At the Haas Center we take seriously the role of higher education in shaping the future of our world. As we look to prepare creative global leaders for social impact, we are reminded of Jane Stanford's insistence that a Stanford education not only “qualify students for personal success and direct usefulness in life,” but also help them “become thereby of greater service to the public.”

Through the concept of Pathways of Public Service, as represented on the cover, we work to equip students and the faculty and communities with whom they partner to explore the wide range of levers to contribute to the public good. We broadly define these pathways as:

- **activism**: the use of individual or collective action to influence or persuade others;
- **community-engaged scholarship**: connecting coursework and research to community-identified concerns;
- **direct service**: giving personal time, energy, or resources to address immediate community needs or priorities;
- **philanthropy**: voluntary giving to individuals and/or organizations that contributes to a common good;
- **policy/politics**: participating in processes of democratic self-governance; and
- **social entrepreneurship**: generating market-oriented responses to solve social problems.

There is no one best means for bringing about a more just, healthy, and sustainable world. Our goal is to offer a pluralistic framework that enables students to choose the issues and paths through which they seek to have an impact. In the process, students come to see that effective agents of social change must be adept at working across the independent, public, and private sectors.

The second pillar of our work is helping students across fields and disciplines to engage ethically and effectively in public service. Our Principles of Ethical and Effective Service are meant to cultivate mindsets, skills, and reflective leadership practices that will serve individuals over a lifetime, whether they are entrepreneurs, leaders, or pioneers in the nonprofit, philanthropic, public, or corporate sectors.

With the approach of the Haas Center’s 30th anniversary next year, we are excited by the gathering momentum behind our work. In the past year, our deepened connections to the Vice Provost for Undergraduate Education and the Center for Teaching and Learning allowed us to double the size of our team focused on embedding community experiences into coursework. We exceeded our goal for the Haas Center Challenge fundraising campaign, and we launched several innovative programs. We invite you to read about these and other developments in this edition of Commons.

As we work to embed public service ever more deeply and effectively into the Stanford experience, we are grateful for your partnership and support.
Forging a Path in Venture Philanthropy and Beyond

Amy Chen, ’13, is a Tom Ford Fellow in Philanthropy. The program, made possible by Susan Ford Dorsey’s Sand Hill Foundation and Philanthropic Ventures Foundation, annually funds three Stanford graduates to work with leaders in philanthropy for 11 months.

Why did you get involved in public service?

My father was diagnosed with terminal liver cancer during my senior year of high school. I spent the year in Taiwan, where my father had 60 percent of his liver removed, rounds of chemotherapy and radiotherapy, and ultimately a failed liver transplant in China. When he awakened, we told him of the failed operation. Despite knowing that death loomed near, my father responded, “At least I helped the next person. They can use the liver that I was unable to use.” Rather than sulk over his own loss, he rejoiced in the gain of a complete stranger.

It is my father’s altruism that drives my commitment to public service. Five weeks after his passing, I left Taiwan and began freshman year at Stanford. I was deeply motivated to understand and reform health care systems. How could I improve health care for families in my situation? How could I ensure all those who need a transplant receive one? I explored these questions through the Haas Center’s Public Service Leadership Program, and my efforts culminated in a trip to China, where I researched China’s organ donation and transplantation issues as a Chappell Lougee Scholar.

But I didn’t only focus on China. Public service to me means not only helping other communities, but also caring for your home community. I pursued the Haas Summer Fellowship and Community Service Work-Study with Supporting Initiatives to Redistribute Unused Medicine (SIRUM), a start-up nonprofit housed at the Haas Center that is dedicated to redistributing unused medication to uninsured patients. There, I directed recruitment for 28 facilities and designed a pop-up book to improve the way nurses access and understand SIRUM’s work.

These experiences represent only the start of my lifelong career in public service. I thank the Haas Center for its incredible support, friendships, and the open-minded approach to service it has instilled in me.

How would you describe your experience as a 2013 Tom Ford Fellow in Philanthropy?

I’ve gained an incredible exposure to philanthropy, an area I knew little about before Stanford. The Draper Richards Kaplan (DRK) Foundation—my current placement—is a venture philanthropy firm that funds high-impact, early-stage nonprofits. Structured after a venture capital firm, DRK uses tools like due diligence, risk management, and performance measurement to support nonprofits looking to scale social impact. It’s like what the Haas Center does with students, but for entire organizations!

My biggest learning has been in understanding how funders approach grantmaking. On my first day, I discovered that SIRUM—whom I worked with as a Haas Summer Fellow—had recently entered our grantee pipeline through an external referral. I was fortunate to join the team in conducting due diligence and eventually entering SIRUM into our portfolio. The shift from working in SIRUM’s operations as a Stanford student, to seeing how DRK as a funder evaluated SIRUM, was incredibly valuable.

Any final thoughts to share?

