2016-17 Fellows

**Abiya Ahmed**

Abiya Ahmed is a second-year doctoral student at the Stanford Graduate School of Education, studying the intersection of religion and education. She has a B.A. in Mass Communication & Journalism and an M.A. in Islamic Studies.

Prior to Stanford, Abiya taught middle school Language Arts and Islamic Studies for six years at a Bay Area Islamic school, where she also developed co-curricular programs that met outreach, diversity and social justice goals. As part of her professional experience, she developed an interest in the current and potential practice of religious pedagogical philosophies. Specifically, she is interested in the education of religious minorities, especially in how institutions within these communities foster moral and engaged citizenship for local, national and international causes, related to service, social justice, civic advocacy, media activism or political lobbying, among others.

At Stanford, her current research focuses on civic engagement and moral education at faith-based schools in America. Abiya is affiliated with the Education and Jewish Studies concentration, and the Abbasi Program in Islamic Studies.

**Ana Nunez**

Ana Cristina is a doctoral candidate at Stanford Law School and a “Lieberman” Fellow and “Ayacucho” Fellow at Stanford University.

She has a law degree from Universidad Católica Andrés Bello (Caracas). She then received two graduate degrees from Université Panthéon-Assas (Paris II) and a Masters Degree from Stanford Law School with honors.

She has ample experience advocating for and litigating human rights and civil liberties issues. This includes arguing cases before the Inter-American System of Human Rights of the Organization of American States. While at Stanford she worked for the Center for Human Rights and conducted research on human trafficking and women's rights. She has also taught Constitutional and International Law.
She has done volunteer work for international human rights organizations such as Amnesty International and for local NGOs in Latin America.

While at Stanford she has received multiple fellowships and grants, including the Lieberman Fellowship awarded by the Office of the Vice-Provost for Graduate Education for ‘potential for academic leadership” and the Ayacucho Fellowship awarded by the Center for Latin American Studies.

Ana Cristina is currently working on issues of Democracy, Freedom of Speech and on protection of political minorities in authoritarian regimes.

Diana Mercado-Garcia

Diana Mercado-Garcia is a doctoral student in Education Policy at Stanford University. Prior to coming to Stanford, Diana was at the American Institutes for Research (AIR). Her research interests relate to five main areas: education policy, organizational change, school finance, and social inequality. Specifically, Diana aims to develop a deeper understanding of the extent to which large-scale policies influence organizational change at the school-, state-, and federal-level. She is devoted to public service and holds various leadership roles in the university, and aims to develop research that is attentive to the needs of the communities being studied. She holds a B.A. in Sociology and Spanish Linguistics from the University of California, Berkeley.

Emma Groetzinger

Emma Groetzinger is a second year PhD student in the Graduate School of Education with a dual concentration in Race, Inequality and Language in Education and Mathematics Education. Her research interests center around how young people from historically marginalized communities negotiate identity and authority in their learning of mathematics. She is currently participating in two research projects: The first is focused on elementary students in an East Palo Alto school and their negotiations of social and intellectual authority during collaborative mathematics tasks. The second project is an analysis of the stories told by students from a high school in Brooklyn of their experiences with mathematics through written autobiographical narrative. In the past she has conducted research on Peace Education Institutes in Peru and Colombia, and on the experiences of immigrant families from the Dominican Republic with Special Education services in United States public schools.

Prior to arriving at Stanford, Emma taught high school math and other subjects as a special education teacher at four different public schools in Brooklyn. She holds a Master of Arts in International
Education Development from Teachers College at Columbia University and a Master of Science in Teaching Students with Disabilities from Brooklyn College.

Eric Wilburn

Eric Wilburn grew up in Olympia, Washington where he spent most of his weekends hiking in the Cascade mountain range. After receiving a BS from Tufts University in Environmental Engineering (with a minor in ultimate frisbee), Eric joined the Peace Corps. Serving as a secondary school professor in Mozambique, Eric taught physics to 11th grade students and served as National Coordinator of the 2014 National Science and HIV/AIDS Prevention Fair. After finishing with the Peace Corps, Eric has continued to work with the Legado: Namuli Initiative that strives to achieve nature conservation and rural development for Mount Namuli and it’s surrounding communities. With the support of a National Science Foundation Graduate Research Fellowship, Eric began his MS in Environmental Engineering at Stanford in the fall of 2016, working within Jenna Davis' research group. His research focuses on working with communities to develop sustainable sanitation services and value chains as well as the public health impact of water and sanitation improvements. Eric plans to complete his PhD at Stanford and is excited for the opportunity to combine his public service experience with the support of the Haas Global Public Service Fellowship to enhance the community engagement aspects of his research.

Jenna Forsyth

Jenna is a PhD student in the Emmett Interdisciplinary Program in Environment and Resources and has a Master’s in Civil and Environmental Engineering from the University of Washington. Her research brings together principles of environmental science, epidemiology, and behavior change. Her research emphasizes public service through outreach and community-based environmental health interventions. She hopes to develop and evaluate interventions to minimize exposures to contaminants and disease vectors in households in low-income countries. Her most recent research focuses on lead contamination from food storage in Bangladesh and mosquito breeding in household water storage in Kenya.

Jose Urteaga

Jose Urteaga is a Ph.D. student in the Emmett Interdisciplinary Program in Environment and Resources (E-IPER) from Stanford University. His research focuses on understanding the factors that hinder and/or enable local communities participation in the sustainable management of coastal marine natural resources, and understanding the effect of conservation interventions.
Before coming to Stanford, Jose Urteaga worked 13 years in sea turtle conservation in Nicaragua with the NGO Fauna & Flora International. In this work, Jose was involved in a diverse number initiatives focused in advocacy and community engagement, local communities sustainable livelihoods, as well as collaborative conservation planning and management. Jose Urteaga has collaborated in various research projects about the ecology and conservation of sea turtles in the Eastern Pacific ocean.

Jose Urteaga is currently a member of the IUCN Sea Turtle Specialist Group and other sea turtles conservation networks. He was awarded as a National Geographic Emerging Explorer in 2010.

Justine Modica

Justine Modica is a second year doctoral student in the history department, studying the United States in the late nineteenth and early twentieth century. Her research interests include questions of gender, race, reproductive rights, and the American South. She is also completing a Ph.D. minor in Feminist, Gender, and Sexuality Studies.

