In Appreciation:

We would like to thank Sonya Clarke-Herrera, Executive Director of the Mural Music & Arts Project (MMAP) of East Palo Alto, for giving us permission both to reproduce the front cover mural, “Road to Sustainability,” and to excerpt its description from the MMAP website, http://www.muralmusicarts.org. MMAP’s mission is “to educate, empower and inspire youth through the arts.” The collaboration between the Haas Center and MMAP includes opportunities for Stanford students to serve MMAP as public service fellows and Community Service Work-Study interns, and Clarke-Herrera’s participation in the 2007 Peter E. Haas Lecture on Public Service & the University. MMAP was a winner of Stanford’s 2007 Community Partnership Award.

About This Publication:

In consideration of the many events, programs and individuals involved at the Haas Center during the period covered by this Report, a more detailed and careful record of the history of the center is available in the 2003-2005 Source Book and the 2005-2006 Source Book, and, in many instances, on the Haas Center website at http://haas.stanford.edu. Copies of Source Books will be housed in the Donald Kennedy Conference Room Library at the Haas Center, and can be accessed through staff at the center front office.

The Haas Center’s Mission:

The Haas Center for Public Service at Stanford University connects academic study with community and public service to strengthen communities and develop effective public leaders. The center aspires to develop aware, engaged and thoughtful citizens who contribute to the realization of a more just and humane world.

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The late Peter E. Haas and his wife Miriam (Mimi) have been generous and faithful supporters of the Haas Center from the time it was the Public Service Center located in Owen House, over twenty years ago. Mimi and Peter’s generosity established the center with a significant endowment and helped build its current home. Their early investment has grown over the years to include program-specific endowments, including a chair for the faculty director and a fund for service-learning work. From the beginning, the Haases enhanced the effectiveness of the center through their enlightened involvement and consistent attention to the quality and focus of our work.

Although a loyal alumnus of UC Berkeley, Class of 1940, Haas served on Stanford’s Board of Trustees (1971-1981) and supported many Stanford initiatives. He was good-natured about the Cal-Stanford rivalry, referring to his board service to Stanford as “One of the great honors of my life. …How it happened I’ve never been sure. It was like leading a schizophrenic existence.”

“His name and memory and legacy at the center are reflected in the public service work of our students,” said Professor Leonard Ortolano, who was the first Peter E. Haas Director. According to Ortolano, Haas “made many contributions, but they are not likely to be trumpeted since they were done quietly. He was more interested in serving the public good than in receiving recognition for his efforts.”

Haas was known for his modest, understated leadership style, his generosity, and his fervent interest in social justice. Of his charitable giving, Haas said, “It [came] from my forebears. It was part of my father and mother. …They were both very much involved in philanthropy and helping in the community. That was rather an inheritance, I guess.” Nephew Robert Haas says, “Throughout his career [as chairman of Levi Strauss Company] and in his personal life, my Uncle Peter distinguished himself with his strong values and generosity. His business accomplishments are a testament to his belief that you can both operate a successful company and have a positive impact on the community.”

We are grateful that Mimi Haas continues to serve on the center’s National Advisory Board, as she has since 1989. As the Haas Center continues to promote public service education at Stanford, the generosity of spirit offered by Peter and Mimi Haas will live on through our students.
Once again, our co-founder, John Gardner, got it right. He almost always did. The Haas Center for Public Service marked its 20th anniversary during the three years covered by this report. For two decades, we have been making history for public service at Stanford, seeding a new generation of young leaders who will leave their mark on our society in innumerable positive ways.

In 2003, Provost John Etchemendy appointed Professor Leonard Ortolano (Civil & Environmental Engineering) as Haas Center director. Ortolano had just stepped down after 23 years of leading the Program on Urban Studies. He ably led the center for the three years covered in this report, June 2003-August 2006. In 2004, he became the first Peter E. Haas Director, thanks to the Haas family’s generous new commitment to the center. Faculty leadership has helped integrate the center’s practice more fully into the academic mission of the university.

We hope you enjoy reviewing this report. Throughout, we have woven quotations and photographs from the past and present to give you a more vivid sense of our history. We also hope that we have illuminated how the Haas Center’s staff, students, and faculty all lend credence to Gardner’s conviction that “Some people strengthen the society just by being the kind of people they are.”

— Suzanne Abel, Associate Director for External Relations
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For the three years covered in this Report, it has been my privilege and challenge to serve as Interim Director and then as the center’s first Peter E. Haas Director at the request of Provost John Etchemendy. The Haas Center has adopted a new leadership model, in which a faculty director serves in a half-time, three-year position. I worked with the center boards and the Provost to define this role and to recruit a Managing Director to provide consistent leadership that will bridge the periodic transitions in faculty leadership.

In 2003, my initial goal was to clarify and succinctly communicate the mission and values of the center to all of our audiences. A primary purpose of that articulation was to explain the center, not only to students, staff, donors and community members, but to university faculty and administrators across the campus. Our new website has been an important mechanism in disseminating information about the center.

I have viewed relationships with faculty colleagues as a foundation essential for moving the university toward gradual recognition of public service as a hallmark of a Stanford education. To this end, my roles have been to convene and often broker relationships among campus units that might benefit from collaboration and among faculty, departments, community organizations, donors, alumni, and the center.

Besides working closely with Provost Etchemendy, whom I thank for his consistent support, I have engaged in collaborative efforts with President John Hennessy’s office, Public Affairs, Office of Development, Stanford Alumni Association, academic deans, and the Vice Provosts for Undergraduate Education and Student Affairs. Often tapping the expertise of Haas staff in our consultations, I tried to be deliberate about integrating service into Stanford’s teaching and research model, consistent with Leland and Jane Stanford’s vision for the university. The overall strategy involves working with faculty and with these university leaders and administrators to increase visibility of the Haas Center and the role of service at the university.

The three Haas Center boards have played a critical role in organizing a self-study and evaluation process that has served our programs well over the past three years. In this report, you will read about some of the results of this process. By initiating a sequence of self-assessments and establishing a cumulative consultation process (each quarter) with the Public Service Student Advisory Board, then the Faculty Steering Committee, and finally the National Advisory Board, we were able to compile lists of action items to be carried out by program staff in those self-study areas. This model allows the center to refine and improve its programs continuously.

Since 2003, two new public service offices have sprung up on campus. The new Office of Engineering in Public Service was catalyzed by a collaborative effort between the Haas Center and students in engineering, which has been embraced by the Dean of Engineering. The Office of Community Health at the Medical School has had close ties with the Haas Center since it began.

Other accomplishments over the past three years include:
- The Miriam Aaron Roland Volunteer Service Prize for Stanford faculty
- The Haas Center Lecture on Public Service and the University
- Leadership Fellows Program – A five-quarter, public service leadership development program for undergraduates

Several integrative initiatives cut across all five of the center’s program areas.
- The Stanford Center on Philanthropy and Civil Society – Launched in fall 2006, the PACS Center is based at the Haas Center; its administrative home is in the Institute for Research in the Social Sciences (Humanities and Sciences).
- Call to Serve Campaign – A campus-wide effort undertaken in collaboration with the Partnership for Public Service to help students become aware of professional opportunities in government service.
- Strengthening of the School of Education partnership, particularly in the context of two faculty-led tutoring programs in language acquisition and literacy.
- Citizenship option within the Ethics in Society minor of the Program in Ethics and Society.
From the Director

Although not an accomplishment of the Haas Center, the university’s adoption of the new General Education Requirement, “Education for Citizenship (Ethical Reasoning, the Global Community, American Cultures, and Gender Studies),” is an institutional indicator of change, reflecting a growing recognition that experiential education and the integration of service and academics can be core to a Stanford education.

My hope for the Haas Center’s future, beginning with the tenure of Gabriel Garcia (Medicine) as the new Peter E. Haas Director, is that the rotation of faculty directors will enable each to bring new ideas to the center and to leverage his or her unique set of relationships across campus, to further strengthen the role of public service at Stanford.

–Leonard Ortolano, UPS Professor of Civil & Environmental Engineering, 2003-04 Interim Director and 2004-06 Peter E. Haas Director, Haas Center for Public Service

National Advisory Board

I’ve always been active in public service. As a student in the 60s, I was involved in the civil rights movement and worked to open Stanford to minority students. Other service work I’ve done includes being National Chair of the Mexican American Legal Defense and Education Fund and serving on the board of the Community Re-Development Agency in Los Angeles and many other local and national boards. In the mid-80s, both Donald Kennedy and John Gardner called to ask me to be founding chair of the Haas Center National Advisory Board. They arranged for me to meet with Catherine Milton. She and I talked several times, and I found her to be very committed in the same way that Don, John and I were—thinking that service ought to be part of a college education. We believed that students, more than just serving because they wanted to do good work, could be educated to be good public servants. They could learn how to improve the work, to be effective, to get results.


Stanford prepares its students to be leaders in all walks of life—industry, government, academia, the nonprofit sector. The Haas Center plays a vital role in this mission by teaching students to bridge the worlds of thought and action, theory and practice, in service of important community needs. With this experience, Stanford students leave the campus with the knowledge, motivation, and skills to make a difference on the most challenging issues of our time. The work of the Haas Center is faithful to Jane Stanford’s vision of the university as a place where education “is offered in the hope and trust that [our students] will become thereby of greater service to the public.”

–Goodwin Liu ’91 (Biological Sciences), ’98, JD, Yale University; Assistant Professor of Law, UC Berkeley, Boalt Hall; chair, Haas National Advisory Board, 2005-2007.
Haas Center Highlights


1988 inaugural Stanford in Washington class on campus before heading off for their program of internships and classes in Washington, DC, with Haas Center program administrator Jeanne Wahl Halleck, far right. Upper left and right: Jill Danelski and David Danelski, first director of SIW.

John W. Gardner poses with the inaugural class (1985-86) of Gardner Fellows. (L to r): Carole Bialek Vargas, Gavin Helf, Gardner, Jerry Cacciotti, Janet Lynch Lambert, Jeremiah Ingersoll, Peter Sidebottom.

NASA Astronaut and Stanford University Trustee Ellen Ochoa (MS ’81, PhD ’85) spoke for Call to Serve, an initiative to promote student awareness and interest in government service, co-sponsored by the Haas Center and the national nonprofit, Partnership for Public Service. (L to r): Lauren Rosas ’09, Jonathan Ureña ’09, Ochoa, Christina Cordova ’10.

Professor Connie Juel with Stanford student tutor and tutee at Costaño Elementary School in 2005 for Ravenswood Tutors, a collaboration between the Haas Center and the School of Education.

The officers of the newly formed John Gardner Fellowship Association met at Strategic Decisions Group office building, Palo Alto, CA in July 2005. With representation from both Berkeley and Stanford, the team is looking forward to greater connections amongst the John Gardner Fellowship community. (L to r): Sean Fox ’91, Waseem Noor ’91, Jerry Cacciotti ’85, Linda Yeung ’98, Jon Welner ’89.
Leadership Fellows tour the Haas Center during an orientation for the first class of fellows in the program, winter 2006.

Haas Center Highlights

1986-87 Stanford Volunteer Network: The university administration’s first request of the new Public Service Center was to serve as a “Volunteer Clearinghouse.”

Third Faculty Institute in Service-Learning faculty and staff, Marconi Center, 1998, supported by a generous commitment from the Miriam and Peter Haas Fund.


Staff bid farewell to faculty director Len Ortolano with “Len Leading the Charge” t-shirts, prior to a reception in his honor at the Schwab Residential Center courtyard, attended by members of Haas advisory boards and friends of Haas from across campus.
2003
- Stanford Upward Bound receives word that the US Department of Education will award the program a new federal grant that will sustain it through 2007-08.
- The Science in Service Program is founded in collaboration with the Solar Group at Stanford’s Department of Physics, and funded by NASA.
- Ravenswood Reads expands to include the Ready to Read! Tutoring Program to assist elementary school English language learners in gaining English language skills, and to develop a model service-learning tutor-preparation program for use by Stanford students and other institutions.

2004
- Leonard Ortolano, UPS Professor of Civil Engineering, longtime member of the Haas Center’s Faculty Steering Committee, and Interim Director of the Haas Center for Public Service since June of 2003, is named the new Peter E. Haas Director of the Haas Center by Provost John Etchemendy.
- Longstanding supporters Mimi and Peter Haas, together with the Walter and Elise Haas Fund, pledge $5.5 million through Stanford University’s Campaign for Undergraduate Studies (CUE) over the next several years to support the Haas Directorship and core service-learning work at Stanford. Combined with Stanford matching funds, this amounts to a new endowment of $10 million.
- The Haas Center marks its 20th anniversary with the Haas Alumni Research Project, collecting the names of students involved in our staff-led programs and student groups. Nearly 8,000 students’ names and program involvements are compiled in an alumni database.
- President Hennessy commits to five years of annual support for the Haas Center and for Stanford in Government (SIG) from The Stanford Fund. SIG marks its 40th year of continuous service to the campus.
- John Gardner Public Service Fellowship marks the twentieth anniversary of its founding with a publication profiling alumni and describing their current activities.
- Public Service Scholars Program celebrates its first ten years with a gathering during Reunion Homecoming and marks the accomplishments of nearly 100 Public Service Scholars from 27 majors with the publication of *Scholarship for Social Change*, describing current activities of former scholars.
2004 (Continued)

• Through the growing collaboration between the Haas Center and the Stanford University School of Education, Ravenswood Reads becomes Ravenswood Tutors, a program with two components: Ravenswood English (English language acquisition) and Ravenswood Reads (literacy).

• Five years after its initial funding of the Urban Summer Fellowships, Stanford’s UPS Endowment Fund awards a grant that will underwrite five Urban Summer Fellowships each year for the next three years.

• The Miriam Aaron Roland Volunteer Service Prize is established by Miriam Roland ’51 (International Relations) of Montreal, Canada, as a new endowment to recognize service-related contributions of Stanford faculty.

• The Haas Center sponsors its first annual Miriam and Peter E. Haas Centennial Professorship Lecture on Public Service and the University.

• A systematic approach to working with the center’s three advisory boards is implemented to maximize their contributions in a three-year strategic planning process. Academic components are integrated into all program areas.

• The Stanford Alumni Association presents the Stanford Associates’ Award to Susan Ford Dorsey, and the Gold Spike Award to Roger Clay ’66, both longtime members of the Haas Center’s National Advisory Board.

2005

• The Haas website (http://haas.stanford.edu) is completely re-designed and launched in March 2005.

• In April 2005, a working group is established to plan for a sustainable, expanded Philanthropy Program.

• The Haas Center joins the Office of the President to take a leadership role in the Partnership for Public Service’s “Call to Serve Pilot Project.”

• Leadership development program planning culminates in the fall quarter with the implementation of a multi-faceted, five-quarter Public Service Leadership Fellows Program.

• The Haas Center offers the new East Palo Alto Social Venture Fellowship in partnership with Philanthropic Ventures Foundation, awarding $10,000 stipends for the implementation of one or two innovative projects that address economic, environmental, educational, and/or social needs in East Palo Alto.

• John Gardner Fellowship Association, formed to “help fellows stay in touch with each other and connect to the ideals of John Gardner in an ongoing manner,” achieves nonprofit status in spring 2005.

2006

• Nicole Taylor ’90 (Human Biology; ’91 MA, Education) becomes the first Haas Center Managing Director in January 2006.

• Len Ortolano is honored by the Haas staff, the National Advisory Board, faculty and students at a gala reception, as he returns full-time to the School of Engineering after three years leading the Haas Center.

• Gabriel Garcia, Professor of Medicine, assumes the post of Peter E. Haas Director.

• The Haas Alumni Survey Project, to study the long-term impact of public service experiences on Stanford students after graduation, launches an online survey. Over 1,500 alumni respond to the survey, and nearly half volunteer for follow-up phone interviews.

