work when one has a passion for policy and a desire to make a difference. In their fellowship placements, each became a valuable and influential part of their offices and the capital community. Immediately upon their arrival, they were given high levels of responsibility and substantive assignments on policy issues. They performed all the tasks of regular legislative aides, with the added benefit of the Capital Fellows support network to ensure that they maximized their personal growth.

As they staffed bills, Nguyen and Sanchez learned the politics behind the policy process through their interactions with both houses, many committees, and both parties. Similarly, Rayford’s research for the Assembly Public Safety Committee enabled him to make recommendations and inform others on how best to guide a bill through the legislative process. Nguyen discovered political dynamics through his work with a worker’s compensation bill that, in an unusual twist, met with the opposition of both business and labor interest groups. Sanchez’s work with a consumer protection bill taught him about the vagaries of political opinion. The bill passed smoothly through the Senate only to meet with an enormous degree of dissent in the Assembly. Rayford faced challenges as he staffed a bill to create more training for entry-level green jobs. He found that the environmental community supported the bill, whereas labor unions opposed it. They all learned about the art of compromise as they shaped policy to appeal to diverse interest groups while maintaining the integrity of bills to create positive change.

Nguyen, Rayford and Sanchez report that the excitement and action of the legislative process made them feel truly involved in the real world of politics. All three see the power and potential of a public service career. They feel connected to the capital, to policy issues, and to other policy makers. In just one year, through the Capital Fellows Program, they not only got their foot in the door, but also had the chance to open that door to incredible new political—and personal—possibilities.
In the last few years, the Haas Center has seen an increased interest in international service work, even among students who have little or no experience traveling abroad. In 2007, with the support of The Stanford Fund, Haas Center donors, and the nonprofit organization Foundation for Sustainable Development, we developed the Impact Abroad Program. The three-year pilot program intends to provide a short-term, introductory-level experience to meet the needs of students who have not traveled extensively, and who are beginning to explore issues related to international service. This summer, the program launched with trips of 12 students, two student leaders, and a staff advisor each to Bolivia, Mexico, and Nicaragua; next summer, students will travel to Argentina, India, and Nicaragua.

I accompanied the students to Bolivia, where our service focused on microfinance initiatives in the city of Cochabamba. During our three weeks there, we stayed with local host families, visited community-based organizations, and took weekend excursions to rural areas as well as the rainforest region. Our main project was through Pro Mujer, a women’s microfinance organization operating in several Latin American countries. Pro Mujer recognizes that providing small loans ($150–$200) to local women to finance their sustainable business initiatives ensures that their children will be fed and sheltered. Under this model, the entire family benefits from a higher standard of living. Stanford students created a 20-page promotional magazine for the organization to use for fundraising and increasing the local client base. The students split into teams to conduct and transcribe interviews, photograph Pro Mujer clients at their small businesses, and design the magazine. In the end, the students produced a beautiful publication that Pro Mujer uses in many of its outreach efforts.

We made site visits to other grassroots microfinance organizations, most of which were located in La Zona Sur, the poorest area of Cochabamba. The students were eager to connect with the local community. Their friendly curiosity and openness put people at ease, and I could see the positive response to their genuine interest in the issues faced by organizations and local people. Watching the students connect with community members was the most rewarding part of the trip for me.

I particularly remember the day we spent at Warmi, another women’s microfinance organization. Stephanie Otani ’11 (undeclared) asked Elena de Jiménez, the director of Warmi, what kept her motivated through the struggle of providing food for the 80 children in their free day-care program and scraping together enough donation money to keep the organization afloat. “No dejo de soñar,” Elena told us, “I don’t stop dreaming.” Elena explained that she had always had tremendous ambition and dreams, and her vision for Warmi’s future was no different. Later, during a group reflection exercise, Stephanie repeated Elena’s words to our group. “I never stop dreaming. I dream about changing people’s lives the way Elena does. When I’m older, I want to be just like her.”
Service-Learning Courses in South Africa

Through the Service-Learning Initiative, the Haas Center funds courses designed to combine service and study in ways that expand undergraduate student learning and deepen the meaning of academic study while illuminating and informing service experiences. In 2007–2008, one community-based research course and one service-learning course offered through the Bing Overseas Studies Program (BOSP) by Tim Stanton in Cape Town, South Africa, were among those funded: Public Health and Primary Health Care in a Changing Community Context and Community Reconstruction and Development in Post-Apartheid South Africa. These comprised two of the predetermined set of three courses enrolled in by all students in the Cape Town program. Stanton was Director of the Haas Center from 1993 to 1999 and, last October, was appointed Director of Stanford in Cape Town, which is slated to open in early 2010.

“The service-learning projects ranged from public advocacy issues for the Treatment Action Campaign (TAC), South Africa’s leading NGO focused on HIV/AIDS and the government’s response or lack thereof, to delivering an emergency medical response training program to community leaders and Health Forum members in a Coloured township outside Cape Town,” Stanton explained. “Another student was involved in a HIV/AIDS teen peer group prevention program with the Amy Biehl Trust. Others worked in education support programs for SHAWCO, the University of Cape Town’s (UCT) analogue to the Haas Center, or Lawrence House, which serves orphaned refugee children.