Outside of the history department, Justine is a graduate student mentor in the First Generation Student Mentoring Program, and has also tutored through the LOT program and through the Office of Accessible Education. Last year, she was a participant in the Inclusion in the Classroom Learning Community, and is interested in finding ways for universities to best meet the needs of diverse groups of students. Before to coming to Stanford, Justine served as the Director of College Completion for a network of public charter high schools in New Orleans, and prior to that, she was an Assistant Director of Admissions at Dartmouth College. In her free time, she likes to explore the California outdoors by foot and by bicycle.

Katie Remington

Katie Remington is a third year doctoral student in the Developmental and Psychological Sciences (DAPS) program in the Graduate School of Education. She researches the intersections between positive psychology, culturally-sustaining school environments, and the juvenile justice system. Katie focuses on understanding the strengths of youth alongside their unique lived experiences in order to improve the way educators and policy makers provide for students as they learn and when they misstep. She hopes to find ways to empower marginalized youth, create spaces where they feel like they belong, and help them to use their voices for change.

Katie has a Masters in Secondary Education and was a high school Biology teacher in St. Louis before coming to Stanford. Last year, she worked as a volunteer teacher through the Prison University Project (PUP) in San Quentin. This spring, she received a Student Projects for Intellectual Community Enhancement (SPICE) grant to launch a new educational program modeled off of PUP at the Elmwood
Jail in Santa Clara County. She is also engaged in the Stanford community as a residential Community Associate, a member of the Counseling and Psychological Services (CAPS) Student Advisory Board, and as the Student Representative for the DAPS program in the School of Education.

Kia Darling-Hammond

Kia Darling-Hammond is a doctoral candidate in the Developmental and Psychological Sciences (DAPS) program of the Graduate School of Education. Kia’s professional mission centers creating, preserving, and disseminating knowledge about conditions for the thriving of youth and young adults of color, with an emphasis on those who identify as LGBTQ+.

Among Kia’s community-engagement efforts is being an “auntie” to a growing cadre of queer of color young adults, which includes an annual gathering and daily personal and professional support; volunteering at a local homeless youth shelter; and collaborating with the White House Initiative on Educational Excellence for African Americans to design and disseminate tools and resources. Kia is also on “stand-by” for a handful of education-focused organizations, offering evaluation, planning, budget consultation, and program advisement, as needed.

Prior to beginning her doctoral studies, Kia spent fifteen years working in youth development, teaching, and nonprofit and school management in underserved, high-need communities. Her most recent assignment was as the Chief Operating Officer and Superintendent of Stanford New Schools, which acted as the district central office for East Palo Alto Academy until 2014. Kia earned her MAT from Bard College, and her BA from Yale University.

Lynne Zummo

Lynne Zummo is a PhD student in Curriculum Studies and Teacher Education within the Graduate School of Education at Stanford. She works at the intersection of Science and Environmental Education, where her research explores students’ identities with and relationships to science, both in classrooms and in environmental learning contexts. She examines students’ development of agency, or the use of scientific knowledge to effect change in their worlds. Prior to Stanford, Lynne taught middle and high school science in Washington, DC, where she engaged her students in many forms of activism and public service. Together, Lynne and her students led several local watershed cleanups and started a rooftop urban garden, which provided fresh produce to the school’s cafeteria. At Stanford, she looks forward to continuing to partner with a local environmental education non-profit and a local elementary school to enact community-engaged research.
Maddy Young

Maddy Young is a PhD student in the Sociology department. After a stint as a management consultant after college, Maddy joined Mathematica Policy Research, where she worked on a variety of projects for public sector and philanthropic clients. One of her favorite engagements was for the David and Lucile Packard Foundation, where she and her colleagues interviewed parents, caregivers, and community leaders in the Bay Area to understand their experiences with informal child care and their needs for additional resources and support. As a graduate student, she hopes to continue to explore the challenges that working parents face and how they draw on their social and community networks for support. One day, she would love to work alongside designers, implementers, and funders to design effective programs that are rooted in findings from high-quality community-based research.

Paul Christians

I am a second-year archaeology and heritage PhD student in Stanford’s Department of Anthropology, working in the Arabian Gulf and Jordan. My research focuses on the intersections of cultural heritage, archaeology, and community development. I’m interested in how communities use their histories for economic and political purposes, and to that end am developing a dissertation project on contemporary heritage projects and cultural diplomacy in Qatar.

Before entering Stanford I spent four years as an undergraduate lecturer in history at Prince Mohammad Bin Fahd University, in sunny Saudi Arabia. In 2008 I co-founded Open Hand Studios, a grassroots nonprofit organization working on small-scale, community-based partnerships in culture and development. Since 2008 I have also served as a senior staff member for the Umm el-Jimal Project, a collaborative, community-engaged archaeology and heritage partnership in northern Jordan. Previously I received master’s degrees in anthropology from Stanford (2016) and the University of Chicago (2006), as well as a BA in History and BS in Biochemistry (2003).

Rosie Nelson

Rosie is a third-year doctoral student in the Graduate School of Education, with specializations in the sociology of education and higher education. Her research interests include issues related to higher education policy, particularly college and graduate school access. Her most recent project explores the spread of collegiate protest movements through Twitter, looking specifically at the Concerned Student 1950 movement at the University of Missouri.

She is a two-time AmeriCorps alum. Her first AmeriCorps experience, with the National Civilian Community Corps, focused primarily on long-term Hurricane Katrina recovery efforts. During the 2011-12 academic year, she served as a VISTA with the University of Mississippi School of Engineering
to develop service-learning initiatives on campus. For her work, she received a Governor's Initiative for Volunteer Excellence Award from the Mississippi Commission for Volunteer Service.

She is originally from Southern California. She graduated with a B.A. in Sociology from the University of California, Berkeley, followed by an M.A. in Sociology and an M.A. in Higher Education from the University of Mississippi. During her final two years at the University of Mississippi, Rosie worked as the Graduate Assistant for Volunteer Services, connecting students with service opportunities and collaborating on national day of service plans.