• Institute for Diversity in the Arts, a program incubated at Haas, finds a new, permanent home as the “Program in Identities, Diversity & Aesthetics,” under the interdepartmental Comparative Studies in Race and Ethnicity (CSRE) major and minor; and launches the new Community Arts Fellowship through the Haas Center.

Kudos

We congratulate the many students, faculty, staff and friends who have received national, university, departmental, and Haas Center honors and awards during these three years. Student award winners exemplify the spirit of the Haas mission, which encourages a combined commitment to academic excellence and to service-related activities. These honorees have been listed throughout the years in the Commons and e-Commons newsletters, Stanford Daily commencement editions, and the 2003-2005 Sourcebook, and are currently available on the Haas Center website at http://haas.stanford.edu/index.php/item/1785.
The change in leadership motivated the staff to take a fresh look at our work, and we were challenged to communicate our goals and priorities with a new crispness—which necessitated a re-examination and self-study of all we do. The process was exhilarating and exhausting! But out of it came a clearer focus on how to make connections between academic study and service to the community, thereby strengthening existing programs and inspiring the creation of others.
—Jackie Schmidt-Posner ‘89 (PhD, Education), Associate Director for Public Service Education

Please note: (year) indicates program founding date during this period.

Alternative Spring Break
Bing Information and Resource Center (BIRC)
Call to Serve Campaign (Fall 2005)
Center on Philanthropy and Civil Society (Summer 2006)
Community-Based Research Program
Community Service Work-Study
East Palo Alto Stanford Academy
Faculty Forum in Public Service Education
Haas Centennial Professor in Public Service
Haas Visiting Scholar
Institute for Diversity in the Arts
Lecture on Public Service and the University
Miriam Aaron Roland Volunteer Service Prize

Postgraduate Fellowships:
John Gardner Public Service Fellowship
Tom Ford Fellowship in Philanthropy
Dr. and Mrs. C.J. Huang Teaching Fellowship in China
Public Service Leadership Fellows Program (Fall 2005); Stanford Leaders for Public Service
Public Service Scholars Program
Public Service Student Advisory Board
Public Service Summer Fellowships
Ravenswood Tutors
Science in Service
Stanford in Government
Stanford in Washington
Stanford Upward Bound

Jackie Schmidt-Posner, Associate Director for Public Service Education, visits with Sam Bremmer ’05 (Psychology) and his parents at the Haas Graduation Breakfast, June 2005.
Community Programs

Community programs in the area of youth and education integrate Stanford student learning and leadership opportunities with assessment and evaluation of outcomes for the children in partner schools. Three programs enable Stanford students to tutor and mentor at nearby schools: Ravenswood Tutors, a literacy and language development program for elementary school children; East Palo Alto Stanford Academy, an academic enrichment program for middle school students; and Stanford Upward Bound, a college preparatory program for first-generation college-bound high school students. Science in Service is a science outreach program; participating Stanford students are science mentors in community after-school programs. The center also co-administers the Community Service Work-Study program with the Financial Aid Office, through which students can satisfy work-study obligations year-round by serving in community organizations and public agencies across the United States.

(L to r) Noe '07, Ivy '10, and Obed Reynaga at Ivy’s graduation from Menlo-Atherton High School in 2006. All three siblings are Stanford Upward Bound alumni. Noe and Ivy are enrolled at Stanford, where Ivy currently serves as a Stanford UB tutor and mentor, and Obed is a student at San José State University.
Community Service Work-Study

1988-89 priorities: Reduce financial disincentives to student participation in public service. Having established a multitude of public service opportunities, the Public Service Center must now attend to financial conditions that inhibit many students from full participation...enabling students to utilize work-study support in off-campus public service, and reduce summer earnings requirements when they are engaged in significant public service activity. –Public Service Center Annual Report, 1987-1988

The staff at La Fe wanted to show me as much as possible about the history of the organization. I observed a lot and learned a lot. One day, El Paso, a desert region, flooded! I was invited to the emergency staff meeting...an amazing experience to see the community come together in a time of need.
–Jessica Sanchez ’08 (Human Biology), CSWS intern

Through the Community Service Work-Study Program at the Haas Center, Quest has been able to place Stanford students whose interest is in connecting high-caliber high school students from underserved communities with top colleges and universities around the country. The result of Quest’s efforts is a bridge of support that benefits all involved and these work-study students gain the experience and satisfaction of helping to build it.
–Michael McCullough, Founder and President, Quest Scholars Program

Supported by federal and university funds, Stanford’s Community Service Work-Study Program (CSWS) provides an opportunity for undergraduate students to participate in a significant service experience while earning a portion of their federal work-study awards. Haas Center involvement makes it possible for Stanford’s program to continue among peer institutions as one of the nation’s work-study programs most fully utilized on behalf of community organizations. According to the Stanford Financial Aid Office, during fiscal year 2005-06, almost 31% of the federal funds paid to students in the federal work-study program at Stanford were earned by CSWS students—the federal requirement is 7%.

In 2004, a Haas staff working group identified ways to increase the number of potential participants and the quality of the program. Changes implemented were:

- Requiring students to submit a Learning Plan, described as “a written document that helps you articulate, prioritize, and gain support for what you want to learn and accomplish during your CSWS work experience.”
- Raising the maximum stipend for the summer program from $3,500 to $4,400.
- Students in the CSWS program make their own contacts with potential employers. They also have the opportunity to work as tutors, mentors, and tutor coordinators for Haas programs—Ravenswood Tutors, EPASA, Upward Bound, and Science in Service. Graduate students supporting the Ravenswood Tutors program may also qualify for the CSWS program. In 2005, in an effort to increase quality opportunities for students, staff met with community partners to strengthen relationships, then handpicked several agencies and, with their approval, encouraged students to apply to them for the academic year program.
Ravenswood Tutors

For many years Stanford students have responded to the educational needs of East Palo Alto school children. Though well-intentioned and often having good positive impact, the programs tended to die out as student leaders graduated. ... Ravenswood Stanford Tutoring Program [was] ... originated to provide administrative support and coordination to student-initiated tutoring programs. ... With a grant from the San Francisco Foundation, a full-time staff coordinator [was hired] to initiate tutoring programs ... and to support pre-existing student groups serving East Palo Alto children. --Public Service Center Annual Report, 1986-1987

In 1986, I found myself working in Owen House, out of a little closet, ... organizing student volunteers to tutor in East Palo Alto schools. The Ravenswood Stanford Tutoring Program would form a partnership to support school improvement community initiatives, and just as exciting, it would provide Stanford students with a magnificent service-learning opportunity to dispel their own prejudices and stereotypes and understand the greater complexities challenging school funding and management. --Magdalena Fittoria ’82 (Anthropology; ’83 MA, Education) First Tutor Coordinator, currently teaching at Escondido Elementary School

Ravenswood Tutors (RT), the Haas Center’s staff-led elementary literacy program, provides Stanford students with opportunities for sustained service with an underserved population, offers leadership roles, and instills a commitment to ethical and effective practices. The program serves a local population in a meaningful way, helping to strengthen a partnership among several segments of the local community. As its structure evolved during this period, RT’s partners included the Ravenswood School District administrators, teachers, parents and children, Stanford undergraduates and graduate students, and School of Education (SUSE) faculty.

In 2003, SUSE faculty and graduate students teamed with the Haas Center to offer opportunities for coursework, research and practica. The purpose of the collaboration was to research the improvement of tutoring methods for the youngest elementary school children. One year later, as “Ravenswood Tutors,” the program had two component programs:

1. Ravenswood Reads (RR), headed by SUSE Professor Connie Juel and continuing to focus on literacy for struggling readers

Juel offered a class to train tutors, while consulting on curriculum and coordinating graduate students evaluating the program. The program narrowed its focus from three schools and grade levels 2-5 to one school—Costaño Elementary—and to grade levels Kindergarten-2, where the greatest impact could be expected. A draft manual, created by graduate and undergraduate students working with Juel, was utilized by tutors and continually refined. Since fall 2004, EDUC 103A: Seeing a Child Through
Ravenswood Tutors (continued)

SUSE’s [Stanford University School of Education] partnership with the Haas Center has been essential to Ravenswood Tutors, our tutor training courses and our research on effective tutoring methods. Haas contributes the center’s long experience with logistics in the field, attracting Stanford tutors, arranging schedules, transportation and classroom space for tutoring. I appreciate the consistent professional supervision they have provided for the students. – Guadalupe Valdés, Bonnie Katz Tenenbaum Professor of Education and Chair, Faculty Steering Committee:

[Ravenswood Reads] uniquely combines three long-standing commitments at the Foundation...to the residents and families of East Palo Alto...to our historic partnerships with the Haas Center and the Graduate School of Education...and to our passion for early childhood literacy as one of the most critical factors for lifelong learning, all anchored in our own national Raising a Reader™ initiative. – Sterling Speirn ’70, President, Peninsula Community Foundation (1992-2005)

Literacy has been the primary course for preparing Ravenswood Reads tutors and is also a prerequisite for STEP elementary teacher credential candidates in SUSE. About a third of the students who take the course enter the STEP program, indicating a trend among students toward intentionally utilizing the RT program for teaching experience.

2. Ravenswood English (RE), under SUSE Professor Guadalupe Valdés, the center’s first program to focus on the development of oral English proficiencies of English language learners.

Valdés began with a pilot workshop for 12 undergraduates, who then tutored at Green Oaks Academy in East Palo Alto. Support from the Peninsula Community Foundation and other donors enabled the center to hire Savitha Moorthy ’05 (PhD, Education) to administer RE. The Haas Center provided funding for several other graduate assistants from SUSE. Valdés and her graduate student team observed using a roving video camera and made field notes on what methods of tutoring work best, creating an evolving training manual. In its second year, the number of children and tutors in RE doubled. Allison Briceño, an elementary teacher from Oakland, was hired as a school liaison to establish quality contacts with teachers and parents.

Kenny Ajayi ’05 (Economics), tutor and tutor coordinator for Ravenswood Reads at Costaño Elementary School.
East Palo Alto Stanford Academy

1986-87: Summer 1986 marked the launching of the successful East Palo Alto/Stanford Summer Academy (EPASSA), an innovative summer program serving 20 minority students from the Ravenswood Middle School... Major financial support for EPASSA is provided by the Packard Foundation... The Tutor Coordinator of the Public Service Center serves as staff advisor to [this] student-managed program. –Public Service Center Annual Report, 1986-1987

What I love about community work...it’s a constant balance I’m trying to keep, between patience and persistence, jumping to meet the immediate need and keeping at advocacy for justice and long-term change... –Lorne Needle ’87 (Public Policy; ’92 MBA, Business), founder of East Palo Alto/Stanford Summer Academy; currently, Vice President, Community Investments, United Way of the Bay Area

My experience with EPASA has been crucial to much of what I do today, how I feel today, and it will continue to be that. At EPASA, the students always came first, before anything, and I also hold on to that as one of my guiding principles. –Shaneka Julien ’00 (Sociology), a former coordinator with EPASA, is now a teacher at East Side College Preparatory High School in East Palo Alto

Jesse Moya ['97 (Political Science), Stanford/Ravenswood Partnership Coordinator] and the tutors made it a point to get to know the children, teachers, parents, and school administrators. The school community is critical to a child’s success. It’s been an amazing experience, working with the Haas Center to manage their huge investment in the Ravenswood Community. –Jocelyn Guansing, After-School Program Coordinator, Ravenswood City School District (2000-2004)

The staff-coordinated East Palo Alto Stanford Academy (EPASA) offers a two-year learning opportunity for seventh and eighth grade students in the Ravenswood City School District, including a five-week summer academy and academic programming during the school year. Though organizationally quite different from when it was established in 1986, the program continues to provide quality academic enrichment to underserved middle school students in East Palo Alto to ensure their successful transition to high school. At the same time, Stanford students are afforded firsthand learning about the public educational system, an opportunity to serve in a neighboring community and a chance to develop their own skills as facilitators, coordinators, tutors and mentors. Recipients of the center’s Education & Youth Development Fellowship prepare for their service through spring quarter coursework and receive a stipend for their work over the summer.

Based on self-study meetings and a presentation to the Haas Center boards in spring 2004, action items for the program included improved training for tutors and tutor coordinators and the development of survey and evaluation tools to track various aspects of the program. In a survey of EPASA graduates conducted in 2004-05, EPASA was confirmed as an important factor in the decision to enroll in the Stanford Upward Bound (high school) program.

In 2005-06, the number of student participants from both César Chávez and Belle Haven schools grew. Increasing numbers of Tutor Coordinators enrolled in the STEP program in the Stanford School of Education, indicating a trend among students, as with Ravenswood Tutors, toward intentionally utilizing the program to gain relevant experience.
Upward Bound

During the Winter Quarter, the Stanford Upward Bound program was formally transferred from the School of Education to the School Support Programs Division of the Haas Center for Public Service.
– Haas Center for Public Service Annual Report, 1988-89

Upward Bound was one of the first school support programs at the Haas Center. It’s exciting to see how much the center’s efforts have grown in the area of youth and education and to watch the expanding collaboration with School of Education faculty. I am proud of the integral part that Stanford UB has played over the years in promoting educational equity in our community.
– Arcadio Morales, Jr., UB Director, 1989-93; currently a Residence Dean, Residential Education

UB is not just an outreach program; it’s a supportive family that stays with you for the rest of your life. There is no doubt in my mind that UB will continue to help students achieve their personal goals as long as there are students willing to make UB the great family it is.
– Ivy Reynaga ’10 (Undeclared), UB alumna and current tutor/mentor

Stanford Upward Bound (UB) provides the academic and social support necessary to increase access to higher education for low-income, first-generation college-bound high school students in the local community.

During this period, three programmatic additions enhanced the UB experience:

• In 2004, Professor Amado Padilla (Education) initiated a preparatory course on Culture, Class, and Educational Opportunity for Education and Youth Development Fellows staffing UB over the summer.

• Service-learning components for the high school students were expanded, modeled on our own combination of academic-experiential programming.

• A day of joint pre-college programming with EPASA was hosted during 2004-06 summers to encourage the middle school students to apply to UB.

UB received a new federal grant from the US Department of Education to sustain the program through 2007-08. However, with costs rising against the funding cap, in 2004, the Summer Residential Program was reduced in length and the Southern California college tour was cancelled. In spring 2005 and 2006, college tours for juniors were made possible, in part, through the generosity of Tashia and John Morgridge.

The federal government also issued a new set of regulations for the continuing grant process, some of which would have required changes that are not manageable with current resources. In 2006, the Haas staff therefore made a pivotal decision not to reapply for federal funding, but rather to look at this as an opportunity to rethink how the center might best serve the local high school population and Stanford students through a re-conceptualized pre-college program.
Science in Service

...it remains challenging for faculty members to design and implement effective outreach programs...Professor Philip Scherrer states ‘it really takes someone who can look at it from another perspective, who is not personally involved in the research.’ –Public Service Education at Stanford: The Haas Center’s First Twenty Years, 2005

I had never fully appreciated the effort my teachers put into their lessons until joining Science in Service. The kids were not the only ones who were doing the exploring and the learning. Teaching required us to be fair but firm; making the lessons enjoyable and not overly heavy-handed. Striking the balance was part of the experience, and in the end I came away with renewed appreciation of all my former teachers. –Patrick Shih ’08 (Engineering)

Boys & Girls Clubs of the Peninsula has been able to provide quality services to its members with the help of several Haas Center programs. We’ve had the privilege of working with several work-study students at two of our clubhouses, and Superstars [Science in Service] is a favorite class among our young members. –Sohi Sohn Chien, Director of Volunteer Services and Community Partnerships, Boys & Girls Clubs of the Peninsula

Science in Service (SIS) was created as a formalized service-learning program in 2003-04, fitting well with a longstanding Haas Center goal of increasing opportunities for undergraduates and graduate students in the sciences and engineering. Kelly Beck joined the Haas staff to coordinate this collaboration with the Solar Observatories Group. Assistance was provided by Service-Learning Program Director Kent Koth, Solar Observatories Outreach Manager Deborah Scherrer, and Professor Phil Scherrer (Solar Physics), a member of the center’s Faculty Steering Committee (2003-06).

