Our founders envisioned it, our students aspire to it, and our world demands it.

Toward a Purposeful University
Cardinal Service 2020

cardinalservice.stanford.edu
In sharing his vision for Stanford University’s future, President Marc Tessier-Lavigne writes, “Great research universities are resilient and purposeful, educating future leaders and advancing knowledge. They are a source of light and hope in the world, even in the most troubled times. That resilience has propelled Stanford to its current preeminence as a purposeful university, the ‘university of high degree’ conceived by the founders, dedicated to fostering education, research, and creativity for the benefit of humanity.”

When people think of Stanford University, they think of Nobel prize-winning faculty, pioneering research, high-tech innovation, exemplary academics, and championship athletic teams. Our faculty inspire and train students to tackle the world’s largest and most intractable challenges. Today, more than ever, our complex social, political, and environmental issues call for Stanford University to contribute to the public good, to weave public service more deeply into our rich tapestry of tradition, identity, and culture—to become in every sense a purposeful university.

Cardinal Service—a bold, university-wide initiative to elevate and expand public service as a distinctive feature of a Stanford education—reflects a broad and visible commitment to this goal. Cardinal Service is igniting far-reaching collaboration to make public service a Cardinal value—a core part of Stanford’s DNA. It builds on the 30-year tradition of the Haas Center for Public Service and many programs across campus that provide opportunities for students to work on real-world problems in real-world contexts.

This document offers our vision for Cardinal Service by the year 2020. It reaffirms the Haas Center’s commitment to both student and community development. It also describes a networked, collaborative approach to embedding service into Stanford culture, academics, and community, with the Haas Center serving as the hub of the campus-wide initiative.

Our plan focuses on the four dimensions of Cardinal Service, which we know shape civic identities and contribute in meaningful ways to communities.

**Cardinal Quarter**
Full-time summer or quarter-long public service experiences locally, nationally, and globally.

**Cardinal Courses**
Courses and research opportunities that apply classroom knowledge to real-world societal problems.

**Cardinal Commitment**
Support for students to make and sustain a significant service commitment to a program or organization.

**Cardinal Careers**
Support and guidance for students to pursue work in the public interest and integrate service into any career.
This plan includes definitions and shared characteristics of each of the four dimensions, as well as some scholarship that informs this work. It also includes two frameworks that guide Stanford’s public service and civic engagement effort: the Principles of Ethical and Effective Service attend to how to serve and the habits we hope our students form, and the Pathways of Public Service and Civic Engagement provide an inclusive framework for the multiple ways to serve. We encourage other campuses to consider similar frameworks and adopting these four elements in the same way that our Principles and Pathways have been adapted and adopted at other higher education institutions as part of a collective effort toward establishing best practices.

As articulated by President Tessier-Lavigne, the connections between purpose and higher education have never been more important than they are today. As he said in his inaugural address, “Let us be inspired by the issues of our time. Let them lead us to the insights we need to chart our course for the future. Let us commit to being a purposeful university, a courageous university, a university of unlimited potential. Let us be fearless.”

Sincerely,

Deborah Stipek
Peter E. Haas Faculty Director

Thomas Schnaubelt
Executive Director
The following are the key milestones we plan to reach by the year 2020.

**Cardinal Quarter**
- Each year, 500 undergraduates will complete a Cardinal Quarter.
- Every Haas Center-sponsored Cardinal Quarter participant will engage in pre-field training regarding the Principles of Ethical and Effective Service.
- Stanford Off-Campus Learning Opportunities (SOLO) will be fully implemented as a campus-wide recruitment and application platform.
- Each year, 90 percent of respondents to our Cardinal Quarter student assessment survey will report having a “good” or “excellent” experience (maintaining a response rate of at least 65 percent).
- Each year, 90 percent of respondents to our Cardinal Quarter community partner survey will report that students’ contributions were either “extremely valuable” or “valuable” to the organization (maintaining a response rate of at least 65 percent).