Sadaf Sobhani

Sadaf is currently a PhD student in the Stanford Mechanical Engineering Department. She works on developing computational tools to investigate alternative, low-emission, combustion systems. Aside from her research, Sadaf is passionate about K-12 STEM education, environmental awareness, and sustainability. During her 6 years at Stanford so far, she has earned Bachelor’s and Master’s degrees in Mechanical Engineering and participated in numerous design, engineering, and community-outreach projects along the way. Her design experiences range from portable, low-cost, toilets for rural populations in Haiti to hybrid rocket engines for application in spaceflight. Furthermore, she has coordinated several afterschool programs for young students to learn about innovations and technologies for clean energy sources to solve local energy-related problems. Her passion for clean and sustainable energy led her to work at the Energy Future Coalition at the United Nations Foundation. With support from the Schneider Fellowship, she spent a summer quarter in Washington, D.C. helping to develop compelling policy strategies for a cleaner future. She is also a recipient of the Stanford Enhancing Diversity in Graduate Education (EDGE) Fellowship and the National Science Foundation (NSF) Graduate Research Fellowship.

Shannon Swanson

Shannon is a PhD student in the Emmett Interdisciplinary Program in Environment and Resources, a Stanford Graduate Fellow, and a National Geographic Explorer. She studies fishing communities in island nations in South East Asia and the Eastern Pacific—their cultural ties to the land, governance structures, and social learning networks. Her thesis work examines if and how marine protected areas in the Cook Islands and Tonga can benefit communities while simultaneously protecting biodiversity. Drawing from her career as a conservation/travel photojournalist, she is also interested in developing new participatory methods of research using film and photography. She is currently working on her second National Geographic grant to investigate and document the global supply chain of aquarium fish as well as the lives of the people who trade them. Before coming to Stanford, she received a masters in Coastal Management from Duke University and a B.S. in Biological Sciences and B.A. in Environmental Studies from UC Santa Barbara.
Shea Streeter

Shea Streeter is a PhD candidate in the Political Science Department. Since her undergraduate years as an Anthropology major at the University of Notre Dame, Shea has been engaged in research to analyze the causes and effects of violence. Her dissertation on police-related deaths in the United States seeks to understand when police violence will lead to public outrage and protest. This study is part of a broader research agenda to identify the circumstances which compel governments and individuals to alter their violent behavior.

Over the last few years, Shea has participated in a wide range of community engagement activities and has been particularly drawn to work which integrates service and learning. As an undergraduate, she served as the Africa Chair for the International Development Research Council, leading students in weekly meetings to learn about research and development initiatives in Africa. Since coming to Stanford, Shea has worked with Bay Area minority high schoolers to introduce them to the possibility of graduate studies and aid them in their college preparation. Shea also mentors minority doctoral students in the social sciences to help them thrive both academically and personally in their first years of graduate school.
2015-16 Fellows

**Efrain Brito**

Efrain Brito is a Social Justice Educator and was a doctoral student at Stanford’s Graduate School of Education in the Race, Inequality, and Language in Education Program. He is committed to transforming the education landscape for students of color and joined Teach for America (TFA) in 2011 to do that. As a TFA corps member, Efrain worked as a middle school teacher in Los Angeles and earned a Masters in Education degree in Urban Teaching from UCLA.

At Stanford, Efrain focused his research on causes that work with surrounding communities, including taking a leadership role in the Stanford Community Interpreting Project, conducting research on an Integrated Student Services program in San José, and working with the Gardner Center in its evaluation of the community schools initiative at a local school district. He also worked with a community service organization in Oakland to implement a writing program for adolescent girls.

Efrain has had a lifelong commitment to serving underrepresented communities. As an attorney in Washington, DC and Los Angeles, he supported diverse communities through varied pro bono legal work, including landlord-tenant disputes, domestic violence clinics, asylum claims for clients from Central and South America, and visiting imprisoned immigration detainees.

**Nick Camp**

Nick pursued a PhD in Social Psychology at Stanford. Originally from Baltimore, he holds a bachelor’s degree from Columbia University, where he graduated in 2009. Before coming to Stanford, he managed the Laboratory of Intergroup Relations and the Social Mind, where he contributed to research with LGB communities on the negative health effects of concealing one’s sexual orientation.

Nick’s research examined how interactions between police officers and community members can build or erode trust. In particular, he studied how a cycle of police bias and community mistrust shapes interactions between police officers and racial minorities, with profound psychological consequences.

Community service is both the ends and means of his research. He is interested in working with communities in Oakland and the Oakland Police Department to develop and implement interventions to improve procedural fairness in policing, ranging from bias reduction interventions in how police officers construe their social role to institutional reform designed to give citizens a substantive voice to communicate their experiences to police officers. Nick hopes his participation in the Haas fellowship will train him to build community partnerships into the core of his research.

**Dean Chahim**
Dean Chahim pursued doctoral studies in the Department of Anthropology. His dissertation project focused on engineers and the politics of water infrastructure in Mexico City. Before coming to Stanford, he worked professionally as an environmental engineer on the clean-up of industrial pollutants in his hometown of Seattle. At the same time, he volunteered as an organizer with low-wage Latino workers fighting against wage theft with the Seattle Solidarity Network and co-designed and taught a class on Engineering for Social Justice at the University of Washington, his alma mater.

As an undergraduate student, Dean worked extensively with Engineers Without Borders on projects in Bolivia before becoming disillusioned through research he conducted on NGOs in Nicaragua. He later co-founded and ran a student organization promoting critical reflection on the politics of development practice among students interested in “saving the world” through voluntourism. After many existential crises, he graduated with a B.A. in International Development and Social Change and a B.S.C.E. in Civil & Environmental Engineering.

He continues to organize with workers and tenants in the South Bay and hopes to further develop workshops and courses for engineers interested in thinking about the politics and possibilities of their seemingly technical discipline.

**Susana Claro**

Susana Claro is a Chilean engineer who pursued a PhD in Economics of Education studying motivation in teachers and students. In particular, she has studied growth mindset at a national level, documenting a big growth mindset gap across socioeconomic groups in Chile and running field experiments to study the effect of growth mindset in teachers and their students.

She co-founded Enseña Chile, part of the Teach for All network that recruits outstanding graduates to teach at low income communities and to grow a movement for educational equity. More than 2,000 people apply to Enseña Chile every year. She worked as advisor to the Secretary of Education in Chile joining the earthquake relief efforts in 2010. She has taught programing and robotics to children from K-12 in the US and Chile, and she taught education to engineer college students. She also worked at Teach for All studying what the best teachers do differently around the world. Currently, she serves as advisor to various nonprofits in the US and Chile.