In fall 2004, Beck replaced the one-unit physics training seminar she taught in the first year with a specific set of workshops preparing students to volunteer for outreach placements. All Stanford students were welcome to attend individual workshops. The flexibility of this structure attracted greater numbers, often stimulating interest for later involvement. Students applied to be volunteer science mentors or mentor coordinators, who then received a stipend and advanced training.

Boys & Girls Clubs of the Peninsula (BGCP) welcomed the student volunteers to volunteer for outreach placements. All Stanford students were welcome to attend individual workshops. The flexibility of this structure attracted greater numbers, often stimulating interest for later involvement. Students applied to be volunteer science mentors or mentor coordinators, who then received a stipend and advanced training.

Boys & Girls Clubs of the Peninsula (BGCP) welcomed the student volunteers for weekly sessions with after-school science clubs for children in grades 2-5. The program reached 100 2nd-5th graders at BGCP and, with the increased number of mentors by 2005, was able to provide a better mentor-to-child ratio. In addition, Beck consulted with science student service groups and collaborated with the Office of Engineering and Public Service.

Science in Service hosted a full-day Introduction to Science Outreach workshop for 32 Stanford faculty and staff, co-sponsored with Offices of Science Outreach and of Teaching and Learning (VPUE). Guest presenter was Cherilynn Morrow from the Space Science Initiative in Boulder, CO.

During a fall 2005 self-study on the role of science programming in the center’s work, Haas advisory boards recommended that new funding be sought and that the center develop options for the sustainability of the program.
Courses

Using support administered by the center, faculty members have created dozens of service-learning courses that involve students providing direct service to local schools, nonprofit organizations and government agencies. Other courses allow students already engaged in service, typically through student groups, to enhance the effectiveness of their efforts.

Len Ortolano, the center’s first faculty director, began to focus on a program area previously called “Academics & Service,” splitting it into “Courses” and “Research,” thereby providing equal emphasis on research (see page 22). In addition, Ortolano worked with staff to incorporate an academic component across all programming. Participants in all Haas programs benefited from faculty mentors, workshops and other academic opportunities, providing in-depth preparation for effective and ethical service. Students prepared in this way are more likely to continue learning and serving, progressing to ever-increasing positions of effectiveness and responsibility.
Service-Learning Courses

The Center seeks to ensure that students learn and develop as a result of their public service through assistance to faculty interested in developing and providing academic supervision and sponsorship of the learning that results from these activities. Such programs and curricula help ensure that students contribute effectively in the community...make public service more accessible to students who would otherwise have to work during their “non-academic” time, and help place the practice of civic responsibility within the central mission of higher education. —Public Service Center Annual Report, 1986-1987

EDUC 116x: Service-Learning as an Approach to Teaching, spring 2006, comments from evaluations:

If I had taken this course as a freshman, my Stanford experience might have been entirely different.
—Amy Carlson ’06 (Human Biology)

Of my five years at Stanford, I cannot recall another course that excited me intellectually, emotionally and philosophically the way this course did. —Kelsey Twist ’06 (MA, co-term, Education)

In service-learning courses, together with traditional classroom activities, students engage in active experiences that address individual and community needs. These experiences build a foundation for follow-up reflection. Each quarter, 25-40 service-learning courses were offered across the university. As a result of the 2003 self-study for the center’s advisory boards, the concept of “service-learning courses” was broadened into four categories:

- Public Service Component as integral to the academic course experience
- Focus on Public Service as subject matter
- Preparation for Public Service, providing students with the requisite academic skills and related preparation for public service fieldwork and internships
- Departmental Internships, linked to a student’s major, or as a course requirement

From 2003-06, the center’s support in this area was expanded to 1.5 staff. In fall 2005, Kelly Beck was hired to assist Service-Learning Program Coordinator Karin Cotterman as the first Assistant Director of Service-Learning Programs, while continuing to coordinate the Science in Service program. Growth in support and assistance for faculty included:

- An allocation of $25,000 in Service-Learning Initiative Funds for 2003-04 from the Office of the Vice Provost for Undergraduate Education for Stanford faculty interested in designing and developing service-learning courses. Funds covered expenses related to the community involvement of participating students; stipends for faculty to develop service-learning courses; and stipends for course assistants to develop community partnerships for a new course or new service component. Funds were awarded to faculty in Education, Psychology, Sociology, Urban Studies, and Drama/Dance.
- A pilot was initiated in 2004-05 to assist faculty who wanted to include a service component in their Sophomore College courses. The program has continued to grow.
- A course for prospective teaching assistants in service-learning pedagogy was taught by Cotterman as a pilot in 2005; the course expanded in 2006 as EDUC 116X: Service-Learning as an Approach to Teaching.

In summer 2006, Cotterman convened faculty from seven interdisciplinary programs (IDPs)—Comparative Studies in Race and Ethnicity, Ethics in Society, Human Biology, Public Policy, Symbolic Systems, Urban Studies, and Feminist Studies—interested in incorporating an experiential component as a requirement. Her assistance to IDPs included assessing the needs of the programs to find quality placements and to best support communities.
Institute for Diversity in the Arts

Professor Shirley Brice Heath of the Stanford Humanities Center received funding from an anonymous donor to work with the Haas Center to enable seven students interested in the Arts and Humanities to develop their academic and performing abilities while helping children in the community develop their own artistic and interpretive potential...This program targets a segment of the student population that has been previously untapped; the response has been overwhelmingly positive.

–Haas Center for Public Service Annual Report 1990-91

In five exciting years, the Institute for Diversity in the Arts (IDA) has become an important presence on the Stanford campus. Armed with a mission to promote diversity in the arts from a community-based approach, IDA has involved over 150 students in courses and workshops and affirmed the value and expanded the role of the artist in society. Fueled by this student interest, and assisted by the Haas Center through housing and other support during our formative years, we have established a major track within the Center for Comparative Studies in Race and Ethnicity. Now students can major in IDA, gain practical production and performance skills and merge their creative and academic lives. –Gina Hernandez, IDA Associate Director

The Institute for Diversity in the Arts (IDA) is an excellent example of how the Haas Center helps incubate programs in which students engage with the community while learning and preparing for careers. IDA was housed at the Haas Center for five years, through spring 2006, when it found a permanent home in the newly-renovated Roble Gym as the new “Program in Identities, Diversity & Aesthetics,” under the Comparative Studies in Race and Ethnicity (CSRE) major and minor. Along the way, in fall 2005, IDA also formed a partnership with the Committee on Black Performing Arts at Stanford.

In 2006, plans were finalized for the addition of an IDA Community Arts Fellowship to be launched in summer 2007 through the Haas Center’s Fellowships Program, in which fellows work in innovative community arts nonprofit organizations.

Since its founding in 2001 under the leadership of Program Director Professor Harry Elam (Drama) and Associate Director Gina Hernandez, IDA has focused on exploring the arts as a means to engage questions of race, diversity and community. Each year, four IDA Resident Artists are selected on the basis of national or international arts recognition, experience and interest in teaching at a university level, and demonstrated commitment to practicing art within a specific community context. Four student fellows assist Resident Artists in their subject fields, which include visual arts, music, ethnomusicology, dance/choreograph, drama, and spoken word/poetry.

The program involves students, faculty, visiting artists and community participants in:

• A course, consisting of workshops and demonstrations, culminating in performances or presentations on campus, such as the 2006 festival format under the heading of Creative Works Creating Change.

• IDA’s service component, with visits to schools, East Palo Alto Senior Center and Library and other local venues. In addition to workshops and teaching, examples of community engagements are visits to Native Hawaiian Language Elders in Fremont and San Francisco; an evening to sing songs and “talk story” with Pacific Islander families, and storytelling/ethnographies with Spanish speaking families, both at East Palo Alto High School; dance/movement workshop and story sharing with female inmates at the San Francisco Correctional Facilities.

• A 10-week lunchtime lecture series, which includes lectures, demonstrations and performances by both visiting and Resident Artists.

• New relationships with regional arts organizations, emerging in 2005-06 with panel presentations at the Center for Arts at Yerba Buena, San Francisco and California College of Arts & Crafts, Oakland.
Stanford in Washington

Stanford in Washington’s first class – the eleven “Pioneers” – not only saw the cherry trees blossom soon after their arrival in March of 1988, they also witnessed the transformation of the Bass Center from a Chinese restaurant and small hotel into an educational facility. The Pioneers were a remarkable group of students who proved the soundness of the original plan for Stanford in Washington...and upon graduation, several returned to Washington to work in public service jobs. – Stanford in Washington Capital Update, Spring 1991, “SIW Begins Its Fourth Year”

I attended SIW after conducting community health research in Rwanda. My SIW internship at the International Crisis Group conducting research and drafting a brief on the Northern Uganda crisis, was the perfect next step. I applied my academic skills to the policy resolution of issues I had developed a passion for abroad–human rights and the connections between security and development. SIW confirmed my devotion to public service and added lasting nuance to my understanding of effective confrontation of challenges in the developing world. – Chrissie Coxon ’07 (Political Science; minor in African Studies)

Administered by the School of Humanities and Sciences and with its campus home at the Haas Center, Stanford in Washington (SIW) has provided highly qualified undergraduates with an opportunity to work and study in the nation’s capital since 1988. Central to the student’s educational experience is an internship at such institutions and agencies as the Senate, the House of Representatives, the Office of Management and Budget, the Securities and Exchange Commission, the Smithsonian Institution, the National Gallery, and the departments of Commerce, Education, Health and Human Services, Justice, and State. In addition to the internship, students must also complete an academic course of study and write a major paper related to their internship.

During 2003-06, SIW acquired the building next door to the Bass Center on Connecticut Avenue, and began the process of planning, conducting hearings, and renovating the current and new spaces. New facilities provide for visiting faculty and research assistants, a long distance learning center, and additional meeting space.

Students’ experiences were enhanced by the SIW speaker series, featuring between 30 and 60 speakers, who held discussions with SIW participants. Speakers included: Hillary Rodham Clinton, United States Senator (D-NY); Devra Davis, World Health Organization and Visiting Professor, Carnegie Mellon University; Matthew Rushing, Alvin Ailey Dance Theater; and Supreme Court Justice Stephen Breyer.

A sampling of SIW faculty teaching seminars during this period includes: Professor David Brady (Political Science), the Bowen H. & Janice Arthur McCoy Professor in Leadership Values in the Graduate School of Business; Stephen Krasner (Political Science), Director of Policy Planning at the US State Department; Sheila Maith, Managing Director, Fannie Mae Foundation; Michael McFaul (Political Science), the Peter and Helen Bing Senior Fellow at the Hoover Institution and non-resident associate at the Carnegie Endowment for International Peace; Walter Pincus, Senior Investigative Reporter, Washington Post; and Fumie Yokota, Health Economist/Decision Scientist, Office of Management & Budget.

A sampling of SIW faculty teaching seminars during this period includes: Professor David Brady (Political Science), the Bowen H. & Janice Arthur McCoy Professor in Leadership Values in the Graduate School of Business; Stephen Krasner (Political Science), Director of Policy Planning at the US State Department; Sheila Maith, Managing Director, Fannie Mae Foundation; Michael McFaul (Political Science), the Peter and Helen Bing Senior Fellow at the Hoover Institution and non-resident associate at the Carnegie Endowment for International Peace; Walter Pincus, Senior Investigative Reporter, Washington Post; and Fumie Yokota, Health Economist/Decision Scientist, Office of Management & Budget.

In June of 2005, Adrienne Jamieson, the Mary Lou and George Boone Centennial Director of SIW, won the Lloyd W. Dinkelspiel Award, which recognizes distinctive contributions to undergraduate education or the quality of student life at Stanford.

For a list of members of the SIW Program Committee 2003-06 and SIW Advisory Council 2003-06, see Advisors, page 55.
Students and faculty are encouraged to consult with center staff on proposed research projects that benefit community organizations or address community-based issues. As a senior capstone experience, the Public Service Scholars Program supports 10-15 seniors writing honors theses in many academic disciplines that apply the best practices of research of benefit to the community at large (“public scholarship”). Additionally, the new Community-Based Research Fellows Program brings together teams of students, faculty and community members to engage collaboratively in research with the purpose of solving a pressing community problem or effecting social change.
Community-Based Research

Haas Center staff worked closely with Ann Watters, English Teaching Administrator, along with seven writing instructors, to integrate public service writing assignments into the Freshman English Program. … assignments focus on a wide range of contemporary issues, including: families in transition; economic alternatives to dependence on military spending; human rights in Central America; hunger and poverty. –Haas Center for Public Service Annual Report, 1989-90

Today, the Community Writing Project (CWP) is a standard offering at Stanford, and one of several courses requiring client-based research and writing listed on the Haas Center website. During 2003-06, the Haas Center began to regard community-based research (CBR), a service-learning endeavor separate from courses, as a different, usually more advanced way to connect academics and service. In this new vision of opportunities in CBR, faculty and students form partnerships with community organizations to explore questions of interest to all parties. When thoughtfully designed, CBR not only provides needed qualitative as well as quantitative data for these organizations, but can serve as a basis for honors theses, class projects and other academic assignments.

With the Public Service Scholars Program (PSSP) for seniors entering its tenth year, Jackie-Schmidt-Posner, Associate Director for Public Service Education, initiated the first section of Urban Studies 123: Introduction to Community-Based Research in fall 2004, in which ten students were encouraged to consider and develop research ideas earlier, as sophomores or juniors. The course was repeated in 2005 and 2006, with increasing numbers of course participants going on to receive research grants, through such programs as Stanford’s Chappell-Lougee Scholars or Undergraduate Research Programs, or pursuing community-based research related to their majors.

Other Haas-faculty collaborations to encourage undergraduate CBR:
• 2003-04: Five faculty, from Medicine, Symbolic Systems, Education (2), and Anthropological Sciences, were given awards through the Public Service Scholarship Initiative—instituted in 2001-02 with funding from the Vice Provost for Undergraduate Education (VPUE)—to engage undergraduates in their own CBR projects.
• 2005-06: Discussions with academic departments about providing CBR opportunities were stepped up, particularly with the School of Education.
• 2006: The Haas Center and the President’s Office offered a post-doctoral position at The Gardner Center for Youth and Their Communities to develop a course and research project stream for undergraduates revolving around the Haas program EPASA (see page 15).
• 2006: A Community-Based Research Fellows Program was initiated with a grant from VPUE to support departmental research in collaboration with the Undergraduate Research Program. Teams of faculty, students and community partners agreed on research projects on a topic of importance to the community or to collect knowledge embedded in the community.
• 2006: Service-Learning Program Director Karin Cotterman convened faculty from seven interdisciplinary programs (IDP) interested in requiring an experiential component as part of the major. In CBR, for example, Public Policy majors might conduct research consulting with local governments (see page 19).

Nicole Medeiros ’06 (History) presents her plan for a research project on race and higher education in Brazil to the Introduction to Community-Based Research class and community members.
Public Service Scholars Program

We were still talking about service-learning, but now we were using a new term: public service scholar. High on my list of goals was an environment in which students would view their courses and labs as scholarship, and their scholarship as viable contributions to real problems of health, poverty, violence and human dignity. Still in its formative phase, a class based on these concepts began in the fall of 1993.