I have always firmly believed that I will end up in a job or career I don’t currently know exists. So far—in my pursuit of organ donation research in China, social entrepreneurship, and venture philanthropy—this has held true. In exploring my passions, I repeatedly stumble on new industries and roles that encourage me to take risks while grounding me in new areas of expertise.

As Sheryl Sandberg once said, “The reason I don’t have a plan is because if I have a plan I’m limited to today’s options.” My advice to students is that you should never feel like you must follow a traditional path; follow your own path and be open to new options as you pursue the change you wish to see in the world.

At Stanford, Amy Chen participated in the Haas Summer Fellowship, the Haas Center’s Public Service Leadership Program, and as a Stanford in Government fellow in Taiwan, a Chappell Lougee Scholar, copresident of Alpha Kappa Psi, a consultant for Stanford Healthcare Consulting Group and Stanford Consulting, and an assistant teacher at Bing Nursery School.
Science in Service (SIS) is a unique collaboration of Stanford students, science and engineering faculty, service-learning educators, and community organizations. The program connects Stanford students to youth in neighboring communities through science mentorship and after-school science programs.

More than 1,100 youth have participated in SIS since its inception in 2003, led by more than 425 Stanford student volunteers.

Stanford students receive training in techniques for teaching science through mentorship. They then serve as science mentors to children in after-school programs at the Boys & Girls Clubs of the Peninsula and Citizen Schools in East Palo Alto, Menlo Park, and Redwood City, with ongoing support from SIS staff. Approximately 100 children from ethnically and economically diverse communities participate for 18 weeks each year.

The program also offers three enrichment workshops per quarter for student volunteers to learn about science education, educational equity, teaching strategies, learning styles, and current trends in education (including topics such as growth mindset, stereotype threat, and next generation science standards). Stanford students develop leadership and mentorship skills, the ability to communicate science to non-scientists, a better understanding of local communities, and a commitment to improving science education opportunities for K–12 students. As alumni, they go on to professions ranging from being physicians to marine biologists, high school teachers to environmental engineers.

Kelly Beck, associate director for Education Partnerships, said, “As I look back over the names of our SIS student leaders and volunteer mentors from the past decade, I am struck by how many times I say to myself, ‘Wow, I remember that person. He or she was such a gifted mentor or leader, made incredible contributions to the growth of SIS, and made a big difference to a young person in East Palo Alto! I am so grateful and honored to have worked with him or her.’”

Elements of Success

The program continues to evolve, including through the development of a cascading leadership model, in which student mentors take on increasing levels of responsibility and leadership in the program. In 2005–06, SIS established a small student leadership team of SIS “coordinators” to work with a larger corps of volunteers. The coordinator role offered an opportunity for students with deeper interests in science education or educational leadership to develop in these areas, and it provided greater stewardship and staffing for SIS, as well as new ideas for how the program could be increasingly responsive to students’ interests, assets, and needs.

In 2010–11, the Haas Center’s education programs, including SIS, strengthened the role for students further by sharing training sessions for coordinators across different programs in Haas Center Education Partnerships. In 2011–12, the Center launched the Education Partnerships Fellowship, which included the SIS student coordinators. The shared title and corresponding shared training allow fellows to teach each other and to share particular programmatic knowledge and strengths. Working as a team, the Education Partnerships fellows come to understand the importance of each individual program to the larger unifying mission of advancing educational equity.

Another essential element of the program’s success is its partnerships. “We have been honored to partner with nonprofits that have national reputations for excellence in youth development and education—with the Boys & Girls Club since 2003 and with Citizen Schools since fall 2013,” said Jennifer Eustaquio, Science in Service program director. “Since this was the first year we partnered with Citizen Schools, we were thrilled that one of our mentee groups was selected to present their SIS experiment on bacteria at the regional Citizen Schools’ STEM WOW! The celebratory event occurred at Intuit headquarters and our mentee group won an award for ‘Mastery,’ selected and presented by two judges representing Google.”
Building the Field

As it grows, the SIS program remains true to its founding vision. In 2003, NASA made a grant to Stanford physics professor Philip Scherrer, who was part of a consortium of researchers developing the Stanford Solar Dynamics Observatory to collect data about the sun. The research grant included funding for education and outreach, and Scherrer was particularly interested in involving undergraduates in work with youth in communities that wouldn't have access to high-quality science education. Partnerships with scientists remain a cornerstone of SIS, and the program is collaborating on SIS curriculum development with Matthew Evans of the Carnegie Institution for Science in the Department of Plant Biology. Stanford scientists also present the latest research to mentors and mentees every quarter.

In reflecting on the program’s impact, Beck said, “When I walked into the Boys & Girls Clubhouse a few years ago, a high school student ran up and shook my hand. I recognized him as a participant in our science program when he was in elementary school. He was excited to see me and said, ‘I remember: non-Newtonian fluid!’ It was surprising that he remembered such an advanced concept from years earlier, and so humbling that I reminded him of such a positive learning experience in science. He had maintained not just an interest and enthusiasm for science over the years, but also an incredibly positive attitude toward scientists.”