**Thea De Armond**

Thea pursued a PhD in the Department of Classics and at the Stanford Archaeology Center. She has excavated in Greece, Bulgaria, Romania, and Georgia. Her dissertation is on the history of classics and archaeology in the former Czechoslovakia. Though she has taught English in Georgia in conjunction with her excavations there, most of her public service work has been closer to home. At Stanford, she has helped organize several Archaeology Open Days, with the aim of acquainting the wider Palo Alto
community with the work of the Stanford Archaeology Center. She has also been involved with Stanford’s Big Dig (no longer extant) and the Market Street Chinatown Archaeology Project, both of which staged mock excavations of local archaeological materials to teach the community about archaeology and local history, especially that of historically disenfranchised communities.

This past year, she has begun to work with two non-Stanford-affiliated projects that help to educate disenfranchised communities – Community Education Partnerships (CEP), which provides tutoring to homeless students, and the Prison University Project (PUP), which offers free courses for university credit at San Quentin Prison.

She is interested in further developing her public service work and more tightly allying it with her academic work.

**Diana Esther Guzman**

Diana Esther Guzmán pursued a JSD at Stanford Law School and is an associate professor at the National University of Colombia. She holds a JSM from Stanford University and an LLM, an advanced degree in constitutional law, and a JD from the National University (Colombia). Her work focuses on sociology of law and human rights, historical and political sociology, and gender issues, with a focus in Latin America.

Before coming to Stanford she was a senior researcher at the Center for the Study of Law, Justice, and Society (Dejusticia), a leading think tank in her country, where she conducted multiple research projects on Human Rights, with a special emphasis on women's rights. During those years Diana participated in strategic litigation efforts in favor of the LGBTI population, in initiatives of popular education with victims of human rights violations, and in national and international advocacy strategies to protect the rights of women victims of the internal armed conflict. Diana has been lecturer in areas of constitutional law, legal theory and human rights in several Colombian Universities.

**Anna Lee**

Anna Lee pursued a PhD in the Emmett Interdisciplinary Program in Environment and Resources in the School of Earth, Energy, and Environmental Sciences. Her research focused on consumer information-seeking, engagement with knowledge, identity construction, and decision-making in the food system.

Anna did her undergraduate work at Stanford in Earth Systems and Anthropological Sciences, and stayed on for a coterminous master’s degree in Earth Systems. After graduation, she worked in the Program on Food Security and the Environment, studying climate and yields of staple crops in
developing countries, before moving to Santa Cruz to participate in the Apprenticeship in Ecological Horticulture at the Center for Agroecology and Sustainable Food Systems at UCSC. There, she learned the fundamentals of organic agriculture, and made friends with aspiring farmers and social justice advocates whose passion for improving the food system inspired her. After working at that farm and a few others, Anna went back to grad school, this time at the University of Wisconsin-Madison, where she studied the roles of community, identity, and science in organic farmers’ decision-making as part of her master’s degree work in agroecology before coming back to Stanford last fall.

Rebekah LeMahieu

Rebekah LeMahieu pursued doctoral studies in developmental and psychological sciences in the Graduate School of Education. She graduated from the University of Wisconsin-Madison in 2013 with a degree in human development and family studies. Prior to her time at Stanford, Rebekah worked for the Waisman Center, a research center for human development and developmental disorders, serving as a liaison between families and researchers.

Her research focused on early childhood education, with particular interest in the ways in which parents support children’s early learning at home. Her projects explored early math learning, both in the home and in preschools. One project focused on working with families and community partners to develop and distribute home-based math resources to parents of preschoolers, and another examined the effects of an early math professional development program for early childhood educators.

In addition, Rebekah was the teaching assistant for Tutoring: Seeing a Child through Literacy, an undergraduate service-learning course. Students in the course are paired with an elementary school student in East Palo Alto to provide bi-weekly literacy tutoring.

Xavier Monroe

Xavier J. Monroe pursued a PhD in Educational Policy at the Stanford Graduate School of Education. His research interests include the intersection between policy and practice to improve student achievement and opportunity; family and community partnerships with schools; school and community transformation; and issues of equity and access, particularly within Science, Technology, Engineering, and Mathematics (STEM) education. Monroe studied aspects of these issues using an interdisciplinary approach, including using historical and sociological lenses. He has conducted qualitative research in Kano, Nigeria in an effort to examine the Chinese impact on the industrial manufacturing and trade economy of the region. He also conducted research in Michigan schools that concerned pedagogical practices, inquiry based learning, school climate and environment, and student outcomes.
Monroe holds a Bachelor of Science in Civil Engineering and a Bachelor of Arts in History, with Minors in African Studies and Math Education, from the University of Florida. He obtained his Master of Arts in Educational Leadership & Policy from the University of Michigan. He has served as a U.S. House of Representatives page, Alachua County Library District Trustee, Putnam-Alachua-Levy Library Cooperative Governor, and a Board Fellow for the United Way of Washtenaw County.

**Eduardo Munoz-Munoz**

Eduardo Muñoz-Muñoz obtained his *Licenciatura* in English Philology in the University of Córdoba (Spain) and his Master of Arts in Education from UC Berkeley. His experience as an educator in diverse capacities spans over 13 years. In addition to teaching in elementary, secondary and higher education in Spain, the UK and the US, he was an English Learner Coach and Principal before starting his doctoral studies at Stanford University in 2012. Eduardo’s research interests are bilingual education, English Learners and community interpretation. As such, he has taken part and researched the San Francisco Unified School District-Stanford and the Pescadero Unified School District-Puente de la Costa del Sur-Stanford partnerships. He is also a lecturer supporting preservice teachers and the teaching of minority languages, which brings together his passion for instruction, equity, and direct impact in educational settings. While at Stanford, he became involved in student leadership and the promotion of diversity in academia by becoming the co-coordinator of the Language, Equity and Educational Policy research group, the academic co-chair of the Student Guild in the Graduate School of Education and the co-chair of the Diversity Advocacy Committee within Stanford’s Graduate Student Council.