–Communications Professor Jeremy Cohen, Scholarship for Social Change, Public Service Scholars Program: The First 10 Years 1995-2005

PSSP challenges participants with a central question — ‘What does it mean to me, to the university, and to society to do research that has a public service value?’ — with the goal of developing a network of public scholars deeply convinced that academic knowledge could and ought to overcome social ills. The program’s design is complex, dynamic and dependent upon the personalities of each PSSP community’s members, and how all this gets woven together is a craft and an art form. -Nadinne Cruz, Haas Center Director 2000-03 and founder of PSSP

Through the Public Service Scholars Program (PSSP), the center provides support for seniors in writing honors theses that meet high standards of academic rigor, while responding to community needs. As a major feature of the program, students are encouraged to make the results of the thesis useful to a specific community or organization, or available for the public interest. Each scholar is assigned a public service mentor and an academic advisor for the project.

In June 2003, with the departure of Haas Director and PSSP founding director Nadinne Cruz, Associate Director for Public Service Education Jackie Schmidt-Posner became the lead for the program. Drawing on evaluations from the previous year, Schmidt-Posner initiated a number of changes to help students reach potential audiences with their research results:

• The “public service plan” is required of students at the beginning of fall quarter’s weekly meetings, instead of waiting until the theses are close to completion during spring quarter.
• In class, students discuss potential audiences for their research and how to get research results to people on campus and in the community who might most benefit from the information.
• Each student makes a mid-year Power Point presentation of progress to date. Mentors, advisors, Haas staff, faculty, alumni, and community members attend and advise students during the question-and-answer period.
• Beginning in May 2004, year-end presentations are made in a day-long symposium with a concluding reception entitled “Research with a Public Purpose: Thesis Presentations by Stanford’s Public Service Scholars.” Invitations go out to all constituencies and to the campus community. This intensive format helps achieve greater visibility for the research.
• In spring 2005, thesis abstracts and, at the discretion of the scholar, entire thesis presentations, are made available on the Haas Center website.

In 2004-05, PSSP celebrated its tenth year with a reception for program alumni at the center during the 2004 Reunion Homecoming weekend and with the publication of a volume detailing postgraduate activities of scholar alumni: Scholarship for Social Change, Public Service Scholars Program: The First 10 Years, 1995-2005.
Fellowships

The center administers fellowships that support over 100 undergraduates annually doing self-designed projects or summer internships with nonprofit organizations, government agencies or foundations in the US and abroad. Graduating seniors selected as John Gardner Public Service Fellows and Tom Ford Fellows in Philanthropy undertake a year of postgraduate service; Huang Teaching Fellows spend a year teaching English to middle school students in rural China. As service-learning experiences, all fellowships are designed to integrate academics, including faculty mentoring, coursework, and guided reflection, into a comprehensive learning strategy.

Please note: for a complete archived listing of all fellows and their placements, please visit the Haas Center website at http://haas.stanford.edu/index.php/item/336.
1984: …from 72 applications [for Stanford’s first public service fellowships], 14 students were selected to do whatever they want to for eight weeks this summer with Stanford’s blessing – with as much as $1,200 of its money. …The idea for the fellowships sprang from Stanford President Donald Kennedy’s commencement speech to last year’s graduating class. In it, Kennedy called for a renewed emphasis on public service – a field that is often not the first choice of students following the straight path toward a lucrative career. —San Jose Mercury News, June 14, 1984, Peninsula Section

I value my fellowship experience far beyond the amount of the grant I received to do this work. It is an incredible privilege to be funded for a summer of public service work, and it makes me optimistic about pursuing a career in community service. —Meehan Rasch ’99 (Feminist Studies)

I found United Students for Veterans’ Health at the Haas Open House as a freshman, and now I’m on the Board of Directors and have been a Sand Hill Fellow in Philanthropy. There are so many opportunities at Haas, and with each activity, you hear about other possibilities… I see service as something people shouldn’t even have to think twice about doing. —Jackie Hoang ’05 (English)
Undergraduate Fellowships Program (continued)

Undergraduate summer fellowships provide students with opportunities to expand on classroom learning and apply this knowledge to practical, real world situations. Strong donor support for this type of learning reveals a broad understanding of the power of these experiences.

The Haas Center Fellowships Program expanded enough during this period to require a second full-time staff position for its administration. With increased capacity, the program went through substantial change in 2003-06 in the areas of outreach, development, advising and academic connections.

Outreach was stepped up beginning in fall 2005 to include the fall Open House, increased campus publicity, assistance of university advisors, and staff visits to classes, dorms, community centers, and Career Development Center Fairs. Attendance at the November Open House, when past fellows speak with their peers about their experiences, more than doubled to 250 students.

The total number of undergraduate fellowships awarded remained steady at around 100, but the program’s budget rose from $355,000 to $450,000, bringing student stipends in line with other summer student programs. After extensive benchmarking with regard to other opportunities available to Stanford students, fellowship stipends were raised in 2005 from $3000 to $4000 for nine weeks of full-time service, with up to an additional $1000 for approved project-specific expenses for the Haas Summer Fellows. The Haas Center continued to coordinate with the Financial Aid Office to ensure that fellowships remain need-blind, including financial aid for all qualified students.


Colin Miller ’07 (Urban Studies) (left) and the violin students he taught with the Percussive Violin Project during his 2005 Haas Summer Fellowship in Candeal, Bahia, Brazil.

Brian Eggleston ’07 (Symbolic Systems), second from right, 2005 Stanford Pride Fellow, prepares for Pride march, working with Lambda Legal in New York, NY.

Tanya Haj-Hassan ’06 (Human Biology), second from left, Haas Summer Fellow, at a summer camp for refugee and orphaned children in Jelad, Jordan, in June 2004.
Undergraduate Fellowships Program (continued)

A Send-off Dinner for Stanford University Fellows in Public Service was held each year in the spring. Approximately 175 fellows, selection committee members, and program supporters were among the honored guests. A faculty member and former fellow were featured speakers at these events.

Staff intensified the advising and academic components of the fellowships experience during this period:

- Applicants signed a Statement of Academic Commitment in their application.
- Each fellow was paired with a faculty mentor for academic and other preparatory activities, as well as post-fellowship reflection and consideration of follow-up courses and leadership roles.
- Haas Center staff members coordinated fellowship selection committees to ensure that the service-learning objectives were consistently communicated.
- A one-unit course with faculty and staff guest speakers was required for Haas Summer Fellows beginning in 2004; by 2006, this was the 2-unit Haas Summer Fellowship Prep course.
- The previous single orientation session for all fellows expanded to required attendance at three staff-led workshops from 2004-05 on: Orientation & Program Expectations; Learning Plan; How to Make the Most of Your Experience.
- Courses for philanthropy fellows were offered: Introduction to Civil Society and the Nonprofit Sector, taught by Haas Visiting Scholar Bruce Sievers, and Philanthropy: Effecting Change in the Public Sector, taught by Public Policy and Graduate School of Business Lecturer Laura Arrillaga.
2003-2006 Undergraduate Fellowships

We are deeply grateful to the many new and continuing donors who have made the Fellowships Program at the Haas Center more robust and diverse.

*Please note: (year) indicates founding year for fellowships created during this period.*

AFRICAN SERVICE FELLOWSHIP
formerly Amy Biehl Fellowship
A joint program with the Center for African Studies supporting work on social and economic issues in sub-Saharan Africa.
- Sterling Stamos Fellowship in Global Health (2005)

ARTS FOR YOUTH FELLOWSHIP
Offers summer experiences at organizations enhancing art appreciation or art education programs for youth, in partnership with Arts for Youth, a local nonprofit organization.

ANDREW J. DAHER FELLOWSHIP
Supports projects that address the intersections of business and economics with public service.

EAST PALO ALTO SOCIAL VENTURE FELLOWSHIP (2005)
Supported by Philanthropic Ventures Foundation, a year-long opportunity for Stanford juniors initiating projects that serve the community of East Palo Alto.

EDUCATION & YOUTH DEVELOPMENT FELLOWSHIP
Supports the East Palo Alto Stanford Academy (EPASA) and Stanford Upward Bound, two intensive summer programs addressing academic and social needs of underserved middle and high school youth.

HAAS SUMMER FELLOWSHIP
Provides students with support to develop and implement innovative, collaborative projects that address community needs.
- Donald Kennedy Summer Fellowship
- H. Michael Stevens Family Summer Fellowship
- William and Reva Tooley Summer Fellowship

PHILANTHROPY FELLOWSHIP
Offers summer opportunities to explore careers in the philanthropic sector through intensive work at Bay Area foundations.
- Offered in conjunction with Philanthropic Ventures Foundation, Arrillaga Family Foundation and Community Foundation Silicon Valley (CFSV; now Silicon Valley Community Foundation).
- CFSV John Gardner Fellowship in Philanthropy
- Sand Hill Fellowship in Philanthropy

PUBLIC INTEREST LAW FELLOWSHIP –
formerly Edith & Norman Abrams Fellowship in Public Interest Law
Offers summer experiences for undergraduates interested in the law.
- Public Interest Law Fellowship (2004)
- Foster Family Fellowship (2005)
- Zenoff Fellowship in Public Interest Law
SPIRITUALITY AND SERVICE FELLOWSHIP

Offered jointly with Stanford’s Office for Religious Life and United Campus Christian Ministry, explores the connections between spirituality and social change through internships, projects, and a weekly seminar.

STANFORD IN GOVERNMENT FELLOWSHIP PROGRAM

Provides meaningful exposure to public policy through summer internships in public, nonprofit and international NGOs.

International

Alexander L. George Public Service Undergraduate Fellowship
Donald Kennedy Environmental Fellowship
J. Burke Knapp Fund for Stanford in Government
John Wesley Rice, Jr. Fellowship
Philip and Maurine Halperin Stanford in Government International Fellowships
Philip Tabor Bennett Fellowship

National

Boozer Family Fellowship
Goodman Family Endowed Fellowship Fund for Stanford in Government
Huffington Stanford in Government Fund
James and Charles Ludlam SIG-Serve Fellowship
William and Reva Tooley Government Fellowship

State/Local

Lawrence W. and Jane B. Harris, Jr. Endowed Fellowship
Rita H. Small Endowment Fund of the Stanford in Government Program
J. E. Wallace Sterling Internship
Edwin L. Z’berg Internship in California Environmental Policy

STANFORD PRIDE FELLOWSHIP

Offered jointly with the Stanford Pride Alumni Club and the Lesbian, Gay, Bisexual and Transgender Community Resource Center (LGBT CRC), in order to promote activism in the community.

DONALD A. STRAUSS SCHOLARSHIP

The Donald A. Strauss Foundation awards scholarships to juniors in California who plan to devote a significant part of their lives to public service, funding a portion of their studies and a yearlong service project proposed by each recipient.

URBAN SUMMER FELLOWSHIP

Offered jointly with the Program on Urban Studies, provides internships in organizations addressing issues affecting urban life.

Price Charities Fellowship (2003)
Thiemann Family Fellowship (2004)
Postgraduate Fellowships

In winter quarter 2006, staff presented the results of a programmatic self-study on postgraduate fellowships to the center’s advisory boards. While validating the overall approach and caliber of the existing programs, the boards transformed the discussion from suggestions for improvement to a broader center-wide consideration of the postgraduate needs of students interested in public service careers. Board members asked: “What about all the highly-qualified and motivated students who do not get a fellowship? Shouldn’t the Haas Center provide more support for those graduating students?” The current postgraduate fellowships were regarded as a strong foundation for planning for an expanded postgraduate program.

The boards and staff agreed to pursue the following plan of action to develop more opportunities for seniors interested in postgraduate public service:

- Establish a new full-time staff position, with two years of seed support from the Office of the President and from Mimi Haas. The position of Postgraduate Public Service Program (PPS) Coordinator was posted and filled during summer 2006.
- Sustain and expand collaboration with the Stanford Career Development Center and the Call to Serve initiative (a project of the Partnership for Public Service), developed at the Haas Center in 2005.
- Increase outreach to majors not well represented in the current applicant pools.
- Increase focus on international opportunities in response to burgeoning student demand.
- Develop collaborations with public service offices and centers in departments across campus.
- Develop plans to involve more alumni as mentors to seniors and younger alumni.
John Gardner Public Service Fellowship

1986-87: This program was established in 1984 as a joint enterprise with U.C. Berkeley with an initial $350,000 donation from the Walter and Elise Haas Fund...in its first two years, the program has generated an extraordinary response on both campuses. Feedback from across the country indicates that visibility of the program is growing and that it is making a good name for itself. —Public Service Center Annual Report, 1986-1987

What makes this experience unique is the opportunity for a meaningful relationship with a mentor; that is what differentiates it from an ordinary internship. ...Gardner himself emphasized the importance of mentors. ...He felt honored by the program and once [said] that it meant more to him than being awarded the Presidential Medal of Freedom. —Jeanne Wahl Halleck, Administrator, John Gardner Public Service Fellowship

The John Gardner Public Service Fellowship marked its 20th year anniversary in 2005, along with the Haas Center itself. The fellowship was established at the center’s founding to honor John W. Gardner, one of America’s most distinguished public servants, and to encourage and nurture informed civic involvement and service in the three Stanford and three UC Berkeley seniors who are selected annually for ten-month placements in government or nonprofit agencies. The anniversary was commemorated with the publication of A Second Decade of Preparing Leaders in Public Service, 1996-2005, a companion piece to a 10th anniversary volume.

At the end of 2005, Keith Smith left after two years working with the Berkeley program, turning over the coordination to Mark Oleszek. Jeanne Wahl Halleck, founding administrator of the Stanford program, continued in her position until her retirement in November 2006.

Mid-year fellowship meetings in 2004 and 2005 took place in Washington, DC, with the 2006 meeting in New York City. Fellows visited each other’s placement sites and discussed post-fellowship options. Highlights were gatherings of current and former fellows for discussions with:

- 2004: John Podesta, former chief of staff for President Clinton and founder of The Center for American Progress; and Robin Toner, a New York Times writer and Washington correspondent.
- 2006: Susan King and Geri Mannion from the Carnegie Corporation, Strengthening US Democracy Program; David Alpern, Newsweek editor; Georgios Kostakos, First Officer of the Executive Office of the UN Secretary General; and Steve Culbertson, President and CEO of Youth Service America.
Fellowships

Tom Ford Fellowship in Philanthropy

2005: In the end, a perfect union of sorts emerged. The Tom Ford Fellowship (in addition to the Sand Hill Fellowships) married Ford’s deep-seated belief in philanthropy as a responsibility of the resource-rich and the Haas Center’s understanding of philanthropy as an act of service and public duty. Inspired by the model of the John Gardner Public Service Fellowship, the [fellowship] lifted off from a solid launching pad in 2001.

—Public Service Education at Stanford: the Haas Center’s First Twenty Years, “The Tom Ford Fellowship in Philanthropy,” page 89

Generations after the Stanfords founded the university in memory of their son, our family was able to create a legacy that keeps alive Tom’s belief in the importance of tradition and the potential of Stanford students to grow into effective leaders and young philanthropists. The Tom Ford Fellows are given the opportunity to explore a vital part of our country’s social fabric that is unique in the world. By exercising their critical thinking skills under the guidance of experienced mentors, they come to realize that learning to invest in the organizations that have the greatest potential to effect change is challenging but, of course, very rewarding. —Susan Ford Dorsey on the Tom Ford Fellowship in Philanthropy, February 19, 2007

The Haas Center owes a lot to Tom Ford and Susan Ford Dorsey. Tom helped the Haas Center building come to reality; he served on the National Advisory Board and chaired that board. He was a strong advocate for the center and he very much admired its work. Susan has continued in every way the involvement of the Ford family by bringing about two philanthropy fellowships, by serving on the board, and by her advocacy for the center. We should be very proud to have such auspicious support.
—Bill Somerville, Executive Director, Philanthropic Ventures Foundation

The Tom Ford Fellowship in Philanthropy was established to honor Tom Ford (1921-1998), a former Stanford University trustee and dedicated member of the Haas Center’s National Advisory Board. The fellowship is funded by Ford’s widow, Susan Ford Dorsey, who has served as a member of the National Advisory Board since 2001. Offered in conjunction with Philanthropic Ventures Foundation (PVF), the fellowship provides three recent graduates with an intensive, mentored, 11-month experience in a US professional foundation related to their interests and experience.