**Cardinal Courses**
- Each year, Stanford instructors will teach 200 Cardinal Courses.
- Each year, 2,800 students will participate in a Cardinal Course.
- Each year, the percentage of students indicating on course evaluations that they learned “a great deal” or “a lot” from Cardinal Courses will meet or exceed the average of all courses at Stanford.
- Each year, 80 percent of Cardinal Course students responding to a quarterly survey will report that their community engaged learning experience deepened their understanding of course material.
- Each year, 90 percent of respondents to Cardinal Course community partner surveys will report satisfaction (maintaining a response rate of at least 65 percent).
Cardinal Commitment

• Each year, 600 students will make and keep a Cardinal Commitment.

• Each year, Cardinal Commitment students will be engaged with 100 campus partners or community organizations.

• A digital platform will be established through which students will document, reflect upon, and share their Cardinal Commitment service experience.

• Every Cardinal Commitment participant will receive training in or exposure to the Principles of Ethical and Effective Service.

• Each year, 90 percent of respondents to the Cardinal Commitment community partner survey will report that students’ contributions were either “extremely valuable” or “valuable” to the organization.

Cardinal Careers

• Each year, 150 seniors will participate in the Cardinal Careers cohort.

• Each year, 750 students will participate in Cardinal Careers activities.

• At least 25 percent of graduating seniors will participate in the Cardinal Service Graduation Pledge to integrate service into their careers or life outside of work.

• As a result of all Cardinal Service activities, 10 percent of graduating seniors will indicate that they expect to be employed in the government or other public institution or agency, including military, and 20 percent will indicate nonprofit organization/NGO.¹
• Each year, 75 percent of each graduating Cardinal Careers cohort will enter a public service position as their first job or pursue a graduate program with the intention of pursuing a public service career.

• By 2020, 100 graduate students will participate in a structured training experience to prepare for professional success in community engaged learning and research.

**Strengthening a Networked Approach at Stanford and Beyond**

• Annual responses to the senior survey question, “To what extent do you agree that public service has been a distinctive feature of your Stanford experience?” will become increasingly positive.²

• Each year, 300 faculty, staff, graduate students, and community partners will be engaged as Cardinal Service Connectors.

• A transcript notation will be established to recognize engagement in Cardinal Service.

• New endowment secured for Cardinal Service will total $45 million.

• Each year, 200 alumni will be involved in a robust program in support of Cardinal Service.

• Stanford University and/or the Haas Center will make contributions on work that moves the field forward by:
  • reaching regional or national audiences through publications, convenings, presentations, and cross-university collaborations; and
  • expanding the use of the Principles of Ethical and Effective Service and the Pathways of Public Service and Civic Engagement as frameworks, including through 30 institutional members in the Pathways International Working Group.

**Working at Our Best within the Haas Center**

• Each year, 35 percent of respondents to the senior survey will report participation in a Haas Center activity or program.³

• Each year, 90 percent of respondents to the senior survey will indicate that they are “generally satisfied” or “very satisfied” with their Haas Center experience.⁴

• Each year, 85 percent of respondents to the Haas Center annual survey of program participants will indicate that their experience was “meaningful” or “very meaningful.”⁵

• Haas Center donor circle participation will grow to 40 members.⁶

• In responses to a biennial survey, 90 percent of staff will indicate either being “satisfied” or “very satisfied” with their overall work experience at the Haas Center.⁷
  • Every Haas Center program, as well as our general outreach and advising efforts, will participate in a structured evaluation by our program assessment and data analyst.
    • Each year, 250 faculty and staff will participate in or support Haas Center programs (unduplicated, and not including Cardinal Service Connectors).⁸
1 Baseline: In 2014–15, 6 percent of graduating seniors indicated “public sector” and 17 percent indicated “nonprofit”; in 2013–14, 9 percent indicated “public sector” and 16 percent indicated “nonprofit.”

2 Baseline: In 2016, 38 percent of graduating seniors indicated that they either “generally agree” or “strongly agree” with this statement.