**Alexis Mychajliw**

Alexis Mychajliw pursued a PhD studying conservation paleobiology in the Department of Biology, School of Humanities & Sciences. She graduated from Cornell University's College of Agriculture & Life Sciences with a BS in Biological Sciences and minors in Natural Resource Management and Applied Economics. Her dissertation used the fossil record and studies of living species to forecast the future of mammalian biodiversity.

She first discovered community-engaged research in her work with Cornell Cooperative Extension, where she collected water quality data with the dual purpose of protecting the health of the environment and of residents living in rural communities. She continued this path of integrating the scientific and human dimensions of conservation as a research intern at New York City Audubon and through conservation policy exploration in Washington DC. At Stanford, she has co-instructed the community-engaged learning course Bio 128 Geographic Impacts of Global Change: Mapping the Stories, in which undergraduates learned to value knowledge from diverse stakeholders and produced a science communication product for the general public.
She is passionate about ensuring that conservation science and policies benefit both humans and wildlife, and that all communities and stakeholders have a voice in issues facing their own local environments.

**Becky Niemiec**

Becky pursued a PhD in the Emmett Interdisciplinary Program in Environment and Resources in the School of Earth, Energy, and Environmental Sciences. Through her research, Becky sought to integrate psychology, sociology, and landscape ecology to understand how to better manage invasive species across private lands. Specifically, she examined what influences landowner collective action in response to the threat of invasive species in communities in New Zealand and Hawaii and how landowner actions influence the distribution of invasive species across a landscape. Before coming to Stanford, Becky worked with Landcare Research in New Zealand on a community-engaged research project seeking to understand citizen attitudes towards invasive species. Over the past 5 years, Becky has also pursued service work with Sierra Club Los Angeles' Inspiring Connections Outdoors, through which she worked with local teachers to develop and lead outdoor science trips for students from underserved schools.

**Marlene Orozco**

Marlene Orozco is originally from Chicago, Illinois. She obtained a B.A. in Sociology with Honors at Stanford in 2010 where she was very involved in public service and the Haas Center. She worked with EPASA for four years as a tutor and then student director throughout the school year but also as a summer fellow through the Education Youth and Development Fellowship. She was also part of the Public Service Scholars Program where she obtained interdisciplinary support from peers on her honors thesis, which looked at the integration of undocumented immigrant parents into schools. Through this work, she was awarded the Andrea Naomi Leiderman Fellowship.

After her initial stint at Stanford, she pursued a master’s degree in Education Policy and Management at Harvard where she learned of effective policy measures taking shape inside the classroom. She also taught at a charter school in San Jose, California for three years. As the 4th grade lead teacher, she worked closely with parents to foster parent engagement and involvement. She pursued a PhD in Sociology where her interests included immigration and organizations with a focus on education, incorporation and civic engagement.

**Indira Phukan**

Indira pursued a PhD in Science Education at Stanford University’s Graduate School of Education and a Master’s degree in the Emmett Interdisciplinary Program for Environment and Resources. Her research interests include the long-term impact of environmental education programming on student
action, effective pedagogies in science education, how diversity in culture and socioeconomic status interacts with access to the environment, and how student access to nature can be improved. Blending her interdisciplinary work at Stanford and her professional teaching background, Indira’s goal is to conduct research that communities want and are able to put to use. She has conducted qualitative research with environmental education programming in the Bay Area and in Yosemite National Park. Most recently, these projects have focused on social networks and the use of language in the classroom.

Indira earned a MA in special education through Teach for America and a BA with honors in history from Harvard College. She has two years’ experience teaching in a special education classroom in a Title 1 school, as well as experience in formally training teachers. Most recently, she worked as an educator, diversity coordinator, and site manager in Yosemite National Park a non-profit environmental education company.

**Natassia Rodriguez**

Natassia Rodriguez pursued a PhD in sociology in the School of Humanities and Sciences. She is originally from Philadelphia and completed her undergraduate in Sociology and Social/Education Policy at the University of North Carolina, Chapel Hill. Through her studies and volunteer work as an undergraduate, Natassia became interested in education policies and the schooling experiences of students from disadvantaged backgrounds. Her current research projects span assessments of how low-income households manage to invest in young children’s education, poverty reduction in California via education programs, to the experiences and employment outcomes of low-income college graduates. Natassia interned with the Public Policy Institute of California in 2013 examining the Local Control Funding Formula, an experience that solidified her interest in conducting research with social impacts.

Natassia volunteered with the Mountain View Community Services Agency assisting with their Senior Nutrition Program. In previous years of her graduate student career, she served as a mentor for Stanford undergraduates from diverse backgrounds and a role model/teacher for a preschool age child through the East Palo Alto-based nonprofit 10 Books A Home. Natassia also served for multiple years as a representative in her department’s student government, planning both community service events and professional development opportunities.

**Sarah Shirazyan**

Sarah Shirazyan pursued a JSD at Stanford Law School, specializing in international law with a focus on civil liberties, transnational security, and disarmament issues. Her research situates itself at the intersection of law, public policy, and political science. Drawing on extensive fieldwork, Sarah empirically investigates how the UN Security Council exercises its mandate to combat nuclear,
biological, and chemical terrorism and how decisions made at an international level directly affect our day-to-day security environment. Her dissertation provides a comprehensive view of the UN Security Council’s internal dynamics and its performance in addressing today’s major security challenges.

Sarah’s previous work at Stanford included analysis of prison reforms in emerging democracies. Working directly with offenders in remote parts of Armenia, her research helped key stakeholders to design and introduce community-based corrections as an alternative to incarceration.

Sarah was one of the recipients of Stanford’s Gerald J. Lieberman Fellowship, awarded to those who have demonstrated the skills necessary for becoming academic and community leaders.

Sarah held multiple posts with leading international organizations. Most recently, she served as a Drafting Lawyer for the European Court of Human Rights (ECHR). Previously, Sarah has worked on issues of nuclear security at the United Nations Office for Disarmament Affairs. Additionally, she handled international drug investigations as part of her time at the Drugs and Organized Crime Directorate of INTERPOL. Sarah serves as a Special Consultant to the Council of Europe and EU, where she helps develop European human rights standards for data privacy and data protection.