This period was a time of transition for the fellowship, its administration passing from Jon McConnell in 2003 to Suzanne Abel in 2004, and then, as part of the evolving Philanthropy Program, was co-administered with Lauren Wechsler, Philanthropy Program Coordinator in 2005-06. During summer 2006, the Center for Philanthropy and Civil Society came into being at the Haas Center, with the fellowship as a key associated offering (see Special Initiatives, page 49-50).
Tom Ford Fellowship in Philanthropy (continued)

Staff focused on developing the Ford Fellowship to be commensurate with the John Gardner program from 2004 through 2006. In spring 2004, the Ford fellows met mid-year back on campus and had the opportunity to learn from each other, help orient the newly-selected fellows, and also to meet with Bill Somerville, President of Philanthropic Ventures Foundation, staff and community members. Fellows made campus presentations to provide information and inspiration to potential Ford Fellows. In 2005 and 2006, the mid-year meetings were extended to two days with the addition of discussions about the future challenges in philanthropy, led by Somerville and Bruce Sievers, Haas Center Visiting Scholar. In 2005, Dr. James A. Smith of the J. Paul Getty Trust, Los Angeles, lectured on the topic of “In Search of a Philanthropic Ethic.” Susan Ford Dorsey also participated in the 2006 meeting.

Dr. and Mrs. C.J. Huang Teaching Fellowship

Jointly offered with VIA (formerly Volunteers in Asia), the Dr. and Mrs. C.J. Huang Teaching Fellowship supports one to two Stanford graduates to teach at Ou Yang Yu Experimental Middle School in Xintang Town, Hunan Province, China for up to two years. Fellows teach English in the classroom, learn about rural economic development, and carry out a service project with students from the school. The fellowship is funded by Huang and his wife, Mrs. Ha Lin Yip Huang, of Atherton. The school itself was founded by Huang in 1986 in memory of his first wife. The Huang family has committed funding for the fellowship through 2006-07.

The fellowship provides airfare, training in the US, Thailand, and China, emergency health and evacuation insurance, language tutoring, support in the field, and travel to the annual VIA conference in China. In addition, a key feature of the fellowship is the provision of $1,000 per fellow for the purpose of planning and implementing a service project in collaboration with the school community. Over the years, projects have included a community Tree Planting Day in the bare hills around the school and in areas deforested by fire; publication of a bilingual school magazine each year of poetry, art, stories, and essays; two need-based academic scholarships to cover school tuition; an eyeglasses project; and a school-wide sports tournament.

Dr. and Mrs. C.J. Huang Teaching Fellows

2004
David Hu (International Relations)
Charles Keil Renick (History/International Relations)
Megan Root (East Asian Studies)

2005
Vicki Li Lung (Biomechanical Engineering)
Abigail Rose McDaniel (Human Biology)

2006
Shannon Davidson (MA, Education)
Leadership

Students have many opportunities at the Haas Center to participate in personal leadership development through workshops and trainings, academic coursework, leadership positions in center programs, the Public Service Student Advisory Board (PSSAB), and the Public Service Leadership Fellows Program. Staff also provide advising, skill-building and leadership training to student community service organizations including two student-led programs of the Haas Center: Stanford in Government and Alternative Spring Break.

From the Public Service Open House my freshman year to the Project AIM leadership retreat [spring 2005], the Haas Center has supported my public service endeavors with ideas, training and funding. Equipped with my experiences from the retreat, I’ve coordinated many community projects, including the Qinghai Vaccination Project that is vaccinating children against hepatitis B through the Asian Liver Center and the China Center for Disease Control. The Haas Center has really helped my leadership and personal development over the past four years. –Yi-Ren Chen ’07 (Biology/History)
Student Development and Leadership

Recommendations...Establish a Public Service Program or Center...Activities could include training of student volunteer leaders...—Campus Report, For the Record - Milton: Public service needs serious, sustained commitment, June 13, 1984, page 25

In the mid-1980s, when the Public Service Center was founded, leadership development took place on a more personal level. Staff members would work closely with a group of students (namely through the Stanford Volunteer Network) in a type of apprentice relationship, where center staff would take the students under their wings and give them responsibility and honor their ideas. —Public Service Education at Stanford: The Haas Center’s First Twenty Years, “Leadership Development at the Haas Center, Shifting Principles,” p. 196

Nothing better signals the commitment of the Haas Center to increased student engagement than students integrated into its basic governance structure. The student advisory board served as an active liaison between the student body—both organized student groups and individual students—and the Haas Center’s management team. With the leadership change that occurred in 2003, the student advisory board helped ensure the Haas Center upheld its longstanding tradition of cultivating and supporting active students, citizens, and community leaders.
—Sarah Schulman ’05 (Human Biology), 2004-05 PSSAB co-chair with Alex Tung ’07 (PhD, Electrical Engineering)

Perhaps the most important conceptual shift during this period was staff recognition that leadership development should be infused into all programs at the center. Training opportunities encouraged staff to more consciously and explicitly incorporate the leadership aspects already present in their work with students.

The spring 2005 self-study presentation on leadership development to the Haas advisory boards catalyzed a dramatic leap forward in student leadership programming. The Haas Center hired an Assistant Director of Student Development and Leadership Programs in fall 2005, bringing leadership staff to two full-time positions.

The multi-faceted Public Service Leadership Fellows Program, launched in winter 2005 by Jon McConnell, Director of Student Development and Leadership, is a five-quarter certificate program, including both credit and non-credit components. The first class of 34 Leadership Fellows, recruited through a nomination process, participated in a program of coursework, skill-building workshops, self-assessment, advising sessions, discussions with model leaders, and leadership practice in Haas programs or student organizations. Other leaders of public service groups were able to take advantage of individual components of the program.
Leadership development and training prior to the creation of the Fellows Program consisted of Stanford Leaders for Public Service (SLPS), which included directed readings, weekly meetings, speakers, and two retreats. The SLPS curriculum was recognized as a model program when it was added to the National Clearinghouse on Leadership Programs (University of Maryland) in 2004.

However, SLPS was put on hold for 2004-05 while McConnell completed a re-evaluation with the goal of upgrading the leadership offerings at the Haas Center. During winter and spring 2005, three courses were offered:

- **CEE199 Cultivating Public Leadership** (2 units; McConnell and Bechtel)
- **EDUC121X: Leadership and Civic Responsibility** (2 units; Steve Davis, Associate Professor in the School of Education), co-sponsored by the Office of the President; included a Speaker Series open to the public.
- **EDUC270AX: Learning to Lead in Public Service Organizations** (5 units; Davis)

Also in spring 2005, a weekend retreat called **Project AIM: Empowering and Connecting Stanford's Emerging Public Leaders** was planned and conducted by McConnell and current leaders. In addition, workshops for student group leaders were held throughout the year on topics such as Training & Retraining Volunteers, Delegation, Academic Connections, and (in collaboration with Student Affairs and campus ethnic community centers) Leadership Transition. Center staff was available to make presentations on another 18 workshop topics upon request.

(R to l) May 2006: Milton Chen ’83 (MA, Communication; ’86 PhD), Executive Director of The George Lucas Education Foundation, San Rafael, CA with Steve Davis, Lecturer (Education), who organized Leadership & Civic Responsibility, a speaker series and public service leadership course, taught in spring 2005 and 2006.

Students with Haas staff at the Student Recognition Celebration, a picnic, May 2006.

2004-05 Student Outreach Coordinators

2006 winners of the Walk the Talk Student Leadership Award, presented at the student recognition picnic, May 2006 (l to r): Elizabeth de Rham ’06 (Urban Studies), Angel Davis ’06 (Economics), Ariana Milman ’06 (CSRE), Nicole Medeiros ’06 (History), Cristina Lash ’06 (Comparative Literature), and Haas Managing Director Nicole Taylor. Missing: Matt Turnbull ’06 (International Relations).
In addition to leadership training, staff coordinates a variety of public service program elements, including:

- Outreach to new students: a fall Open House event at which 40 community service student organizations are represented; Public Service Student Leader orientation/training – over 40 leaders in attendance; participation in activities for Resident Assistants; Office of Student Activities Campus Activities Fair; Head Peer Academic Coordinator training; Answers for Transfers; and Grad Student Resource Fair.

- Stanford Pre Orientation Trips (SPOT): assistance for the new program for incoming freshmen, focused on public service.

- Public Service Fair: co-host event with the Career Development Center, actively recruiting public service employers to attend, winter 2006.

- Student Outreach Coordinators (SOCs): 25 dorm-based liaisons to the Haas Center, who keep students in the dorms informed about Haas programs and community service efforts on campus and raise awareness about current social issues at monthly meetings; and organize service events for dorm mates, most supporting existing service groups.

- Bing Information & Resource Center (BIRC): the advising staff changed from peer Public Service Advising Fellows in 2003-04 to one full-time Public Service Intern in subsequent years, reflecting increased use of the Haas website and providing more efficient use of staff time.

- Student organization support: in fall 2004, staff implemented a new way of working with Community Service Student Organizations with no formal affiliation to the Haas Center, following a “student union model.” Approximately 70 student groups, including most of those previously affiliated, continue to have access to staff advising upon request, and to Haas Center electronic and print outreach, storage and office space, meeting rooms, and equipment on a first-come, first-served basis.

- Self-study presentation in spring 2006 on working with student organizations: background work for this presentation included benchmarking through conversations with peer institutions about funding, evaluation, training, and accountability; and interviews with approximately 45 student leaders about needs, challenges, and best practices.

- International service-related opportunities: in collaboration with existing international service student organizations, staff conducted planning to launch a new student-run program in 2007 to address the growing student interest in service abroad.

- Collaboration with other university offices: discussions of administration, advising and co-sponsorship of workshops with Stanford Community Centers, Vaden Health Services, and Office of Religious Life.

- Student Recognition and Celebration: facilitation of the annual “Walk the Talk” awards nomination and selection process. Coordination and hosting all-Center student recognition picnic event and traditional Graduation Breakfast for seniors and their families.

- Alternative Spring Break advising (see page 41).
Stanford in Government

Some modest progress has been made this year working with the student-run Stanford-in-Government program and finding what other universities offer by way of academically based programs in Washington, D.C. We have also uncovered significant student enthusiasm for an expanded program in Washington. It is now time for interested faculty to study options and make recommendations. —From the report to President Kennedy by Catherine Milton on the state of public service at Stanford University, 1984

‘SIG-in-Sacramento’ began in October. A weeklong series of events focused on California issues and initiatives to raise student awareness and interest before the November elections. Over 200 students attended a debate on ‘English as the Official State Language.’ Debates on the Toxic Waste Initiative and the LaRouche Initiative on AIDS were also highly successful… SIG announced the availability of four Washington Fellowships (the House Judiciary Committee, Representative Lee Hamilton’s office, the Office of Technology Assessment, and the Office of the United States Trade Representative) and over 50 students applied. The fellowships include a stipend of $1,250. SIG also announced a Select Internship without stipend at Amnesty International…

—Public Service Center Annual Report, 1986-1987

Stanford in Government (SIG), established in 1963, is a nonpartisan, student-run organization that promotes political awareness and involvement on campus. Haas Center staff provide advising, resources, oversight, office space and outreach. Between 2003 and 2006, approximately 30 students per year were placed in summer fellowships with international, national, and state/local government agencies and office-holders. (See page 30 for a listing of fellowships and donors.)

In celebration of SIG’s 40th anniversary, its Board of Directors hosted a breakfast at the Haas Center on Reunion Homecoming weekend, October 2003. This well-received Reunion Homecoming event was held again in 2004 and 2005.
SIG’s officers and committees focus on three primary goals:

- **Encouraging campus awareness of political issues**

  The Stanford Fund’s generous pledge of general support for SIG for 2003-08 enabled SIG to strengthen its efforts to promote political awareness and involvement on campus.

  During the 2004 and 2006 elections, SIG’s educational programs provided a broad outlook from multiple viewpoints, and its Campus Awareness Committee encouraged voter registration and sponsored email election updates.

- **Strengthening community service efforts**

  SIG’s Campus and Community Partnerships Committee, in conjunction with the student organization Habla el Día/Habla la Noche, provided citizen education for immigrant housing and dining workers at Stanford, complementing literacy training opportunities offered by Habla, on campus in spring 2005.

- **Providing internship resources and fellowships**

  Fundraising for SIG International fellowships was completed in 2004 and for the first time, these fellowships became fully endowed.

  The SIG Fellowships program distinguishes itself from being a simple grant or internship clearinghouse program by providing fellows with academic mentoring and other advising before they begin their fellowships. A faculty mentor component was added during the 2003-04 academic year, helping fellows to prepare for their positions and to follow up on their summer learning experience through academic and extracurricular opportunities. SIG also held a workshop for students to advise them on how to get the most out of their fellowship experiences and how to manage risk while in their fellowships.

  Further preparation for fellows was instituted during spring 2004, when SIG revived Public Policy 50: *Current Trends in Policymaking*, a student-initiated course that had lapsed in recent years.

Sacramento alumni working in state government held events for SIG summer fellows. With SIG as a catalyst, they organized a new Stanford Alumni in Government Club of Sacramento. Together here in fall 2004: (Top, l to r): Mike Martinez, ’99 (Political Science/Urban Studies), Legislative Advisor, Club president; Suzanne Abel, Haas SIG advisor; Joe Rodota ’82 (History), CEO, Forward Observer, a research and consulting firm that advises global companies on state and national policy development and strategy; Jeanne Wahl Halleck, Haas SIG advisor. (Front, l to r): Michael Cohen ’95 (Urban Studies), Director, State Administration, Legislative Analyst’s Office; Marcie Fay ’87 (International Relations), Deputy Attorney General, California, Office of the Attorney General.
Alternative Spring Break

New Programs: Spring Break Projects: This year the Network and Public Service Center initiated service projects during Spring Break as an alternative to traditional student vacations. Fourteen students went to El Salvador (sponsored jointly with Memorial Church and Ecumenical Ministries.) ...Locally, 8 students worked on trail construction for San Mateo County Outdoor Education Project and 7 students worked on packing and distributing food for Ecumenical Hunger Program... The program included discussions with professionals in each agency. A grant of $300 from the Peninsula Community Foundation paid for local program administrative costs. —Public Service Center Annual Report, 1986-1987

Since 1986, this student-led service organization has hosted an increasing number of trips related to specific service issues. Student trip leaders plan, teach and lead trips all over the US, half in the Bay Area. All include visits to multiple locations during the week. In 2003-04, working with staff advisor Kent Koth, ASB developed an online application process. During 2003-06, the number of applicants ranged from 300 to 350 per year for 150-170 places/participants on 12-14 trips.

Jon McConnell took over ASB advising duties in 2004-05, as the program focused on combining academics and service. For student trip leaders, the yearlong commitment of time and energy offers a major leadership opportunity. The ASB program consists of three parts that are meant to enhance the trip participants’ experiences:

- Winter quarter directed reading course (1-2 units, facilitated by the trip leaders and faculty advisors): trip participants develop knowledge of the individual trip’s relevant issues.
- Spring Break experience: participants immerse themselves in direct service and talk with policy makers to critically examine and experience the urgent reality of crucial issues.
- Post-break reflection: an opportunity to think about how to extend the learning of this immersion experience.