She continued, “If you consider the hundreds of youth who have similarly life-changing experiences with our Stanford SIS mentors, that is a profound and exciting legacy of preparing bright young people to engage in scientific and personal discovery that can last a lifetime.”

Where are SIS mentors now?

Tyrone Anderson, ’04, vice president, Oracle Marketing Cloud
Amy Lai, ’10, English language teacher in Takasaki, Japan
Alex Laube, ’09, high school math teacher
Sarah Macway, ’10, MA ’11, high school biology teacher
Bianca Morales, ’10, MS ’12, mechanical design engineer, Exploratorium
Taryn Sumabat, ’11, PhD candidate in molecular & cell biology, University of California, Berkeley
Rachelle (Strickfaden) Thompson, ’08, MS ’09, licensed civil engineer, U.S. Environmental Protection Agency
Shirin Zarafshar, ’05, MD ’13, physician

Student-Led Affiliate Organizations

This year, the number of Haas Center student-led affiliates, which receive institutional support and ongoing advisement, doubled from three to six.

Alternative Spring Break - exposes students to complex social and cultural issues through community visits, experiential learning, direct service, group discussion, readings, and reflection activities

Engineers for a Sustainable World - aims to address the challenges of global poverty and sustainability by harnessing the energy and creativity of young engineers

Project Dosti - offers students opportunities to learn about and travel to India, where they create connections and work with some of India's foremost social leaders on meeting communities' needs

Stanford in Government - increases political awareness at Stanford and connects students with public service opportunities, including more than 60 fully funded policy fellowships and internships around the world in 2014

Students for a Sustainable Stanford - builds awareness and encourages action on environmental issues from green building on campus to global climate change

Volunteers in Latin America - provides service-learning opportunities in collaboration with community organizations in Quito, Ecuador on projects that address the needs of street and working children
As my time at Stanford draws to the end, I am amazed at this place, its diversity and qualities, its charm and inspiration!

Over these nine weeks, values, impact, and experiences in leadership have been on the minds of many students and faculty with whom I’ve met. To me, leadership requires conveying your vision, ideas, and shared goals in a transparent way, while listening to others and mobilizing to work toward those goals. You are not leading on your own, you are leading with others and in a way that encapsulates the needs of many others.

The Poison of Increasing Inequality

This is a time when we urgently need leadership on pressing issues across the globe. Yet whether we are speaking of global health, environmental, or development challenges, the biggest problem we face is inequality. It is an economic issue, a human rights issue, and it links every global challenge we confront.

In many ways, we have partly overcome gross differences between countries, but within countries the disparity between people and how they live has increased dramatically in the last 40 years. Sadly, it has become more acceptable in countries like the U.S., which used to hold health and education as rights and societal responsibilities.

We have talked about ending global poverty for years, but it has been nearly impossible to get language about equality (or ending inequality) included in UN documents because too many countries have not been willing to.

To Change the Culture, Often You Must Change the Structure

Many of my conversations here have focused on what can be done to overcome widespread discrimination against women around the world. For example, I presented at the UN Foundation’s International Women’s Day Luncheon and talked with Sheryl Sandberg at Facebook about women’s empowerment, sharing with her the Nordic experience in successfully changing society to further the opportunities of women.

To create greater equality in a society, often we need to change the rules and structure, and cultural change will follow. For example, in the Norwegian government we wanted to ensure that women had equal rights, including taking care of their children without facing penalties at work. So we established paid parental leave—but ensured that fathers would have it too. This not only protected women in terms of hiring and promotion in the workplace, it also changed the culture. Now a father proudly takes his children for strolls in the park because the mother is back at work, and he is on parental leave.
In giving young women advice over the years about how they can develop as leaders, I have also emphasized that they need to speak with determination and strength. Too often what women say is lost—not because what they have to say is unclear, but because they speak too softly. Women need to use their voices and project with confidence in themselves and their convictions.

Finding a Guiding Sense of Purpose

In addition to large public lectures, I have met with many student groups at events ranging from 10-60 people. These have been inspiring and engaging conversations with young people, who are full of questions about the world, experiences they may learn from, and perspectives about the future. Our discussions have covered everything under the sun—from age in government, to global institutions, to sustainable development and energy use. Even social democracy has been a theme in the class Structured Liberal Education.

Despite this wide variety of topics, it has struck me that both one-on-one and in groups, people have repeatedly asked me for advice on how they should pursue their careers and whether it would be better to work in government, philanthropy, or civil society. My advice is: You must listen to your inner voice. Because getting to know yourself, your own values, your own interests, and what drives you to be effective and inspired should drive your course of action.