Swain Uber

Swain Uber pursued a joint degree (J.D./M.A.) in law at Stanford Law School and in international policy at the Ford Dorsey Program in International Policy Studies at Stanford University. He graduated from University of Pittsburgh with a B.A. in Politics, Philosophy, and Economics. After graduating, he joined the Peace Corps, serving for over two years in Bulgaria.

At Stanford, he focused on human rights and conflict resolution work, particularly through his work with the International Human Rights and Conflict Resolution Clinic where he worked on prison conditions in Panamá, police reform in Oakland, California, and land rights mobilization in Cambodia. He spent a summer in Bogotá, Colombia, with DeJusticia, a Colombian human rights organization, working on business and human rights issues, and another at the European Roma Rights Centre in Budapest, Hungary, where he did research in Bulgarian and drafted memos and complaints on cases involving Roma individuals (e.g. cases concerning police brutality and the failure to investigate crimes, forced sterilizations, hate speech etc.). Currently, he is working in Uganda with the Refugee Law Project on transitional justice and conflict resolution and reconciliation issues.

Tanner Vea

Tanner Vea pursued doctoral studies in learning sciences and technology design in the Graduate School of Education, studying how people learn to reason about and act on ethical questions in their
lives, including environmental concerns, human-animal relations, and the politics of technology design. He seeks to avoid imposing elite notions of ethics by working directly with community members – such as high school students, university students, and activists – to understand their ethical concerns and design learning experiences that privilege their own values and ways of being.

At Stanford, Tanner has served for two years as Communications Chair and Community Co-Chair for the GSE Student Guild. In his research with Stanford faculty, he has worked with K-12 students and educators in California and Utah to help them use design thinking practices as a way to build interest in STEM domains. Before coming to Stanford, Tanner was an Emmy-nominated interactive media producer for PBS and PBS KIDS programming at WNET in New York.

Yanshuo Zhang

Yanshuo Zhang pursued PhD studies in Chinese literature and culture in the Department of East Asian Languages and Cultures at Stanford University. She has long devoted herself to serving the community and bringing public welfare through her personal talents and academic work. Yanshuo is the founder and president of Stanford Youth Cultural Exchange Initiative (SYCEI), a registered Volunteer Student Organization that helps adopted kids from Asia and other parts of the world to learn about their native cultures. She is passionate about bridging cultures and aspires to help the world become a more harmonious place through both scholarly and community work.

Her dissertation tackled the issue of the loss of "home" for contemporary China in an ecological, ethnic and cultural sense as the country is undergoing rapid modernization. Hailing from Sichuan, China, Yanshuo went to St. Catherine University in Minnesota as an English and French major, and she also speaks Japanese and Tibetan. She is also a published writer and loves making art in her free time. Her stories and poetry (in English and Chinese) have appeared in various journals and magazines in the U.S. and China.
2014–15 Fellows

Tej Azad

Tej Azad is a second-year medical student at Stanford Medical School concentrating in bioinformatics and neuroscience. He graduated summa cum laude from Washington University in St. Louis in 2013. Tej worked extensively on HIV advocacy and outreach in the community while in St. Louis, building a program that provided a range of services to youth with families affected by HIV. He also helped found a budding social venture, St. Louis MetroMarket, which strives to address food access disparities via the creation of a mobile produce market.

Currently, Tej studies pediatric brain cancer at the Stanford Stem Cell Institute where he is supported by an American Brain Tumor Association fellowship. He also conducts neurosurgical outcomes research, focusing on spine surgery.

Tej is interested in developing improved health care delivery and is working with the Clinical Excellence Research Center (CERC) to develop a feasibility framework to enable physician-innovators to realize lower intensity care settings.

Tej is exploring medical journalism as a vehicle to increase education around health policy and public health issues. He has written extensively for The Daily Beast and is particularly interested in issues of brain health, traumatic brain injury, and veterans’ affairs.

Genna Braverman

Genna Braverman is a member of the 2013 entering class at the Stanford University School of Medicine. Her research interests include the doctor-patient relationship, communication, medical education, and bioethics. Genna majored in history at Yale University and completed the postbaccalaureate premedical program at Columbia University, where she worked as a teaching assistant in the yearlong introductory biology course. Genna is particularly inspired by teaching, health education, women’s health, and adolescent health, and has pursued a number of endeavors in these fields. Prior to beginning medical school, Genna worked as a research assistant at the Mount Sinai Adolescent Health Clinic in New York City, and as a community health educator in New Haven. She has done research on lupus and related disorders, and has been thrilled to continue honing her teaching skills in medical school through Stanford’s TAship program. She is looking forward to collaborating with the interdisciplinary group of GPS fellows!
Doron Dorfman

Doron Dorfman, originally from Israel, is a JSD candidate at Stanford Law School. He holds an LL.B. and LL.M, and a BA in Communications, all earned simultaneously from the University of Haifa (2009), as well as a JSM from Stanford Law School (2014).

Before arriving at Stanford, Doron practiced law for four years in the litigation departments of some of the most prestigious law firms in Israel. At the same time, he continued to be actively involved in a few NGOs such as “Kav La’Oved, Worker’s Hotline,” where he gave legal advice to disadvantaged workers and refugee asylum seekers (mostly from African countries). He also served as a research and teaching assistant on courses in Civil Procedure, Torts, Law & Social Change and Law & Disability at the University of Haifa.

For the last seven years, Doron has devoted much of his time to the promotion of the rights of people with disabilities gaining both practical experience and academic knowledge on a variety of issues regarding this topic. His main areas of research include: disability legal studies and disability studies, administrative law, study of procedures (specifically civil procedure) and law and identity.

John Fyffe

John Fyffe is a PhD candidate in mechanical engineering (ME), holds a BS in ME from the University of Texas at Austin, and an MS in ME from Stanford. Currently, he’s working in the Advanced Energy Systems Laboratory researching fuel transformations that will enable development of highly efficient, low emission power plants.

John entered the world of energy and has been engaged in it over the last six years because of a strong interest in energy and the realization that improving how we use it can have a major impact on human lives—especially in the health, food, and water sectors. John is pursuing a career not only in developing advanced technologies but also in understanding how they interact with the communities they serve.