As a measure of the program’s success, many students have remained committed to their particular issue in public service.

In addition, in 2005-06, ASB organized two trips on Dynamics of Disaster Relief: Rebuilding in the Wake of Katrina – Louisiana. For each trip, ASB co-sponsored a symposium with Tulane University in New Orleans, a community panel called “Voices of New Orleans.”

Working with a staff advisor, student leaders’ administrative accomplishments included:
- Receiving an increase in the contribution from ASSU Special Fees for 2006-07 to cover higher trip expenses and make more financial aid available.
- Creating a financial handbook and a reflection guide for trip leaders.
- Reviewing and improving policies, trip leader selection materials, job descriptions, and the ASB website.
- Providing consulting/assistance for other universities, including Princeton and Arizona State.

Native American Issues in New Mexico. Trip leaders: Ashley Sarracino ’05 (Cultural and Social Anthropology; ’06 MA, Education) and Sarah Trujillo ’05 (Psychology)

“Cripples” and “Crazies” Beyond the Myths of Disability. Trip leaders: Adam Kahn ’04 (History/Computer Science; ’06 MA, Communication) and Alyssa Schwartz ’06 (History)

Educational Issues in California. Trip leaders: Maria Ocampo ’06 (Political Science; ’07 MA, Education), Amanda Redmond ’05 (Urban Studies; MA, Education), and Matt Turnbull ’06 (International Relations)
Faculty Resources

In November, 1989, a pilot project to link public service and academic learning was launched in cooperation with Tom Wasow, Dean of Undergraduate Studies. Through small grants for curriculum development, the project encourages faculty members from all departments to develop undergraduate curricula, which effectively integrate students' experience of social issues through public service with traditional academic study. Faculty award amounts range up to $10,000. As of winter, 1990, five faculty proposals have been funded. —Public Service Center Annual Report, Highlights, 1989-90

Energy and passion. That's what I felt the first time that I walked into the Haas Center. The place was buzzing with students, faculty, and staff connecting their teaching and learning—connecting Stanford—with our larger community to create positive change. It was the passion and energy that the Haas Center inspires and nurtures that drew me to serve on the Faculty Steering Committee and continues to draw faculty from across campus to serve in our communities. —Bill Koski (Law), Faculty Steering Committee (2004- )
In spring of 2004, longstanding supporters Mimi and Peter Haas, together with the Walter and Elise Haas Fund, pledged $5.5 million through Stanford’s Campaign for Undergraduate Education (CUE) over the next several years to support, in addition to the Haas Directorship, core service-learning work at the university. This work includes both service-learning courses and community-based research, as well as many other academic components of Haas programs. Combined with Stanford matching funds, their gift amounted to a new endowment of $9 million, plus $1 million in expendable support for service-learning.

Working with Haas Service-Learning Program Directors Kent Koth (1999-2004) and Karin Cotterman (2004- ), Ortolano consistently focused on developing new and better ways to make the service-learning program a success and to measure its impact.

 faculty resources include: the Faculty Forum in Public Service Education, workshops on fundamentals of service-learning, individual consultation, grants, print resources, information about community-based organizations, Roland Volunteer Service Prize, and assessment.

FACULTY FORUM IN PUBLIC SERVICE EDUCATION

The Faculty Forum is held three times per year for faculty interested in service-learning and connecting their personal interest in community service with curriculum and student research. At each forum, faculty wishing to develop courses in similar fields hear from experienced peers. Discussing how they can create effective service-learning curriculum and community-based research projects and learning what resources are available through the Haas Center and their academic units.

2003-04

Engineering a Better Community: the Role of Service-Learning in the Engineering Curriculum

Panel presentations by Professors Bill Behrman (Civil and Environmental Engineering), Maurice LeBlanc (Mechanical Engineering), Larry Leifer (Mechanical Engineering), Boyd Paulson (Civil and Environmental Engineering, and 2004 Miriam Aaron Roland Volunteer Service Prize recipient), and Patrick Young (Computer Science). Moderated by Len Ortolano (Civil and Environmental Engineering and Interim Director of the Haas Center).

Getting Started with Community-Based Research at Stanford

Presentations by Professors Ron Barrett (Anthropological Sciences) and Dolores Gallagher-Thompson (Human Biology).

Science Outreach and the Science in Service Project: Collaborations between Labs and the Haas Center

Presentation by Phillip Scherrer, Professor (Research) of Physics, Stanford Solar Observatories Group, Hansen Experimental Physics Laboratory and principal investigator, Solar Laboratory. Discussion moderated by Len Ortolano.
FACULTY FORUM IN PUBLIC SERVICE EDUCATION (continued)

2004-05

Community-Based Learning in the Context of Community Health
Presentations by Professors Cheryl Koopman (Psychiatry and Behavioral Sciences) and Don Barr (Sociology, and 2006 Miriam Aaron Roland Volunteer Service Prize recipient).

Community-Based Research at Stanford's John Gardner Center: Lessons Learned While Building Community Partnerships
Presentation by Milbrey McLaughlin (David Jacks Professor of Higher Education and 2004 Miriam Aaron Roland Volunteer Service Prize recipient).

Starting, Surviving & Sustaining: Service-Learning in the Arts and Humanities
Presentations by Janice Ross (Dance/Drama), Arthur Strum (German Studies), Debra Satz (Ethics/Philosophy), and Katherine Roubos ’07 (International Relations), Ross’s former teaching assistant.

2005-06

Service-Learning: A Strategy for Engaging Students in Environmental Education
A panel discussion with Ali Boehm (Clare Booth Luce Assistant Professor, Civil and Environmental Engineering) and graduates students from Environmental Science and Environmental Engineering.

Clinical Education as a Form of Service-Learning: Law School Clinics
A panel presentation by William S. Koski (Eric & Nancy Wright Professor, Clinical Education and Professor of Law, Stanford Law School) and Lawrence C. Marshall (Associate Dean for Public Service and Clinical Education and David & Stephanie Mills Director of Clinical Education, Stanford Law School).

Overcoming Obstacles to Creating and Sustaining Community Partnerships
A presentation and dialogue featuring Dr. Ira Harkavy (Associate Vice President and founding Director of the Center for Community Partnerships, University of Pennsylvania).

MIRIAM AARON ROLAND VOLUNTEER SERVICE PRIZE

The Roland Prize provides “an award to Stanford faculty who, over and above their normal academic duties, engage and involve students in integrating academic scholarship with significant volunteer service to society.” Miriam Roland ’51 (International Relations) of Montreal, Canada, established the $5,000 annual prize for public service at the Haas Center in 2004. Roland Prize winners and local nonprofit organizations, many with Haas Center connections and student support, are honored at the Community Partnership and Volunteer Service Awards Luncheon, co-sponsored annually by the center and the university’s Office of Public Affairs.

Prize Winners

2004

Boyd C. Paulson, Jr. (1941-2005), the Charles H. Leavell Professor of Civil Engineering: a volunteer with Peninsula Habitat for Humanity and Mid-Peninsula Housing Coalition.

Milbrey McLaughlin, the David Jacks Professor in Higher Education: founder and Director of the John W. Gardner Center for Youth and Their Communities.

Toby Roland (left), on hand to see the presentation of inaugural awards established by his mother, Miriam Aaron Roland, at the 2004 awards luncheon, speaks with award winner Boyd C. Paulson, Jr.
MIRIAM AARON ROLAND VOLUNTEER SERVICE PRIZE (continued)

2005

Al Camarillo, Professor of History: pioneered the innovative service-learning course, Poverty and Homelessness in America; community leader on issues of homelessness.

Marilyn Winkleby, Associate Professor of Medicine: founder of the Stanford Medical Youth Science Program (SMYSP) addressing the critical lack of diversity in medical research and the health professions.

2006

Donald Barr ’93 (PhD, Sociology), Associate Teaching Professor of Sociology and Human Biology and staff physician at the Palo Alto Medical Foundation: advocate for the creation of the Opportunity Center of the Midpeninsula as head of the Community Working Group; the center opened in fall 2006.

Michael Wald, Jackson Eli Reynolds Professor of Law: leader for forty years of the effort to integrate public service curriculum and direct experience into the training of Stanford Law School graduates.

Along with the Roland Prize, three Community Partnership Awards were presented each year at the Community Partnership and Volunteer Service Awards Luncheon by the Office of Public Affairs. Several organizations winning these awards, such as East Palo Alto Tennis and Tutoring (2004), and United Students for Veterans’ Health (2005), had enjoyed initial or ongoing support or advising from the Haas Center and service-learning faculty.

HAAS CENTENNIAL PROFESSOR IN PUBLIC SERVICE

Across the university, Centennial Professorships were created in celebration of Stanford’s 100th anniversary (1991) to recognize outstanding contributions by faculty to undergraduate education. The Miriam and Peter Haas Centennial Professorship in Public Service was established in conjunction with a primary endowment for the Haas Center for Public Service by members of the Haas family of San Francisco, with the lead gift from Miriam and Peter E. Haas. The Stanford Provost awards this chair to an “inspired and inspiring public scholar and teacher, who exemplifies integration of research and teaching with engagement in social issues and public service.”

Al Camarillo (History) was appointed chair holder of the Haas Centennial Professorship in 2002 following John W. Gardner (1989-1996) and J. Gregory Dees (1998-2001). Camarillo, a service-learning pioneer at Stanford and the founding director of Stanford’s Center for Comparative Studies in Race and Ethnicity, was instrumental in initiating the Haas Center Lecture on Public Service and the University and was its inaugural speaker.
HAAS CENTER LECTURE ON PUBLIC SERVICE AND THE UNIVERSITY

The Haas Center Lecture on Public Service and the University is held annually in the spring under the guidance of the Miriam and Peter Haas Centennial Professor in Public Service and sponsored by the Haas Center for Public Service. The current Centennial Professor, Al Camarillo, presented the inaugural lecture and selected and worked with subsequent speakers.

2004

Al Camarillo, Professor of History
Going Back to Compton: An Outsider’s-Insider’s Perspective on Public Service and Research in an At-risk Community.

2005

Donald Barr, Associate Professor of Sociology
Wearing Many Hats: My Response to Homelessness as a Member of the Stanford Faculty and the Palo Alto Community.

2006

Ira Harkavy, Associate Vice President and founding Director of the Center for Community Partnerships, University of Pennsylvania
Engaged Scholarship, Engaged Teaching, and Engaged Learning: Penn’s Faculty and Students in Partnership with Neighboring Communities.

HAAS VISITING SCHOLARS

Bruce Sievers
Bruce Sievers ‘63 (International Relations; ’66 MA, Political Science; ’73 PhD, Political Science), who served as Executive Director of the Walter and Elise Haas Fund from 1983 to 2002, became a Haas Visiting Scholar in fall 2002 and continues in that position. His service to the center includes bringing the field of philanthropy as public service to a higher degree of understanding among Haas staff and students. While serving as Haas Visiting Scholar, Sievers continues to hold a Senior Fellow position with Rockefeller Philanthropy Advisors and is a Consulting Director of the Skirball Foundation. He is also completing a book on the history of philanthropy that structures the field today with the working title of Between Public & Private: Civil Society, Philanthropy and the Fate of the Commons. In summer 2005, Sievers served on the Philanthropy Working Group, a team of staff, faculty, foundation leaders from the region, and Haas donors, who initiated and developed a center for philanthropy research. The center opened in fall 2006 as the Stanford Center on Philanthropy and Civil Society (PACS) with seminal support from the William and Flora Hewlett Foundation.

Laura Arrillaga
Laura Arrillaga ’92 (Art; ’97 MBA; ’98 MA, Education; ’99 MA, Art), founder and chairman of the Silicon Valley Social Venture Fund (SV2), became a Haas Center Visiting Scholar in fall of 2005. A philanthropist, social entrepreneur and teacher, she continues to teach her Public Policy course, Philanthropy: Effecting Change in the Public Sector, first offered in fall quarter 2004 to introduce undergraduates to the field. Her Graduate School of Business course, Strategic Philanthropy, examines related issues in more depth. With Sievers and others, Arrillaga worked to co-found the Stanford Center on Philanthropy and Civil Society (PACS) with seminal support from the William and Flora Hewlett Foundation.
The 20th anniversary of the Haas Center’s founding was marked by several initiatives that provided opportunities to reflect upon the center’s journey, highlight two early programs, respond to present necessities, refine definitions of public service, and celebrate the achievements of students and alumni.

**Haas Alumni Research and Survey Project**

A comprehensive effort to identify and record the names of all students involved in staff-led programs and student groups over the history of the Haas Center was undertaken in preparation for the center’s 20th anniversary, with the goal of later administering a survey to that population of graduates. Under the direction of External Relations staff Suzanne Abel and Lara Siu, Charisse Domingo ’96 (American Studies) started the research effort during the summer of 2003 and continued through the 2003-04 academic year, collecting over 7,000 student names with documented program affiliations for the Haas Center’s alumni database. A Haas Center affiliation will be added to the university’s comprehensive database for all these alumni.

At the center’s 20-year mark, staff wanted to understand better how the public service experiences of Stanford students had influenced their lives since graduation. This information is essential for evaluating the long-term impact of Haas programs on students, with implications for promoting service opportunities on campus and developing new programming for alumni. Assisted by School of Education PhD candidate Julie Wilson, Siu spearheaded the effort to design a survey that was distributed in April 2006. Of 7,198 alumni, 1,432 responded—a response rate of nearly 20%. Over the summer of 2006, Wilson and Siu began the preliminary analysis of the survey data and developed a plan for sampling the over 700 survey respondents who said they would be willing to be personally interviewed.

**Haas Center Website Redesign — [http://haas.stanford.edu](http://haas.stanford.edu)**

The center website redesign project team of Elise Miller, Communications Director, and Thomas Carlson, Systems Administrator, solicited extensive feedback from students, staff, faculty, community partners, alumni and donors in order to create a site that was, despite its complexity, easy to navigate and to maintain. Web designer Chetana Deorah of San Francisco (Puretech Internet) was contracted to design and build a completely new site using a customized Content Management System. Begun in June 2004, the website was launched in March 2005 and promptly earned a Web Marketing Association 2005 Standard of Excellence award, which focused on the entire website, with particular emphasis on the creativity and functionality of the overall interactive experience. In addition, the International Academy of Digital Arts and Sciences selected the site to be an official honoree of the “Webby” awards in spring 2006.
Special Initiatives  (continued)

Haas Center 20th Anniversary Publications

A series of six books was produced to celebrate the 20th anniversary of the Haas Center for Public Service, ending with this publication. Although all of these are available to the general public, each was targeted to a specific audience. They are listed here in order of their publication dates.

• Profiles in Service: Stanford Undergraduates Write About Students Engaged in Public Service. Produced in association with the Stanford Writing Center and the Program in Writing and Rhetoric.
• Public Service Education at Stanford: The Haas Center’s First Twenty Years. Comprised of 15 program-based analytical essays produced by students and recent alumni who participated in the programs they evaluated.
• Haas Center for Public Service Source Book, 2003-2005. An internal document chronicling, without graphic embellishment, the planning, progress, activities, accomplishments, names, dates and details of the center’s history during this two-year period.

Call to Serve Campaign

During the summer of 2005, planning began for Stanford’s participation in the Call to Serve Campaign, a pilot project of The Partnership for Public Service—a nonpartisan, nonprofit organization in Washington, DC. The program recognized a national need to encourage today’s students to consider careers in government service and sought to determine cost-effective and sustainable ways to educate students about careers in the public sector. Stanford was selected to participate with five other universities to inform and encourage students to consider job, internship, and career opportunities with local, state, and federal government. The other schools were Clark Atlanta University, George Washington University, Louisiana State University, University of New Mexico, and The Ohio State University.