Being at Stanford is a chance to open your mind to global, national, and local challenges, and to learn—whether by studying or meeting with faculty or fellow students. Whatever you do after this—in whatever field you choose—is a chance to learn how you can best contribute. That is the way you grow and how others grow because of you. In each new role you learn more about what makes you tick, how you can be most effective, and where you can make a meaningful difference. This is vital because knowing that you have something to contribute and your work has meaning is essential for happiness.

Thank you to everyone, especially to Mimi Haas, whom I first had the pleasure of meeting at my Distinguished Visitor lecture at Stanford; the Haas Center staff; and people across Stanford and the community who have made this an inspiring experience and a memorable, enjoyable stay for me and my family during an exceptional period in our lives.

Mimi and Peter E. Haas Distinguished Visitor Event Highlights Spring 2014

In addition to the Mimi and Peter E. Haas Distinguished Visitor welcome reception, lecture, and dinner, Gro Brundtland presented at events across Stanford University and the Bay Area, including:

150 Stanford Women of Sustainability event, Precourt Institute for Energy, School of Earth Sciences
Branner Residence Hall Public Service Scholars dinner
Castilleja School Distinguished Speaker Series lecture and luncheon, Palo Alto
Connecting the Dots Symposium on Climate Change, TomKat Center on Sustainability, Precourt Institute for Energy, Woods Institute for the Environment, School of Earth Sciences
Contemporary Challenges in Global Public Health event with CARE President and CEO Helene Gayle, Stanford’s Center for Innovation in Global Health
Distinguished Visitor student workshop series, Stanford in Government
Energy Seminar, Stanford Precourt Institute for Energy and Stanford Woods Institute for the Environment
Ethics and Politics of Public Service course lecture
Event with Thrive: The Alliance of Nonprofits for San Mateo County and Sustainable San Mateo County
Experiences in Leadership discussions with earth sciences faculty, Stanford WISE Ventures, and the Stanford Faculty Women’s Forum
Freeman Spogli Institute fellows lunch and faculty dinner
Global Philanthropy Forum dinner
Immigration and Health course lecture
International Women’s Day luncheon with United Nations Foundation, Skoll Foundation, Stanford Center on Philanthropy and Civil Society, and Haas Center
Lessons in Decision Making lecture, Department of Management Science and Engineering
Meeting with Dean of Freshmen and Norwegian freshmen
Meeting with Firelight Foundation Advisory Council
Meetings with Haas Center’s Education Partnerships fellows; Gardner, Ford and international fellows; Graduate Public Service fellows; National Advisory Board; Public Service Leadership Program; Public Service Scholars Program; Science in Service mentors
Sustainable San Mateo County Awards Event
(This is a partial list of events and partner organizations.)
As one of the Haas Center’s six public service pathways, activism is defined as “the use of individual or collective action to influence or persuade others to bring about political and social change.” Activism can be painting a mural or facilitating a conversation on college access; it can involve protests and rallies, panel discussions, or documentary screenings.

There is a rich history of activism at Stanford. In the 1960s, students occupied the student union to protest Central Intelligence Agency recruitment on campus; in 1984, protestors sat outside the president’s office for a year to promote divestiture from South Africa; and in 1994, there was the Chicano hunger strike, which led the university to establish the Center for Comparative Studies in Race and Ethnicity.

Lyn Wyman, ’71, who works in community-engaged scholarship at the Haas Center, was a student at Stanford during the anti-Vietnam War movement.

“By ’68 things were pretty chaotic around here. People were angry,” she said. “There was a lot of sitting-in, rallying in White Plaza, and interrupting trustee meetings. Half of my professors dismissed classes. They said, ‘This will be pass/fail; you’ll all pass. Go out there and do what you need to do.’”

Today student activism is more focused on education and building awareness.

“I think people care about the issues and want to know more. But they want to have a panel discussion and a lecture from a well-known speaker, not go to White Plaza and protest,” said Jared Naimark, ’14, who has worked with the Student-Led Movement to End Mass Atrocities, known as STAND, and Students for a Sustainable Stanford since freshman year. For the past two years, STAND has focused on educating its members and others on the root causes of human rights conflicts in Syria, Sudan, Eastern Congo, and Burma.

Student campaigns often concentrate on changing campus policies, where they feel they can have the most impact. Most recently, Naimark worked on the Fossil Free Stanford divestment campaign, which, in addition to raising awareness about climate change, has focused on getting the university to divest from fossil fuels in the next five years. Partially in response to student calls for action, the university conducted its own research and recently announced that it will not make direct investments in coal-mining companies.

Some students may see participation in student groups as ancillary to their academic pursuits.

“It’s something I struggled with the first few years,” said Najla Gomez, ’14, who wrote an honors thesis with the Public Service Scholars Program on activism at Stanford, in addition to organizing for the First-Generation Low-Income Partnership (FLIP) and MEChA, a student group focused on Latino and Chicano issues. “It has changed, because I came to understand the way my experiences also inform my career and my life path. So now I’ve made those meetings part of my life, and it’s not something I can skip out on.”