“The students were all engaged in community-based research connected to the community health course. Five projects were completed: one focused on patient response to a male HIV/AIDS clinic in Khayelitsha township; two projects focused on identifying and analyzing the degree of sustainable impacts of an orphaned and vulnerable children’s program and a teen HIV/AIDS prevention program. All three of these projects partnered with an NGO, HOPE Worldwide, in Khayelitsha. The fourth project examined health and other issues of refugee women served by Bonne Esperance women’s shelter in Philippi. The fifth project dealt with the social impacts of sports and recreation programs offered to youth by Catholic Welfare and Development in the Western Cape region.

“We took a week-long community health and development field trip to KwaZulu-Natal and Johannesburg which included an overnight visit to a key community health NGO, The Valley Trust, and a three-night home stay with community health workers (‘Mamas’), with whom the students walked ‘rounds’ during the day. Earlier in the quarter, we took a three-day field trip to a rural, Coloured community three hours north of Cape Town to learn about an innovative community project sponsored by UCT’s archeology department focused on preservation of San rock art and tourism-focused economic development. It was a whirlwind!”

Stanford in Government

Stanford in Government (SIG) has been very active during this academic year. In the summer, SIG Fellows in Washington, D.C. met with Senator Max Baucus ’63 (Economics, ’67 Law) (a photo is on page 1) and former White House Chief of Staff Josh Bolten ’80 (Law). On campus, students hosted Phillip Mudd, one of the nation’s most senior counterterrorism officials in the FBI, among other invited speakers. SIG partnered with several campus student groups to co-sponsor an extensive voter registration drive. The highlight of autumn quarter was a nonpartisan, campus-wide celebration on election night. In January, SIG presented former Pakistani President Pervez Musharraf—visit http://sig.stanford.edu.
Celebrating a Life


Sreyashi Jhumki Basu ’98 (Human Biology) packed more scholarship, activism, and experience in the world into her 31 years than many of us could hope to do in a normal lifetime. When she died of metastatic breast cancer on December 16, 2008, Jhumki was already an associate professor at NYU’s Steinhardt School of Culture, Education and Human Development and a very active member of the faculty of PS 533, the School for Democracy and Leadership, which she helped found in Brooklyn. “Central to my work is the belief that a diversity of youth should gain expertise in scientific knowledge and learn to think logically, investigate original questions and innovate in ways that fulfill needs in their lives, community and world,” she wrote.

At the Haas Center, Jhumki worked on the 1996 You Can Make a Difference Conference that focused on issues relating to the “whole child,” and was a Stanford in Government summer fellow in the Department of Health and Human Services, Office of Human Services Policy. Jhumki was the first Stanford recipient of the Donald A. Strauss Scholarship in 1997, a year-long grant that she used to do research on the lives of homeless street children in Moscow and St. Petersburg. The work resulted in an honors thesis in Human Biology and presentation of her results to UNICEF in Geneva, which incorporated them into their work with this population. In 1998 she received the Dean’s Award for Academic Achievement for her remarkable career at Stanford.

Jhumki completed her PhD in Science Education at Teachers College, Columbia University, in May 2006, focusing her research on access and equity issues for urban minority youth in science. Married in July 2007, she is survived by her husband, Alexander Konstantinou, and her parents, Radha and Dipak Basu, who live in Saratoga.

During a very moving memorial event held at Castilleja School (her other alma mater) in January 2009, numerous friends, colleagues and family members attested to Jhumki’s remarkable love of life and nature (especially animals), her wicked sense of humor and enormous personal warmth and compassion. A true citizen of the world, she journeyed to 37 countries in her short life, where everything she experienced became fodder for her work and fueled her infectious enthusiasm for deep experience.

—Suzanne Abel,
Associate Director for External Relations

Haas Center Alumni Emails

In preparation for our 25th anniversary in 2010, the Haas Center has launched an alumni program office to better communicate with and engage alumni. One of our first steps is a monthly digest email, which was started this past September. Time and again, alumni have told us they would like to receive brief updates from the Haas Center and be invited to the occasional event. If we have something to tell you, we will send it on the fourth Tuesday of the month only. If you have items you would like to announce to fellow alumni, you can send them to me. Each monthly email includes an opportunity for input, which asks for your feedback on issues at the Haas Center, and an events listing of the best public service events at the Haas Center, on campus, or near you. Please feel free to send your personal updates and creative ideas for our alumni effort to me directly (see page 12 for more information) and check the Haas Center website for updates. We hope have enjoyed reading these emails, and we look forward to hearing from you!