Stanford based this pilot program at the Haas Center, and Megan Swezey Fogarty ’86 (Psychology/English), was hired part-time to coordinate career workshops, major speaker events, and printed and web materials throughout 2005-06 in collaboration with academic programs, Career Development Services, and student and alumni organizations across campus, including Stanford in Government.
Public Service Initiative—First Year

The Public Service Initiative—First Year (PSI-FY), augmenting Stanford’s Expanded Advising Program (EAP) of the Undergraduate Advising Program (UAP) in 2002-03, introduced interested students to intellectual and academic resources and public service opportunities that link learning in the classroom with service in the community. In 2003-04, 24 freshmen requesting PSI-FY advising were assigned Haas Center advisors for the year: Suzanne Abel, Karyn Bechtel, Christina Medina, Jackie Schmidt-Posner, Lara Siu and Olivia Torbett. Both Abel and Schmidt-Posner had served previously as Academic Advisors.

In 2004-05, the UAP began to see success in the recruitment of more faculty advisors, resulting in a decision to appoint only advisors with advanced degrees. Jackie Schmidt-Posner and Suzanne Abel continued to advise eight students each, and in that year, plans were made to change the EAP system to one which includes individual matchmaking for students interested in service, in order to yield better results all around.

Philanthropy Program

Opportunities through the Haas Center in the field of philanthropy began with the launch of the undergraduate Sand Hill Fellowship in Philanthropy (2000) and the postgraduate Tom Ford Fellowship in Philanthropy (2001). Philanthropic Ventures Foundation (PVF) is the founding partner for both the Sand Hill and the Tom Ford fellowships. After 2003, these were unified and expanded to include a variety of summer fellowships, campus presentations, and a coordinated set of courses.

Bruce Sievers enhanced the awareness of Haas staff and students about the field when he became Haas Visiting Scholar in fall 2002 (see page 46). Beginning in winter 2003, he organized a lunchtime “brown bag” speaker/discussion series, The Role of Philanthropy in Society, which brought leading thinkers and practitioners in foundation philanthropy to Stanford. Co-sponsored by the center and the Graduate School of Business Center for Social Innovation, this series continued through 2004, addressing current issues in the field, such as public accountability, effectiveness, and civic mission. Sievers taught a course listed through the Public Policy, Urban Studies, and Political Science departments called Introduction to Civil Society and the Nonprofit Sector, in which all undergraduate summer 2004 Philanthropy Fellows enrolled. He was also available as a campus consultant on philanthropy and on work in the independent sector.

Starting in 2004, Stanford alumna, lecturer, and Haas Center Visiting Scholar as of fall 2005 (see page 46), Laura Arrillaga, took an interest in the program as a philanthropist, a foundation professional and a teacher. She initiated the Arrillaga Fellowship in Philanthropy (see below) and taught an undergraduate course listed through Public Policy and Urban Studies, Philanthropy: Effecting Change in the Public Sector, modeled after her Graduate School of Business course, Strategic Issues in Philanthropy.

Two new fellowships providing experiences at philanthropic institutions were created to complement the Sand Hill, the Ford and the Community Foundation Silicon Valley John W. Gardner Fellowship in Philanthropy: the Arrillaga Fellowship in Philanthropy (2004), enabling students to gain experience over the summer at the Silicon Valley Social Venture Fund (SV2) or the Global Fund for Women; and the East Palo Alto Social Venture Fellowship (2005), a $10,000 award for a 14-month project. Bill Somerville, President of Philanthropic Ventures Foundation, conceived of this fellowship and mentors the fellows in the development and sustainability aspects of their projects.
In April 2005, an ad hoc “Philanthropy Working Group” met at the center to consider the values, goals and issues underlying Stanford’s philanthropy-related offerings, and to reflect on their evolution and future potential. The discussion centered on what niche Stanford could fill in the field and how to design a framework for a more comprehensive program. A survey of other university programs conducted by 2004 Arrillaga Fellow Lauren Wechsler ’04 (History) found few programs with a combined focus on research, teaching, and field-based learning, providing further impetus for the center to continue its exploratory efforts. With Arrillaga’s three-year commitment in support of a new position, Wechsler was hired as Philanthropy Program Coordinator in fall 2005, to help administer fellowships and, along with the mix of faculty, foundation leaders, and Haas Center internal and external donors in the Philanthropy Working Group, to advance the idea of a coordinated academic program for the study of philanthropy.

During 2005-06, Education faculty Professor Walter (“Woody”) Powell and Associate Professor Debra Meyerson agreed to co-direct the evolving philanthropy program. By summer 2006, the Haas Center announced that the Stanford Center on Philanthropy and Civil Society would be launched in fall 2006 with a generous founding grant from the William and Flora Hewlett Foundation. The Haas Center’s role would be to incubate and house the new program, which ultimately would be absorbed by an academic unit. The Institute for Research in Social Sciences (IRiSS), a unit of the school of Humanities and Sciences, would administer the program under the leadership of Powell and Meyerson.

Haas Center’s Response to the South Asian Tsunami Disaster

Haas staff participated in a multi-faceted university response to the massive tsunami in South Asia on December 26, 2004. Coordinated by Service-Learning Program Director Karin Cotterman, Associate Director for External Relations Suzanne Abel, and VIA (formerly Volunteers in Asia) Stanford Program Director Chad Morse, the Haas Center and VIA’s response to the disaster included assistance with a student fundraising effort; creation of a display for the Haas Center foyer, including a map of the region, key facts about the challenges facing affected countries and communities, and resources/ways for students to become involved; and presentation of four panel discussions throughout the winter and spring quarters to educate the campus community about response and recovery efforts.

Center staff advised and supported Stanford Student Relief (SSR), the central university-recognized organization formed by the many partnering student groups interested in galvanizing Stanford support for relief and rebuilding in the affected communities. Creating a website and setting up tables on campus, the group set a goal to raise $100,000 from the Stanford community, and chose Save the Children as the beneficiary NGO. By May 2005, the group had raised $70,000 toward its goal.

The series of four educational panels, which took place in February, April and May 2005, was entitled After the Waves: Recovery from the Tsunami Disaster in South Asia and featured faculty, alumni, and leaders of NGOs who were “on the ground” providing humanitarian relief in South Asia and Indonesia. Programs highlighted disaster relief efforts and preparedness, immediate needs, and broader, long-term challenges. Besides increasing awareness and understanding, and raising aid for affected communities, these events served as springboard for faculty and student-led initiatives in the disciplines. The Haas Center co-sponsored the series with VIA, Engineers for a Sustainable World, and SSR.
Student Staff

Over these three years, approximately 120 students worked at the Haas Center in the areas of Administration, External Relations, Fellowships, One East Palo Alto Neighborhood Improvement Initiative (fall 2003), Institute for Diversity in the Arts, Service-Learning, and Student Development. Students were also hired as tutor coordinators for all Youth & Education Programs. Student employees play an important role in the center’s operations, which could not run smoothly without them. For a complete listing of student employees, see the 2003-2005 Source Book and the 2005-2006 Source Book (in publication) at the Haas Center.

Date Notation:
(year) indicates year of departure
(year-) indicates year started
(year-year) indicates tenure at the Haas Center during 2003-2006

Haas Center Staff

Leonard Ortolano, Interim Director (2003-2004); Peter E. Haas Director (2004-2006)
Suzanne Abel, Director of Development & External Relations (2004); Associate Director for External Relations (2004-)

Brian Aguilar, Upward Bound Assistant Director
Marjorie Alfs, Stanford in Washington/John Gardner Fellowship Assistant
Cathy Avila, Upward Bound Program Director (2004)
Karyn Bechtel, Special Projects Coordinator (2005)
Kelly Beck, Public Service Education Specialist in Science Education (2005); Assistant Director of Service-Learning Programs (2005-)

Thomas Carlson, Systems Administrator
Karin Cotterman, Service-Learning Program Director
Charisse Domingo, Special Projects Assistant (2004)
Ilana Golin, Fellowships Program Coordinator
Jeanne Wahl Halleck, Administrator, John Gardner Fellowships/Stanford in Washington
Gina Hernandez, Associate Director, Institute for Diversity in the Arts (2006)
Kent Koth, Service-Learning Program Director (2004)
Colin Mathewson, Executive Assistant (2005)
Jon McConnell, Student Development Programs Director
Christina Medina, Upward Bound Program Coordinator (2004)
Elise Miller, Communications Associate (2004); Communications Director (2004-)
Savitha Moorthy, Stanford/Ravenswood Partnerships Director
Jesse Moya, Stanford/Ravenswood Partnerships Director (2005)
Daisy Sanchez, Community Service Work-Study/Student Employment Coordinator
Jackie Schmidt-Posner, Director of Public Service Education (2004); Associate Director for Public Service Education (2004-)
Bruce Sievers, Visiting Scholar
Lara Siu, External Relations Associate (2004); Assistant Director of External Relations (2004-)
Haas Center Staff (continued)

Christine Solari, Stanford Upward Bound Director
Aurora Soto, Upward Bound Program Coordinator (2006)
Srija Srinivasan, Associate Director (2005)
Olivia Torbett, Director of Operations and Systems
Lyn Wyman, John Gardner Fellowships Assistant (2005); Editorial Associate (2005-)
Ling Yeh, Upward Bound Program Assistant Director (2004)
Yvette Zepeda, Finance Associate

Al Camarillo, Miriam and Peter E. Haas Centennial Professor in Public Service

New staff in 2003-06:
Laura Arrillaga, Visiting Scholar (2005-)
Amanda Crowell Itliong, Assistant Director of Student Development (2005-)
Sheryl Linsky, Fellowships Program Assistant (2004-2006)
Abby Nathanson, Fellowships Program Assistant (2006-)
Nicole Taylor, Managing Director (2006-)
Lauren Wechsler, Philanthropy Program Coordinator (2005-)

Public Service Interns
Danielle Moore (2004-2005)
Katherine Casey (2005-2006)
Julia Nelson, Executive Assistant (2005-2006)

Stanford in Washington Staff
Adrienne Jamieson, Program Director
Ivan Andrade, Head Custodian
Kathryn Cook-Graves, Financial Manager
Suzanne Miller, Program Administrator
Meredith Narrowe, Program Coordinator (2005-)
Rosa Rivera, Custodian
Kiki Setterlund, Assistant to the Director

UC Berkeley John Gardner Fellowship Coordinator
Keith Smith (2005)
Mark Oleszek (2005-)
Haas Center Advisors

It takes a village—and more—to keep the Haas Center on track with a strong and wise advisory structure, loyal donors and alumni, committed colleagues across the university, and willing partners in the local, state, national and international public service landscape. This section of the 2003-2006 Report recognizes and honors many in this broad and diverse community, who do so much to make our programs successful. In the coming years, we hope to draw many more of our accomplished alumni into direct relationships with our students and staff, adding further richness, depth, and experience to the picture of public service education at Stanford.

—Suzanne Abel, Associate Director for External Relations

Date Notation:
(year) indicates year of departure
(year-) indicates year started
(year-year) indicates tenure at the Haas Center during 2003-2006

2003-2006 National Advisory Board
Tashia Morgridge, Chair (2003-2005)
Goodwin Liu, Vice Chair (2004); Chair (2005-)
Leslie Hatamiya, Vice Chair (2004-)

Tom Campbell
Michael Camuñez (2005-)
Cari Pang Chen (2004-)
Roger A. Clay, Jr. (2005)
Susan Ford Dorsey
Mimi Haas
Phil Halperin (2004-)
Susan Hammer (2004-)
Leslie Hatamiya (2004-2005)
Peter Hero
William S. Johnson (2005)
Joyce King (2005)
Olivia Martinez
Leticia Miranda (2005-)
Linda Meier (2004)

John Newsome (2005-)
José Padilla
Joy Simmons (2005-)
Smita Singh (2005-)
Bill Somerville
Sterling Speirn
Madeline Stein
Greg Boardman, ex-officio (2004-)
John Bravman, ex-officio (2004-)
Haas Center Advisors (continued)

Public Service Student Advisory Board on the Haas Center front steps, spring 2005, with staff advisor Jeanne Wahl Halleck, upper left, and Peter E. Haas Director Len Ortolano, upper right.

2003-2006 Faculty Steering Committee

Barton H. Thompson, Jr., Chair (2004)
Guadalupe Valdés, Chair (2004-05)
Dale T. Miller, Vice Chair (2004-2005); Chair (2005-)
Bill Koski (2004-), Vice Chair (2005-)
Arnetha Ball (2004-)
Don Barr (2005-)
Al Camarillo (2004)
Enrique Chagoya (2004-)
Karen Cook (2005-)
Gretchen Daily (2005-)
Linda Darling-Hammond (2005-)
Larry Diamond
Harry J. Elam, Jr. (2004)
Russ Fernald (2004)
Luis Fraga (2004-2005)
Gabriel Garcia
Cathy Heaney (2004-)
Connie Juel (2005-)
Jeff Koseff (2004-)
Andrea Lunsford (2005)
Milbrey McLaughlin
Roger Noll (2004)
Bruce Owen (2005-)
Adina Paytan (2004-)
Deborah Rhode (2004-)
Janice Ross (2005-)
Debra Satz (2004-)
Phil Scherrer
Jeremy Weinstein (2005-)
Richard Zare (2005-)
Greg Boardman, ex-officio (2005-)
John Bravman, ex-officio (2005-)
Al Camarillo, ex-officio (2005-)
Stephen Chan ’04 (Public Policy), ASSU student representative (2004)
Jon Dolle ’09 (MA, Philosophy; Phd, Education), Graduate Student Representative (2005-)

Public Service Student Advisory Board
+ indicates graduate student

2003-04
Brent Harris ’04, Co-chair
Marie Soller ’98 (MD ’05)+, Co-chair
Stephen Chan ’04
Tarek Ghani ’04
Ajani Husbands ’05
Heidi Krauel MBA ’04+
Manish Kumar ’03
Eugene Mazo JD ’04+
Savitha Moorthy PhD ’05+
Jesús (Jesse) Sandoval ’03
Linda Tran ’06
Ryan Taylor ’04

2004-05
Sarah Schulman ’05, Co-chair
Alex Tung ’00 (MS ’02; PhD ’08)+, Co-chair
Jennie Berry ’05
Adrian Boscolo-Hightower ’06
Arielle Cahill ’05
Nina Chinosornvatana ’00 (MD ’06)+
Hanna Chiou ’05
Lisa Dawe ’96 (MA ’96; MBA ’05)+
Becca Katz ’03 (MS ’03) +
Marina Kim ’05
Will Levi ’06
Joey Natoli ’05
Brandi Pretlow ’05
Mara Silver JD ’05+
Marie Soller ’98 (MD ’05)+

2005-06
Noah Feinstein MS ’06 (PhD ’08), Co-chair
Alex Tung ’00 (MS ’02; PhD ’08)+, Co-chair
Catherine Baylin ’06
Lara Burenin ’06 (MA ’06) +
Daniel Cervantes ’07
Trevor Dryer ’07
Meghann Evershed ’00 (MBA ’06) +
Johnny Falla ’06
Jocelyn James ’99 (MD ’10) +
Anita Mukherjee ’07
Seth Silverman ’08
Daniel Stringer ’06
Matt Turnbull ’06
Justin Turner ’07
Vanessa Vega MA ’06 (PhD ’09)+

2003-2006 Faculty Steering Committee

2003-2006 Faculty Steering Committee

2003-2006 Faculty Steering Committee

2003-2006 Faculty Steering Committee

2003-2006 Faculty Steering Committee

2003-2006 Faculty Steering Committee

2003-2006 Faculty Steering Committee

2003-2006 Faculty Steering Committee

2003-2006 Faculty Steering Committee

2003-2006 Faculty Steering Committee

2003-2006 Faculty Steering Committee

2003-2006 Faculty Steering Committee
Stanford in Washington Advisory Council 2003-06
A program of the School of Humanities and Sciences, with its campus home at the Haas Center
Barbara Finberg (2005), Chair (2001-2005)
Vicki Sant, Chair (2005- )