To spark conversation around activist careers and build community among students interested in pursuing them, this year Naimark and Gomez worked closely with Graduate Public Service Fellows Allison Anoll and Daniel Murray as well as Haas Center staff to bolster programming for activists. For the past several years, the Center has hosted activist training and facilitated several skill-based workshops.

“This year we’ve added several events—an advocacy workshop in the fall, an activist story slam in the winter, and a career panel in the spring,” said Kristen Azevedo, the Student Organizations and Leadership Program director. “Our sincere hope is to provide future young activists—the Jareds and Najlas—with the tools and support needed to grow a movement.”
Math + Mentoring = Academic Success

Preschool Counts is a new Haas Center service-learning program with a dual purpose: to help preschoolers master key math concepts in preparation for success at elementary school; and to give Stanford students the experience of fulfilling a real community need by providing them opportunities, tools, and support. The program is based on a robust body of research demonstrating that early numeracy skills predict later success in all academic areas, including literacy.

This spring, 14 tutors and two student leaders participated, including five students who were also part of the inaugural class of 16 in the winter quarter. In partnership with Ravenswood Child Development Center in East Palo Alto, the Stanford students tutor small groups of children twice weekly, using a variety of engaging math games.

In addition to the tutoring sessions, students are required to enroll in EDUC 171: Early Childhood Education Practicum, where they learn about children's social and emotional development as well as practical math teaching and classroom management skills.

“Having a mandatory course associated with the program helps students take service seriously,” said Program Director Elizabeth Figueredo.

Preschool Counts complements the spectrum of K-8 mentoring and tutoring programs offered to Stanford students and community youth in the Haas Center’s Education Partnerships programming. The program is supported by the Dhanam Foundation, which promotes innovation in PreK-12 education.

The curricula for both the Stanford students and the preschool children are developed by Figueredo with faculty advisor Deborah Stipek, dean of the Stanford Graduate School of Education, whose research involves early childhood math education. Once Preschool Counts has been running for a while, Stipek will begin to measure its success and establish it as a model for integrating research, classroom learning, and service.

“Our goal is to develop a program we know works for children and that we can share with other universities,” said Stipek. “We can save people interested in implementing a program like this at other campuses the time it takes to fine-tune the program. That’s what I think Stanford does so well—it shares effective innovations.”

Community Service Work-Study Delivers Win-Win for Students and Organizations

Did you know that Stanford invests more in Community Service Work-Study than most universities? Through a Haas Center partnership with the Office of Financial Aid, each summer Stanford students eligible for financial aid earn work-study money at a qualified nonprofit or public agency of their choice anywhere across the United States. With combined support from the university and federal government, host organizations only cover 10 percent of a student's wages, enabling students to have meaningful work experiences in communities while enhancing public service organizations’ capacity to deliver on their missions.

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<th>Highlights of Summer Placement Organizations</th>
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<td>Acterra, Palo Alto, CA</td>
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<td>Anchorage Waterways Council, Anchorage, AK</td>
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<td>Boston Medical Center, Boston, MA</td>
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<td>Broward Partnership for the Homeless, Fort Lauderdale, FL</td>
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<td>Dallas Faith Communities Coalition, Dallas, TX</td>
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<td>International Refugee Committee, Charlottesville, VA</td>
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<td>Los Angeles Superior Court, Los Angeles, CA</td>
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<td>Maryland Science Center, Baltimore, MD</td>
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<td>National Council of La Raza, Washington, DC</td>
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<td>New Orleans Food and Farm Network, New Orleans, LA</td>
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<td>’Ōlelo Community Media, Honolulu, HI</td>
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<td>Technology Access Foundation, Seattle, WA</td>
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<td>West Coast Green Institute, San Francisco, CA</td>
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From top: Lissette Valenzuela, ’16, Education Partnerships fellow and Preschool Counts leader; Sawyer Altman, ’17, Preschool Counts instructor; Nicole Kim, ’15, Preschool Counts instructor. Photos: Virginia Bock
To understand sustainable cities in the global context, students in a new urban studies service-learning course are focusing on urbanization in the world's two largest economies and biggest emitters of greenhouse gases: China and the United States.

Stanford students form interdisciplinary teams with students from Tsinghua University's Academy of Arts and Design to collaborate on sustainability projects related to air pollution, green trucking, walkability, and youth hostels. Clean Air Asia provides input and guidance as the community partner for the projects.

In this inaugural pilot class, students from across the Pacific meet real-time via videoconference, and student teams connect regularly through smart phone apps, Skype, and e-mail. Together, they are investigating tradeoffs and choices related to land, energy, and water resources, and the need to balance economic vitality, environmental quality, cultural heritage, and social equity. In June, Tsinghua University faculty will come to Stanford University to meet the student teams in person as they showcase their projects at a public exhibition and symposium on campus.