In John’s pursuit of an academic career in energy systems engineering, he strives to educate beyond academia by publishing in mainstream publications and being involved with engineering outreach by giving guest lectures and demonstrations on the basics of energy to middle and high school students. John has also been involved with the Native American Community Center’s Frosh Fellows Mentoring program, where he helps young Native students develop skills and interest in academic research.
**Elisa Garcia**

Elisa Garcia is a third year doctoral student in Developmental and Psychological Science at the Graduate School of Education. She graduated from Kenyon College in 2004 with a double major in Psychology and Spanish. Before coming to Stanford, Elisa worked for two non-profit organizations in Washington D.C.: the Institute for Women’s Policy Research and the American Institutes for Research. There, her project work included an analysis of the economic impact of the early care and education sector, and an evaluation of a literacy professional development program for low-income, urban elementary schools.

Elisa’s research examines how preschool and kindergarten classrooms can kindle achievement in low-income children, particularly Dual Language Learners (DLLs). She is interested in how peer interactions, social-emotional skills, and dual language instruction programs relate to the language development of DLL children. She seeks to understand the psychological and educational factors that promote resilience and help young low-income children succeed. Elisa believes that high quality early childhood education can be one means of affecting change for low-income children. She intends for her research to have practical applications in preschool classrooms, which can only be accomplished by centering her inquiries on the needs and goals of families, teachers and schools.

**Vicky Googasian**

Vicky Googasian is a second-year PhD student in the department of English, studying 20th century American literature. Her research focuses on human-animal relationality, nonhuman phenomenology, and the poetics of animal bodies. She hopes to explore the ways that these research interests might help her develop a multispecies pedagogy that encourages students to engage nonhuman animals as part of their reading practices.

Vicky has maintained an interest in experiential learning over the last several years. Prior to coming to Stanford, she interned for two years with the Winter Term in Service program at DePauw University, where she helped organize and lead international service-learning trips on topics as ecotourism, marine conservation, and youth homelessness. She also spent a summer working with Northwestern University’s Civic Education Project, facilitating service-learning opportunities for gifted high school students around the Bay Area. At Stanford, Vicky serves on the organizing committee of the Environmental Humanities Project, which supports interdisciplinary discussion regarding the aesthetic and interpretive dimensions of environmental crisis.

In the future, Vicky hopes to pursue an active career of teaching and research that situates
literary interpretation in a multispecies context and promotes awareness of how literary texts structure and inform our lives with other animals.

**Marc Grinberg**

Marc Grinberg is a graduate student in political science at Stanford University, where he focuses on international relations and political philosophy.

Until August 2012, Marc served in the US government as director (acting), section chief and strategist in the Office of Strategy, Planning, Analysis and Risk at the Department of Homeland Security, and as special assistant to Deputy Secretary of State Jacob J. Lew. In these roles, **Marc worked on a range of issues** including counter-terrorism, security assistance, cyber-security, nonproliferation, transportation security and the national security budget. He was a contributor to the first Quadrennial Diplomacy and Development Review and part of a small team responsible for drafting the first Quadrennial Homeland Security Review and for building doctrine for the development of homeland security strategy.

Prior to joining the US government, he worked as an aide to Hon. Richard Danzig on the 2008 Obama Campaign, as Program Director and Congressional Fellow at the Truman National Security Project, as a researcher at the institute for Defense Analyses and as Legislative Fellow for Congressman Steve Israel. Marc is a former Presidential Management Fellow and a graduate of Princeton University and the University of Oxford. He is co-founder of The Public Philosopher, an ongoing project seeking to inject a philosophical perspective into public policy debate.

**Jasmine Hill**

Jasmine Hill is originally from Oakland, California by way of Chicago, Illinois. Before coming to Stanford, she worked for social justice non-profits and private foundations as a consultant in Los Angeles. Her work there primarily revolved around conducting research for clients, providing technical assistance and leading trainings on community organizing and culturally competent service delivery. Before that Jasmine was a Coro Fellow in Public Affairs where she worked on political campaigns and with the Housing Authority of the City of Los Angeles as a resident coordinator.

Jasmine graduated with a bachelor's degree in communication studies from UCLA in 2011 where she organized students and served as student body president. Through her senior thesis at UCLA, she traveled to Salvador, Bahia to research impacts of affirmative action policies on Brazil’s higher education system. Here at Stanford in the department of sociology,
her research focuses on sharing economies and social mobility in the African American community. She also is very interested in exploring other models of public housing, community policing, incarceration, and localized economies that work to decrease inequality.

**Cherkea Howery**

Cherkea Louise Howery is a PhD candidate with the department of anthropology. Her dissertation focuses on the effects of the economic crisis on the archaeological industry in Greece. This includes examining public policies concerned with the designation process and the management of heritage places. Such policies are subject to economic pressures, while the appropriation of archaeology within the national agenda is weighted by the state’s dependence on tourism. Cherkea critiques the assumption that communities are only interested in the revenue, believing that we need to be concerned with the public’s interaction with and perception of sites and museums, which is influenced by community outreach endeavors.

Beginning her fifth-year at Stanford University, Cherkea has a strong record of public service through engaging students as a teaching assistant as well as organizing and participating in archaeological projects and outreach in the Mediterranean. As a GPS fellow, Cherkea plans to share her interests in public and community archaeology. She plans to pursue a career that focuses on cultivating the social relevance of the field beyond academia by practically applying her research to real world experiences, especially as they pertain to the protection and management of heritage during periods of social turmoil.

**Molly King**

Molly M. King is a PhD candidate in the department of sociology in the School of Humanities and Sciences. She completed her undergraduate studies in biology at Reed College. Prior to graduate school, she worked as a research assistant studying medical team structures and information technologies that support higher quality, lower cost health care for older adults with chronic conditions.

Molly is broadly interested in sociological studies of inequality, networks, organizations, health, medicine, science, and knowledge. She is currently a research assistant with the Center on Poverty and Inequality, studying discrimination trends over time and patterns in forgone health care. She also works on a team studying the relative efficacy of poverty reduction programs in California. For her dissertation work, Molly is studying information inequality in social systems. She also serves as a mentor in Power to ACT: Abilities Coming
Together, a campus group that provides a community for students with hidden and visible disabilities.

Molly hopes that participation in the Haas GPS Fellowship will train her not only to better communicate her own sociological research findings to a broader audience, but also to use public priorities to inform her choice of research topics in the future. She is also excited to learn tools to teach students how to use their interests and intellectual privilege in serving the public good.