Ann T. Bass
Robert M. Bass
Helen Bing
Susan Blumenthal (2004- )
George N. Boone
Mary Lou Boone
Stephen Breyer
Barbara Finberg (2005)
Ivan Fong
Sean Fox (2004)

William Halter
Nancy Hirst
Melvin Lane
Howard Libit
Doyle McManus
Adrian Miller
Marcela Muñiz
Mark Oldman (2005- )
Smeeta Ramarathnam
Lorraine Reilly

Scott Reisch
Sharon Rockefeller
Vicki Sant
Leon Sloss
Mike Smith (2004)
Matthew Vaccaro (2005)
J. Fred Weintz, Jr.
Fumie Yakota (2004- )

Stanford in Washington Program Committee 2003-06
David Brady, Chair

Lucius Barker (2005)
John Cogan
Wanda Corn
Luis Fraga
Donald Kennedy
James O. Leckie

David Luenberger (2005)
Pam Matson (2004- )
Lincoln Moses
Roger Noll
Franklin M. Orr, Jr. (2005)
Leonard Ortolano

Bruce Owen (2004- )
Scott Sagan
Susan Stephens (2005- )
Judith Goldstein, ex officio (2005)
Adrienne Jamieson, ex officio

(L to r): Suzanne Abel with Editorial Associate Lyn Wyman and Managing Director Nicole Taylor, at Haas Graduation Breakfast.
Financial Report

Haas Center for Public Service
Fiscal Year September 1, 2005 to August 31, 2006

Funding Sources

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
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<tr>
<td>Operating Endowment</td>
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<tr>
<td>Gifts</td>
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<td>The Stanford Fund</td>
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Expenses by Function

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<th>Function</th>
<th>Amount</th>
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</thead>
<tbody>
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<td>Leadership and Management</td>
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<td>External Relations/Communications</td>
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<td><strong>Total</strong></td>
<td><strong>$3,053,147</strong></td>
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</table>

Please note: The variance between Funding and Expenses ($389,965) is due to income generated from Gifts and Grants that is designated for expenditure in the next fiscal year.
Honoring Associated Campus and Community Partners

Gina Matthews, Drop-in Center Coordinator, InnVision (formerly Urban Ministry) at the Opportunity Service Center, Palo Alto. Donald Barr, MD (Sociology) delivered the Haas Lecture on Public Service & the University and received the 2006 Roland Volunteer Service Prize for his work in connecting students’ coursework and research with the Opportunity Center. Through several Haas Center programs, Stanford students helped at all stages of development for the Opportunity Center, which opened in fall 2006.

Housed at the Haas Center
Call to Serve (in collaboration with Washington, DC-based Partnership for Public Service, Stanford Career Development Center, and the Office of the President)
Institute for Diversity in the Arts (in collaboration with Drama Department and Black Committee on Performing Arts)
Stanford in Washington (in collaboration with School of Humanities & Sciences)

Stanford Units with Public Service Initiatives
Office of Community Health (Medical School)
Community Writing Project (Program on Writing and Rhetoric)
Office of Engineering in Public Service (School of Engineering)
Ethics in Society minor, “Citizenship Option” (Philosophy, School of Humanities & Sciences)
John Gardner Center for Youth and Their Communities (School of Education)
Public Management Program (Center for Social Innovation, Graduate School of Business)
Clinical Education Program (School of Law)
Honoring Associated Campus and Community Partners (continued)

Community Partners

We also extend a heartfelt thanks on behalf of our Stanford students, faculty, and staff to our many community partners, which include:

East Palo Alto and San José city governments
InnVision, Palo Alto
Community Development Institute in East Palo Alto
Peninsula Community Foundation
Community Foundation Silicon Valley
Joint Venture Silicon Valley
Ravenswood and Sequoia School districts
...and numerous other groups nationally and internationally who do so much to help develop our students’ capacities to grow and contribute to a better world.
Endowments, Gifts and Grants

We gratefully acknowledge The Stanford Fund for its major multi-year commitments to a wide range of Haas Center efforts. President Hennessy authorized a five-year commitment (2003-08) to the Haas Center for general support, as well as funding for our Ravenswood Tutors collaboration with faculty in the Stanford School of Education (SUSE). Other beneficiaries included Stanford in Government; a public service leadership course and lecture series; and Call to Serve, a pilot program to encourage and inform students about careers in government service. The Haas Center deeply appreciates the broad and generous support of The Stanford Fund and the vision it reflects of the importance of public service education at Stanford University.

(Gifts recorded between September 1, 2003 and August 31, 2006)

Endowments and Named Funds

*newly created in 2003-06

- African Service Fellowship Fund (Kelly Anne Moylan)
- Anonymous XIV Public Service Fellowship Program Fund
- Philip Tabor Bennett Stanford in Government International Fellowship (Susan Ford Dorsey)
- Andrew J. Daher Memorial Fellowship
- John Gardner Public Service Fellowship Endowment
- Alexander L. George Public Service Undergraduate Fellowship (Michael & Laura Werner)
- Goodman Family Endowed Fellowship for Stanford in Government (Roy & Barbara Goodman)
- Miriam and Peter Haas Centennial Professorship in Public Service
- *Miriam and Peter Haas Fund for Service-Learning
- *Miriam and Peter Haas Service-Learning Gift Fund
- Haas Center for Public Service Building Maintenance Endowment
- Haas Center for Public Service Fund
- *Peter E. Haas Directorship (Mimi and Peter Haas Fund, Walter & Elise Haas Fund)
- Philip and Maurine Halperin Stanford in Government International Fellowship
- Lawrence W. and Jane B. Harris, Jr. Fellowship for Stanford in Government
- Dr. and Mrs. C.J. Huang Teaching Fellowships in China Fund
- *Huffington Pride Fellowship Fund (Michael Huffington)
- Huffington Stanford in Government Fund (Michael Huffington)
- Donald Kennedy Environmental Fellowship (Carl M. & Sterling C. Franklin, Trustees of the Rita H. Small Educational and Charitable Trust)
- Donald Kennedy Public Service Summer Fellowships (anonymous)
- J. Burke Knapp Fund for Stanford in Government
- *Tom Lockard & Alix Marduel International Public Service Fellowship
- James and Charles Ludlam SIG-Serve Fellowship
- The NGO Internship Fund (anonymous)
- Public Service Scholars Program Fund (Mark P. Robinson, Jr.)
- John Wesley Rice, Jr. Stanford in Government International Fellowship (Susan Ford Dorsey)
- Rita H. Small Endowment of Stanford in Government (Carl M. & Sterling C. Franklin, Trustees of the Rita H. Small Educational and Charitable Trust)
- Miriam Aaron Roland Volunteer Service Prize Fund
- J.E. Wallace Sterling Fellowships for Stanford in Sacramento (Donald & Dorothy Strauss)
- H. Michael Stevens Family Fellowship
- Thiemann Family Public Service Undergraduate Fellowship Fund (Michael & Catherine Thiemann)
- William and Reva Tooley Government Fellowship
- William and Reva Tooley Public Service Center Fellowship
- Edwin L. Z‘berg Fellowship in California State Conservation and Environmental Issues (Alan G. Sieroty)
- Organizational Gifts and Grants (includes matching gifts)
- Archangel Michael Foundation (Michael Huffington)
- Arrillaga Foundation (Laura Arrillaga)
- Arts for Youth
- Baywood Publishing Company, Inc. (Douglas Daher)
- Capitol One Financial Corporation
- Estate of Carol P. Guyer
Endowments, Gifts and Grants (continued)

Carpenter Fund at Philanthropic Ventures Foundation (Peter Carpenter & Jane Shaw)
Center for Global Education (Nazir Ahmad)
Community Foundation Silicon Valley
David & Lucile Packard Foundation
Delta Dental Plan of California
Eben Tisdale Fellowship Fund
Evelyn and Walter Haas, Jr. Fund
Exelon Corporation
Fidelity Investments Charitable Gift Fund (Daphne Petri & Paul Schwartz)
First Hawaiian Bank
Foster Family Foundation of the Jewish Community Foundation of San Diego (Lisa Foster)
Harris & Eliza Kempner Fund
Hewlett-Packard Company
IBM Corporation
Intel Foundation
Keare/Hodge Family Foundation (Stacey Keare & John Hodge)
KGO Television, Inc.
Leslie and George Hume Fund at The San Francisco Foundation
Lucile Packard Foundation for Children’s Health
Madeline & Isaac Stein Family Fund at Peninsula Community Foundation
McCown Family Foundation (George & Karen McCown)
Merrill Lynch & Company, Inc.
Microsoft Matching Gifts Program
Morgan Family Fund at Peninsula Community Foundation (Becky & James Morgan)
Morgan Stanley
Partnership for Public Service
Peninsula Community Foundation
Pequot Capital Management Inc.
Philanthropic Ventures Foundation
Price Family Charitable Fund of the Jewish Community Foundation (Robert Price)
Schwab Fund for Charitable Giving (Philip & Jennifer Satre)
Skoll Foundation (Kirk Hanson, Peter Hero)
Stanford Pride Bay Area
Stanford Professional Women of Los Angeles
Susquehanna International Group, LLP
The Craig B. Tate Foundation (Sharon G. Tate, in honor of Melissa Tate and in memory of Craig Tate)
The Donald A. Strauss Foundation
The International Partnership for Service-Learning
The Nicholson Foundation (Alexander M. Nicholson, Jr.)
The Pew Charitable Trusts
The PlasticSmith, Inc.
The Steve and Anita Westly Foundation
The Young Boozer Family Foundation (Ellen Boozer & Mike Daly)
United Way of the Bay Area (Cheryl Dutton, Jennifer Olney, Jon Welner)
United Way Silicon Valley (John & Jill Freidenrich)
Wells Fargo Bank
William H. Cilker Family Foundation of Community Foundation Silicon Valley
World Bank Brazil
World Bank Mexico
World Bank Timor-Leste
University Funding
Center for African Studies
Center for East Asian Studies
Center for Russian, East European and Eurasian Studies
Hoover Institution
Junipero House
LGBT Community Resources Center
Office of the Vice Provost for Student Affairs
Office of the Vice Provost for Undergraduate Education
Solar Observatories Group via NASA grant
Staff of Vaden Health Center (in honor of Douglas Daher)
Stanford Associates
Stanford Institute for International Studies
The Stanford Fund
United Campus Christian Ministry
United Parcel Service Endowment (Office of the Provost)

Government Grants and Contracts
US Department of Agriculture
US Department of Education
The Andrea Naomi Leiderman Fellowship was established by Gloria Leiderman PhD, child clinical psychologist, and Herbert Leiderman MD, psychiatrist—both emeritus clinical and academic professors in the Stanford Medical School—to honor their daughter’s passion for addressing the needs of underserved youth and their families on a local level, through a combination of research and direct service. Andrea Leiderman (1959-2005) was committed to involving young people directly in issues facing them and served as a trustee of both Foothill-DeAnza College and the Santa Clara County Board of Education. The fellowship seeks to encourage Stanford undergraduates to pursue similar goals and passions, supporting a student conducting research on a topic relating to the education of children and youth.

In memory of Andrea Naomi Leiderman:

*Andrea Naomi Leiderman Fellowship Fund for Stanford Undergraduates (gift of Herbert & Gloria Leiderman, et. al.)

Center for Advanced Study in Behavioral Sciences
Congregation Beth Am
Ella Gayle Hamlin Foundation
Kaiser Permanente
Peninsula Democratic Coalition
Santa Clara Family Health Plan
Wente Vineyards Family Estates

Hayes Joseph Alexander
Versa Alexander
Myron W. & Judy B. Anderson
Terry L. & Carol L. Austen
Zelda Barnett
Kathy Blackburn
Deborah Boisot
Katherine R. Bonson
Luba Botcheva
Renee M. Bruhns
Beverly Bryant
Edwin B. & Charlotte C. Bucholtz
Ann E. Carpinetti
Chris Colborn & Rebecca Wilkins
Thomas Davis & Ellyn Bush
Rod Diridon, Jr.
Kathryn Doi
Thomas & Sonia Goen Faletti

Miriam K. Feldman
Robert D. Feldman
Lawrence E. & Carol A. Fisher
Aida (Mrs. John W.) Gardner
Carol A. Garvey
Mary Theresa Gauvain
Mr. & Mrs. Ivan B. Gendzel
Julliette L. George
Gayton E. & Janet R. Germane
James L. & Jewelle Taylor Gibbs
Margaret E. Ginsburg
Robert J. Glaser
Bernard Gold
Marshall & Cathy Goldman
Prof. & Mrs. Albert Hastorf
Robyn G. Holst
William J. & Danielle C. James
Robert & Shirley Karmel
Gay Katilius
James & Judith Kleinberg
Jean Knipper
Helen B. Krumboltz
Herbert & Gloria Leiderman
Richard & Vivian Levitt
Harry & Marion Lewenstein
Helen H. Lieberman
Hugh N. & Carol H. March
Karen March
Michael McInerney
John Peter Mills
Joseph S. Mitchner
Marie Moore
Prof. & Mrs. Rudolf H. Moos
Kathleen Much & Stanley Peters
Prof. & Mrs. Ingram Olkin
Maryann Peshkin
Patti Place
Carol Pliner
Eugene & Shirley S. Radding
Randall & Carol Reeves
David R. & Susan F. Riggs
Beth E. Robie
Joseph & Diane H. Rolfe
Brian Rosenthal & Cindy Rubin
Richard L. & Roberta D. Rudman
Sarah B. Saldana
David A. Sandretto
Stanley L. Schrier
Julie A. Schumacher
Robert Scott & Julia Fremon
Charlotte B. Siegel
Joyce Snowbarger
Lottie Solomon
Mark Josef Solomon
Karen K. Sortino
Patricia Spikener
Susan B. Stewart
Paul & Gail Switzer
Joyce Nao Takahashi
Jeffrey D. Urman
Frank M. & Glenna L. Vaskelis
Robert and Susan Weisberg
Colleen Wilcox
John H. & Monica M. Williams
Mitchell & Willie Wool
Irvin & Marilyn Yalom
Jerome Yesavage & Danielle Lapp
Individual Contributors
(Gifts recorded between September 1, 2003 and August 31, 2006)

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Local architectural features served as launching points for the Teen Muralists’ historical research. Road to Sustainability depicts different ways the community of East Palo Alto has used its land to work towards building a sustainable community.

The greenhouses represent the history of Japanese floriculture from the 1920s and early 60s, when nurseries grew prize-winning chrysanthemums. These greenhouses sit atop sections of grassy fields, representative of the Charles Weeks’ Poultry Community founded in 1916. Weeks envisioned a utopian community where families would support themselves through chicken farms, establishing the motto “one acre and independence.” The clenched black fist emerging from the crevasse in the foreground symbolizes Black Power and the “Nairobi” movement in the 1960s, through which many African Americans helped incorporate their community into the City of East Palo Alto in 1983; the black community still exists and remains strong. The railroad recalls the “Notorious I.C. Woods,” a man who promised in 1848 that a transcontinental railroad would be built in the area in an effort to encourage shareholders to purchase land. However, Oakland got the transcontinental railroad instead of Ravenswood.

The people in the mural signify the cooperative farming that occurred here and the spirit of the community gardens, where diverse cultures live and work together towards the common goal of cultivating crops from the terrain. The mountains and sky represent the geographic beauty of the region. Finally, the columned structure in the background refers to a mixed-use redevelopment project, University Palms. The flowers in the foreground represent truth, beauty, and history blooming, while those being carried off by the vine symbolize community history intertwined with new development.

—Excerpt from mural description at http://www.muralmusicarts.org