Multicultural exchange and cooperative design projects are the backbone of the interdisciplinary course, International Urbanization Seminar: Cross-Cultural Collaboration for Sustainable Urban Development. The class is co-taught by Stanford urban studies lecturers Deland Chan and Kevin Hsu, and Zhiyong Fu and Mustafa Kirwan of Tsinghua University.

Hsu explained, “Truly sustainable cities incorporate promising international practices while remaining sensitive to local conditions and the reality of citizens’ lives. Engaging with communities and inviting their participation can help generate solutions that are more likely to be implemented and successful in the long run.”

Chan added, “We hope to train the next generation of thinkers and doers to take this approach in addressing urban sustainability. Our goal for this course is to offer students the experience of working on cross-cultural teams with access to both local and global stores of knowledge, training in empathy and community-engagement techniques, and positions of deep mutual respect—the building blocks for effectively navigating sustainability efforts in the future.”

“Community-engaged learning not only advances the fundamental aims of a Stanford education, it also exemplifies the fundamental character of the institution.”

– Study of Undergraduate Education at Stanford

As part of designing the course for spring 2014, Chan and Hsu participated in a Haas Center Service-Learning Faculty Development Seminar and were recipients of a course development grant. The course also leverages what the team has learned from teaching the service-learning course Sustainable Cities with Bay Area partners.

These courses, which incorporate interdisciplinary faculty research and teaching; campus-community partnerships; and rich, hands-on learning for students, exemplify what the Haas Center’s Community-Engaged Scholarship (CES) program aims to achieve.

For nearly three decades, the Center has worked to catalyze community-engaged learning on campus through helping professors integrate transformative service-learning experiences into courses and offering a continuum of support for Stanford students to produce scholarship that addresses real-world issues.

Directors of Community-Engaged Learning Join Stanford

In the last few years, this work has gained considerable momentum, in part due to the 2012 Study of Undergraduate Education at Stanford (SUES), which lays out an ambitious agenda for Stanford to remain at the forefront of teaching and research of public importance through “thoughtfully and purposefully connect[ing] students’ service in the community with their academic work.”

Based in part on recommendations in the SUES report, in 2013, Vice Provost for Undergraduate Education (VPUE) Harry J. Elam, Jr. launched a partnership with the Haas Center to expand these learning opportunities, including service-learning courses and internships across academic programs.

“Our goal for this course is to give students the experience of working on cross-cultural teams with access to both local and global stores of knowledge, training in empathy and community-engagement techniques, and positions of deep mutual respect—the building blocks for effectively navigating sustainability efforts in the future.”

– Deland Chan, Stanford urban studies lecturer
The expansion included the doubling of the CES team in 2013-14. With funding from the Raikes Foundation, VPUE, the School of Humanities and Sciences, and the Office of the President, three directors of community-engaged learning (DCEls) were hired: Suzanne Gaulocher, who focuses on health; Luke Terra, who focuses on education; and Sarah Truebe, who focuses on environmental sustainability. The DCEls support faculty in creating new courses or modifying existing ones to integrate community-based learning components that meet both academic and community learning goals. They also work to expand opportunities for rich and rewarding undergraduate internships.

Haas Center Executive Director Tom Schnaubelt explained, “Community-engaged learning is very relationship intensive, and having deep content knowledge is also essential. The DCEls, who have a deep understanding of both academic and community contexts, play critical roles as connectors and have significantly increased the support for this work among diverse stakeholders.”

Elam and Schnaubelt presented on the expansion of community-engaged learning to the Faculty Senate in February 2014. According to the Stanford Report’s coverage of the Senate session, Al Camarillo, American history professor and Leon Sloss, Jr. Memorial Professor, urged faculty to take advantage of the expanded community-engaged learning opportunities.

“It makes you a better teacher,” Camarillo said. “It enhances the intellectual vitality of our classrooms. And it prepares these students to be better citizens once they leave Stanford.”

Successful Pilot and Expansion of Fellowships

There has also been significant momentum in CES fellowship programs. June 2014 marks the conclusion of the three-year pilot period for the Graduate Public Service (GPS) Fellowship, which continues to be made possible with support from the Vice Provost for Graduate Education. The program has helped graduate students across disciplines consider how to integrate their professional and scholarly interests with their civic goals, and has included 51 students from every Stanford school.

Fellows develop a deep understanding of community-engaged scholarship practices, resources to support this work, and strategies for disseminating their research findings for maximum public impact.

They also gain skills in mentoring undergraduates, including through designing new learning experiences and serving as TAs for service-learning courses.

As one GPS fellow noted, “[T]he fellowship illuminated the many paths available to me as a PhD student interested in engaged scholarship. I would not have known about these options and opportunities had it not been for the fellowship, and feel much more aware of the public service community and its offerings on campus.”