—Megan Swezey Fogarty, ’86 (English/Psychology), Alumni Program Director
Donor View
by Rosemarie Day ’88 (Public Policy)
Deputy Director and Chief Operating Officer,
Commonwealth Health Insurance Connector
Authority, Massachusetts

I was introduced to the Haas Center
during my freshman year when it was still called Owen House.
I participated in the campus wide “servathon” with a group of students from Toyon Hall. A number of our RAs were active volunteers, and they encouraged us to participate. Student leaders of the Stanford Volunteer Network (founded in 1984) recruited me to become a community service rep and I organized trips to a nearby soup kitchen with others from my dorm. From President Donald Kennedy on down, there was a strong sense on campus that service was “the thing to do,” and the Haas Center provided a broad spectrum of service opportunities.

With support from the Haas Center, I continued to do public service while at Stanford: I recruited and trained community service representatives, organized the Stanford Community Carnival, and became an RA myself, completing the cycle by encouraging freshman to serve. I was also an intern in Sacramento for two summers, thanks to fellowships from Stanford in Government. This gave me an excellent introduction to state government (and many insights into my future career!).

After graduating, I worked at a local YWCA where I determined that I wanted to make a difference on a larger scale. I went on to get a Master’s in Public Policy at Harvard’s Kennedy School of Government and from there, I found state government to be my niche—it is big enough to impact many people, yet small enough to see the direct results of my work. I’ve been fortunate to hold a variety of jobs with the Commonwealth of Massachusetts. I served as Budget Director for the Welfare Department, ran the state’s child support enforcement program, and served as the chief operating officer for the state’s Medicaid program. Currently, I serve as Deputy Director of the agency that is implementing Massachusetts’ landmark health care reform law. Throughout my career, I’ve been able to work on issues I’m passionate about and that has been extremely rewarding.

Looking back, I see how the Haas Center provided me and so many other students with the opportunity to take on lots of responsibility. From those experiences, I found that I loved managing people and large projects. The center also contributed to a redirection in my academics. I started Stanford as an engineering student, but became a Public Policy major in my junior year. I wanted to take courses that related more directly to what I was experiencing in my volunteer work.

I believe in giving back to the places that have helped me—I want current Stanford students to have the same opportunities that I did, or even better. Perhaps more importantly, I believe in social justice. Institutions like Stanford that educate future leaders can play a critical role in raising awareness of inequality and other pressing social issues. They can give students from all backgrounds an opportunity to collaborate on ways to address these issues while they’re students, laying a foundation for public service throughout their lives. As the saying goes, “from those to whom much is given, much is expected.” The Haas Center gave me an opportunity both to grow and give back when I was a student, and I believe in helping to sustain that for all Stanford students.

The health care reform law that is being implemented by Day’s agency is a model that is being considered by the new administration for national health care legislation and reform.

To learn more about the Haas Center’s new International Public Service Program and all of our priorities for fundraising under The Stanford Challenge, please visit http://haas.stanford.edu and click on the red box.

gift opportunity
Where Are They Now?: Available Online

We are collecting your public service stories in preparation for our 25th anniversary in 2010! Please email Megan Fogarty (megan.fogarty@stanford.edu) and visit the alumni section of the Haas Center website. We want to hear from you! In the meantime, the following alumni are featured below:

**Yvonne E. Campos**’85 (Economics/Political Science) heavy involvement with Stanford in Government inspired her career path in government service. After graduating from Harvard Law School in 1988, she practiced law in the private sector, was an assistant to Attorney General Janet Reno at the United States Department of Justice as a White House Fellow, and worked for eight years as an Assistant United States Attorney in San Diego. Campos currently serves as an appointed Judge of the Superior Court of California in San Diego County.

After her Public Service fellowship and Ravenswood Reads volunteering at Stanford, **Li Miao Lovett** ’90 (Human Biology) started a mentoring program for African American and Latino students in San Francisco’s Hunter’s Point district, and later founded a community service program at the College of San Mateo. Lovett now works as a writer and academic counselor. She has reported on environmental justice and water issues for *The San Francisco Chronicle* and KQED and contributed articles to journals such as *China Rights Forum* about the plight of Chinese farmers.

As an undergraduate, **Rosalyn Huynh Mashashin** ’02 (Communication) was an Eben Tisdale high-tech public policy fellow and served as the community service coordinator for the Asian American Activities Center (AAAC). She remains involved with AAAC, participating in professional mentorship opportunities. Currently, Mashashin works as a senior strategist at Google for Google Grants, an online advertising donation program for nonprofits. In this role, she manages several programs for Google’s 5,300+ nonprofit grantees worldwide.

In the fall election cycle, former ASSU leader **Steve Phillips** ’86 (African and African American Studies) worked with UC Berkeley’s Chief Justice Earl Warren Institute for Race, Ethnicity, and Diversity on the Diversity in Democracy Project to develop a list of 300 highly qualified, experienced professionals and provide these names to key officials to help in the very difficult job of staffing the new administration.

For more details and more updates, visit the alumni section of the Haas Center website, [http://haas.stanford.edu](http://haas.stanford.edu).