3 Baseline: This figure was 25 percent in 2013–14 and 29 percent in 2014–15.

4 Baseline: This figure was 91 percent in 2014 and 93 percent in 2015.

5 Baseline: This figure was 87 percent in 2015 and 75 percent in 2016.

6 Baseline: As of February 2017, there are 19 donor circle members.

7 Baseline: In the December 2014 biennial survey, 74 percent of staff responded this way.

8 Baseline: This figure was 193 during the 2014–15 academic year.
Principles of Ethical and Effective Service

Community organizations provide rich learning opportunities for Stanford students engaged in public service. Stories abound of students’ transformative experiences through community involvement. Faculty, staff, and students establish mutually beneficial relationships with partner organizations that enhance student learning and contribute to the mission of a community partner. At times, however, there have also been breaches of community trust and respect.

In 2002, the Haas Center consulted with over 75 community participants, faculty, students, and staff to develop the Principles for Ethical and Effective Service to raise awareness about the University’s responsibility to communities and organizations involved with public service activities at Stanford. Community partners’ inclusion in the development of the principles has yielded a platform for ongoing conversations about how university-community interactions can both enhance student learning and benefit the community.

The Haas Center uses the principles to inform program design and implementation as we continually work to align our work and guiding values. Leaders of student service groups use reflection questions related to each principle as a springboard for assessing their work with the community. Faculty members who apply for service-learning grants use the principles in thinking about how course design can promote ethical and effective service.

In 2014, after a dozen years of active use, we refreshed our existing principles document through a facilitated feedback process with multiple stakeholders (students, faculty, staff, and community members). The revised document captures this input while maintaining the integrity and spirit of the original work. We hope the principles continue to serve Stanford students, faculty, and staff as a resource for creating and deepening community partnerships, and achieve our desired goal of enhancing student learning and community benefit.

A few general assumptions regarding the language used here:

• Although the principles are applicable to all parties involved in a public service-related activity, the language is primarily focused on the student role and experience.

• The term “service initiative” is broadly defined and refers to any activity that falls within our Pathways of Public Service and Civic Engagement.

• The term “community partner” refers to any local, national, or global individual or organization that partners with students in their service and learning endeavors.

• The principles are not listed in priority order; all are interconnected and equally valued.

Reciprocity and Learning Through Partnership

• Develop, or continue to cultivate, collaborative relationships with community partners that recognize their role as educators of student participants.

• Involve community partners in the design, facilitation, and evaluation of service initiatives (direct service activity, advocacy campaign, research, etc.) to ensure the value and relevance of the work to the community.
CLEAR EXPECTATIONS AND COMMITMENTS
• Clarify community partners’ needs and preferences and develop mutual goals. Determine clear, realistic and transparent expectations and time frames between all parties involved. Consider nuances of the academic calendar; explore potential for sustainability and/or develop appropriate exit strategies.
• Arrange for periodic check-ins with community partners to seek feedback and to ensure accountability and that mutual expectations are being met.
• Model and emphasize the importance of keeping commitments made to community partners.

PREPARATION
• Prepare for a service initiative with the attitudes, skills, knowledge, and materials you need to serve effectively.
• Understand the context in which the service experience is embedded: share current and historical information about the partner organizations and communities, and the impact of political, economic, environmental, and social contexts.
• Seek advice from community partners in determining content, and involve them in preparing or training students whenever possible.

RESPECT FOR DIVERSITY
• Model respect for diversity, broadly and inclusively defined (on the basis not only of gender identity, race, religion, age, ability, sexual orientation, and socioeconomic levels but also cultural norms and ideologies).
• Before, during, and after the service experience, actively challenge biases, stereotypes, and assumptions regarding the community you are working with and the issues you are addressing.

SAFETY AND WELLBEING
• Anticipate and take steps to ensure the physical and emotional safety of all service initiative participants.
• Understand and comply with special safety or liability requirements of community partners and the university.

REFLECTION AND EVALUATION
• Intentionally and creatively build in opportunities to reflect throughout your service experiences, involving community partners when possible.
• Include opportunities to gather regular feedback from community partners and participants to assess value, refine practice, and inform future actions.