The Haas Center also launched two new fellowships this year. The Roland Longevity Fellowship is made possible by The Miriam Aaron Roland Fund Focusing on the Elderly and offered in partnership with the Stanford Center on Longevity. It supports Stanford students doing research on issues of aging or providing services to older adults to enhance their quality of life and participation in the community. The Public Scholarship Summer Fellowship, made possible by The Public Service Scholars Fund, supports graduating seniors or coterms in disseminating robust research that serves community partners or public constituencies.

Research with Impact as a Collaborative Enterprise

Whether international courses or local fellowships, collaborating with community organizations and members gives students a unique vantage on how to conduct rigorous scholarship that changes policy, practice, and people’s everyday lives.

Catherine Heaney, associate professor of psychology, medicine and human biology, and a long-time champion for service-learning, was awarded the 2014 Miriam Aaron Roland Volunteer Service Prize. She noted that community-based learning experiences “enable students to understand research as something that can both broaden your worldview and enable you to take an evidence-based approach to social change.”
Easy Access to Information on Fellowships, Internships and Service Programs for College Students Across U.S.

Through the Haas Center’s free online Fellowship, Internship, and Service Program (FISP) database, it has never been easier for college students and recent graduates to find postgraduate public service opportunities. They can easily search 500 fellowships, internships, and service programs at the local, national, and international levels.

Supporters Exceed Goal for Haas Center Challenge

In January 2013, an anonymous donor offered to double any new or increased gifts to the Haas Center through August 2013, up to $350,000. Thanks to the support of 178 donors, the Center raised over $700,000 through this campaign.

Small Bets on Big Ideas: Social Impact Grants

To support Stanford students who have inventive solutions to tough social issues, the Haas Center launched the Social Impact Grants program. Funded by the Westly Foundation, it awards up to $1,500 to Stanford undergraduates or coterms whose individual or group projects align with both the foundation’s mission to support creative solutions to community problems and the Center’s Principles of Ethical and Effective Service. Thanks to generous donors, the Center also completed a campaign to launch the Catherine H. Milton Fund for Student Innovation in Public Service awards in 2015.

Haas Center Hosts Universities to Share Best Practices

The Summer Service Collaborative promotes the exchange of promising practices among colleges and universities across the nation who sponsor domestic and international summer service programs and courses. Led by Undergraduate Fellowships Program Director Jeff Hawthorne, the Haas Center hosted the January 2014 meeting of the collaborative to develop a common assessment rubric for intensive summer service programs.

Alumni data are based on the 2013 Stanford Undergraduate Alumni Survey of ’93 and ’03 cohorts.
New Funding Opportunities for Student Groups through Service Organization Leadership Program

The Service Organization Leadership Program (SOLP) provides advising, training, funding, and other resources to recognized student organizations to promote effective service throughout the Stanford community. Through SOLP, Stanford student organizations may request three custom trainings per academic year and be eligible for up to $500 towards leadership development opportunities for their group.

New International Summer Fellowships

James, ‘81, and Priscilla Halper established The Halper Summer Fellows Fund to support new international summer fellowship placements. Their generous gift also established The Halper Research Fund to enable the Haas Center and the Freeman Spogli Institute to assess the impact of summer fellowships on future involvement in public service, a project led by Haas Center Senior Advisor Jackie Schmidt-Posner.

Stanford Partners with TurboVote to Boost Civic Participation

As part of increasing civic engagement on campus, the Haas Center, Residential Education, and the Registrar’s Office are partnering with TurboVote, a nonpartisan nonprofit program, to adopt an innovative “one-stop-shop” voter engagement platform that makes voting easier for students and staff. TurboVote keeps track of local, state, and national elections and sends reminders with information, dates, and deadlines to facilitate participation in each election.

Program Director Participates in Cross-Sector Fellowship

Jim Murray, director of postgraduate public service, was chosen for the inaugural national cohort of 24 mid-career leaders for the Presidio Institute’s Cross-Sector Leadership Fellowship. The program offers multi-disciplinary, cross-sector learning and leadership development experiences from organizations including the White House Office of Social Innovation and Civic Participation, BlackRock, and McKinsey & Company.

Stanford Pre-Orientaion Trip to Focus on Public Service

The Haas Center is working with Stanford Outdoor Education and Undergraduate Advising and Research to integrate public service experiences into the popular Stanford Pre-Orientaion Trips (SPOT) program. In fall 2014, a group of 10-12 incoming students can explore the Pathways of Public Service from the start of their time at Stanford through a SPOT trip focused on food justice and urban agriculture in the Bay Area. The trip will include thematic preparatory readings, work days at several local farms, and follow-up meetings to deepen student exploration of the theme and maintain relationships with peers and community partners.
Why I Give Back to the Haas Center

Lauren Koenig, ’81
Vice Chair, Haas Center National Advisory Board

Why did you get involved in the Haas Center?
What the Haas Center is providing for Stanford students and the community is incredibly valuable. I believe public service should be a vital part of educating students, enabling them to do and be their best, and to develop to their fullest potential as a whole person. Students today, specifically at the university level, should be taught to ask, “What can I do to improve our society and life for others?” The Haas Center has been instrumental in accomplishing this with its efforts across campus.

What excites you about being part of the National Advisory Board leadership?
What excites me most is the people involved in the Haas Center and the National Advisory Board. These people are so creative and inspiring, constantly looking outside the box and remaining open to new ideas. Their mission and focus is consistent, but their ability to entertain new areas in which to engage is remarkable. The energy and devotion is contagious!

From a more global perspective, I am excited about the impact the Haas Center is having on our Stanford community and the world around us, and the role the National Advisory Board plays in being involved in, guiding, and celebrating these accomplishments.

Scott Reisch, ’86, JD ’88
Partner and Chair, Environmental Practice Group, Hogan Lovells; alumni advisor to Stanford in Government

How would you describe your public service experience at Stanford?
Serving as the chair of Stanford in Government in 1984-85 gave me the chance to help connect other students with public service while providing me with an incredible opportunity to develop as a person and as a leader.

Why do you give back now?
I want today’s Stanford students to have the same opportunities for public service and personal growth as I did.

Martha Alvarez, ’08, MA ’09
Director of Government Relations, San Diego Unified School District; Sacramento lead alumni volunteer for Alternative Spring Break and Stanford in Government

How would you describe your public service experience at Stanford?
While at Stanford, the majority of my public service activities were related to education and supporting youth, including as a volunteer mentor and tutor, coordinator for the annual Raza Day Youth Conference, a participant on an Alternative Spring Break trip to Alabama and Georgia, a Stanford in Government fellow in Sacramento, and as summer staff for the UCSB Upward Bound Program as part of the Community Service Work-Study program.

Why do you give back now?
The Haas Center and Stanford provided me with many enriching opportunities, and as a first-generation college graduate, I am committed to paying it forward because there is a great deal of need in our communities for mentors and role models, and it is important that we as a collective society strive to improve the educational and other opportunities for our youth. As Stanford students and alumni, we are positioned to be leaders in all sectors.
2013–14 Public Service Awards

Friends of Haas
Kathy Coll, Senior Lecturer, Department of Anthropology
Gina Sudaria, ’98, Principal, Costaño/49ers Academy

Miriam Aaron Roland Volunteer Service Prize
Catherine Ann Heaney, Associate Professor, Stanford Prevention Research Center, Department of Psychology, and Program in Human Biology

Walk the Talk Service Leadership Award
Tim Huang
Brittany Martino
Dominique Mikell
Maia Mosse
Jared Naimark
Elizabeth Stier

Walk the Talk awardees (l-r): Jared Naimark, Brittany Martino, Elizabeth Stier, Tim Huang, and Maia Mosse; Not pictured: Dominique Mikell. Photo: Angela Legg


Roland Volunteer Service Prize awardee Catherine Heaney. Photo courtesy of Catherine Heaney

Support Our Work

The Haas Center for Public Service engages more than 1,000 students annually in local and global public service across six pathways: direct service, engaged scholarship, advocacy, philanthropy, public policy, and social entrepreneurship. Programs include: student development and leadership, education partnerships, community-engaged scholarship, undergraduate fellowships, and postgraduate public service.

Never has the need to train global public service leaders been more pressing, and never has the Haas Center’s work been more integral to the academic mission and distinctive identity of Stanford.

The 2012 Study on Undergraduate Education at Stanford articulates goals for a Stanford education and strategies to best prepare Stanford students for local, national, and global leadership. In response, the Haas Center works to enable students to develop a public purpose creatively, responsibly, and reflectively, while honing skills and civic competencies—including the essential element the report refers to as adaptive learning. Your contribution helps the Center fund the following priorities:

- Student Engagement and Leadership Programs
- Education Partnerships
- International Public Service Pipeline
- Community-Engaged Scholarship

Your gift helps students, faculty, and our community partners realize a more just and sustainable world.

Please contact Deputy Executive Director Megan Swezey Fogarty at megan.fogarty@stanford.edu or 650.725.2870. You can also donate at haas.stanford.edu/give.
Reunion Homecoming Weekend
October 23-26, 2014

Haas Center for Public Service
Reunion Breakfast

Sunday, October 26
8:30-11:00am
(brief program at 9:30am)

Hear about public service on campus, reconnect with students, alumni, and staff. Special guests include President Emeritus Donald Kennedy.

We will also celebrate the 20th anniversary of the Public Service Scholars Program.

RSVP at haas.stanford.edu

Other public service reunion events include:
• Stanford Pride Fellowship 20th anniversary
• Panel discussion on climate change
• Symposium of Undergraduate Research and Public Service

More information at haas.stanford.edu/alumni/rhw

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