HUMILITY
• Serve with a listening and learning attitude, ever mindful of the community’s needs, assets, and interests; as well as their own expectations, limitations, and capacity to serve.
• View any service work you are asked to do as a valuable learning opportunity that complements knowledge and builds understanding.
Pathways of Public Service and Civic Engagement

The Pathways of Public Service describe a range of possibilities by which we can make a contribution to the common good and provide the "big tent" for the programs the Haas Center delivers and supports. These pathways intersect and overlap, demonstrating the interdependent nature inherent in working toward the common good. There is no single path, and people move in and out of these pathways over time.

The six pathways are:

COMMUNITY ENGAGED LEARNING AND RESEARCH
Connecting coursework and academic research to community-identified concerns to enrich knowledge and inform action on social issues.

COMMUNITY ORGANIZING AND ACTIVISM
Involving, educating, and mobilizing individual or collective action to influence or persuade others.

DIRECT SERVICE
Working to address the immediate needs of individuals or a community, often involving contact with the people or places being served.

PHILANTHROPY
Donating or using private funds or charitable contributions from individuals or institutions to contribute to the public good.

POLICY AND GOVERNANCE
Participating in political processes, policymaking, and public governance.

SOCIAL ENTREPRENEURSHIP AND CORPORATE SOCIAL RESPONSIBILITY
Using ethical business or private sector approaches to create or expand market-oriented responses to social or environmental problems.

Pathways of Public Service and Civic Engagement:

• have local, national, and international audiences and populations of interest.
• are imbedded in all careers in the public, private, and independent sectors, and not limited to any segment of the economy.
• require different but interconnected actions: education through community dialogue, direct provision of goods or services, statements and actions that support social justice and address inequities, creation of new knowledge, and development of resources that support the work.
• are problem based, not discipline bound.
• result in measurable community impact.

As is true of nearly any attempt to classify concepts into discrete categories, this typology eventually breaks down as either too broad (too few categories) or too narrow (too many categories). For example, Haas Center staff considered whether “activism” and “policy/politics” could be collapsed into a single “advocacy” pathway, but realized that doing so creates an overly broad construct. While debate upon such matters is undoubtedly useful, the intent of the pathways is to illuminate possibilities (not necessarily find the perfect means of grouping concepts).
Cardinal Service Definitions

Each element of Cardinal Service (Quarter, Courses, Commitment, and Careers) enables Stanford undergraduates to contribute to society, develop citizenship skills, and realize Jane Stanford’s vision that Stanford students, due to the education provided, “will become thereby of greater service to the public.” The following general characteristics are shared among all four of the Cardinal Service elements.

Cardinal Service experiences:

- engage with a community to address a social problem or societal need.
- produce reciprocal benefits for students, faculty, and community partners.
- provide opportunities to critically examine public issues and/or explore one’s civic identity.
- embody the Haas Center’s Principles of Ethical and Effective Service.
- involve one or more Pathways of Public Service and Civic Engagement.

In addition, each of the Cardinal Service elements has distinctive features.

CARDINAL QUARTER EXPERIENCES

- enable students to integrate academic learning and research with a service experience.
- last eight to nine consecutive weeks.
- involve a minimum of at least 35 hours per week.

CARDINAL COURSE EXPERIENCES

- integrate course or research objectives and community-based experiences.

CARDINAL COMMITMENT EXPERIENCES

- commence with a personal statement of commitment.
- connect students with a mentor who provides support and guidance.
- involve at least three quarters of service to a program or organization.

CARDINAL CAREER EXPERIENCES

- prepare and enable students to pursue careers or jobs in the public interest or participate in other forms of lifelong community engagement within or across any sector (public, private, or nonprofit).
- enable the critical examination of how jobs and careers impact the public.
The following resources have influenced our work and thinking. This is not meant to be an exhaustive list but rather provide helpful resources for peer institutions doing similar work and those who care about the role of public service within institutions of higher education.

**Cardinal Quarter**


Donaldson J. S. 2012. “Gap Year: Congrats! You’re Accepted to College, Now Go Away.” *ABC News.*


**Cardinal Courses**


**Cardinal Commitment**


Cardinal Careers


General


Cardinal Service is a university-wide initiative to elevate and expand service as a distinctive feature of a Stanford education.

cardinalservice.stanford.edu