**Yu-Jin Lee**

Yu-Jin Lee is a first-year medical student at Stanford School of Medicine with a focus on clinical research and global health. Her research is focused on quality improvement of minimally invasive surgical training in developing countries with a focus in Mongolia. She is also actively involved in Stanford Flu Crew, which coordinates on-campus and off-campus flu clinics during flu vaccination season. Yu-Jin is excited to continue collaborating with the Stanford School of Medicine and the Office of Community Health along with the Santa Clara and San Mateo County Health Departments to expand basic immunization access to local underserved communities. She is also interested in exploring how partnerships among many institutions can promote a shared goal of addressing healthcare needs.

**Claudia Liuzza**

Claudia Liuzzi is a PhD Candidate in the department of anthropology (archaeology track). She has a Laurea cum laude in Conservation of Cultural Heritage and a dissertation in Egyptology from the University of Pisa (Italy). As an undergraduate, she volunteered for the Bhasha Research Center, an Indian NGO, involved in the preservation of tribal culture.

While writing her dissertation, she worked for the Peace Science Center in Pisa, an interdepartmental academic center promoting peace building through encounters between scholars of various disciplines. After her graduation she started a Postgraduate Certificate in Egyptology at the University of Birmingham (UK). She has been awarded the Marie Curie Fellowship (CHIRON Project) at the Ename Center for Public Archaeology and Heritage Presentation (Belgium) where she worked towards the establishment of the ICOMOS Committee on Interpretation and Presentation for which she currently serves as Coordinator of the Secretariat.

Claudia’s dissertation is entitled “World Heritage and the Private Sector: from shared global resource to market asset?” Her interests lie in the intersection between global philanthropic
and private sector involvements with conservation and development-based heritage projects, with a specific focus on the UNESCO 1972 World Heritage Convention. She has conducted fieldwork in Italy, Egypt, Syria, Jordan, Turkey, and India.

**Soyoung Park**

Soyoung Park is a PhD candidate in curriculum studies and teacher education at the Stanford Graduate School of Education (GSE). During her time at the GSE, Soyoung has worked on research looking at English learners’ reclassification to Fluent English Proficient and their access to core curricula. Soyoung’s personal research has been on conversational interactions among English learners with autism spectrum disorders. She has also done some work on English learners with special needs for the English Language Learner State Collaboratives on Assessment and Student Standards (SCASS). Soyoung is passionate about conducting research that is both community-based and collaborative with community members.

As a former elementary school teacher, Soyoung is highly committed to schools and children. To stay connected with schools and communities, Soyoung spent two years volunteering in a self-contained classroom for students with autism. She has also served as a service co-chair for the GSE Student Guild. In this position, Soyoung has planned a variety of community service activities for the GSE. Soyoung is also dedicated to working with the teacher candidates in the Stanford Teacher Education Program (STEP). She is an instructor for the following STEP courses: Supporting Students with Special Needs, The Centrality of Literacies in Learning and Teaching, and Equity & Democracy.

**Julia Payson**

Julia Payson is a PhD candidate in political science with an emphasis on public policy and the politics of education reform in the U.S. She received her BA summa cum laude from the University of Southern California and was a valedictorian candidate in 2010. Julia’s interest in public education was sparked through her undergraduate work with ReadersPLUS, a service learning organization that places USC students as reading and math tutors in local elementary schools. After serving as a tutor during her freshman year, Julia became the Site Coordinator for the program at Lenicia B. Weemes Elementary, leading a team of 20 USC tutors who collectively tutored over 80 elementary school students.

Working first hand with teachers and administrators in the Los Angeles Unified School District, Julia became fascinated with urban education reform issues. She pursued an education policy internship at the American Enterprise Institute under Dr. Rick Hess and later
wrote her senior thesis on the role of public education in facilitating Latino political participation in Los Angeles. As a graduate student, Julia now studies school district politics more broadly. Her research explores sources of variation in district policy and quality, and she regularly engages with community members and education leaders. She is currently working on a project to determine whether voters hold school board members accountable for district performance in California.

As a teacher, Julia is passionate about incorporating service-learning into her courses. At Stanford, she has served as a teaching assistant for Introduction to American National Politics and Government; Campaigns, Voting, Media, and Elections; and Urban Politics. Julia’s ultimate goal is to become a professor of political science and to empower her students to be engaged citizens and community members.

**Melina Platas Izama**

Melina Platas Izama is a PhD candidate in political science, specializing in comparative politics. Her research interests include social service provision, governance, foreign aid, and the intersection of religion and politics in Africa. Her dissertation explores inequalities in educational attainment between Christians and Muslims in Africa, and identifies the conditions under which this inequality has persisted or declined over time. She has conducted fieldwork in Ghana, Nigeria, Rwanda, South Africa, Malawi, and Uganda. Ongoing research projects include the unintended consequences of HIV/AIDS aid in Africa, the determinants of attitudes toward and practice of female genital cutting in Egypt, media coverage and public support of US intervention in humanitarian crises, and an impact evaluation of a USAID-funded local governance program in Uganda.

One of Melina’s public service goals is to increase interaction between academics and students from the U.S. and those living and working in developing countries, and to strengthen the link between research, media, and public policy in these countries. She plans to found a research institution in Uganda that provides a channel through which policy-relevant research can more effectively reach governments and policymakers.

Prior to graduate school, Melina worked as a journalist in Kampala, Uganda, and continues to participate in Ugandan print, radio, and television media. At Stanford she served as co-president for the Political Science Graduate Student Association and president of the student group, the Stanford Forum for African Studies, organizing two international and interdisciplinary conferences in African Studies. In Uganda, she has volunteered as a technical advisor with the Uganda Muslim Teachers Association and the Agency for Transformation.
Nik Sawe

Nik Sawe is a PhD candidate in the Emmett Interdisciplinary Program in Environment and Resources in the School of Earth Sciences. His work adapts neuroeconomics—the study of financial decision-making in the brain—to environmental applications: from consumer responses toward eco-labeling, to environmental philanthropy and the valuation of natural resources. In combination with behavioral economics experiments and national surveys, neuroimaging allows Nik to better understand the individual differences in how people make environmental decisions by assessing how they route and process information via fMRI. This helps to optimize environmental policies in order to best serve a heterogeneous population. Nik currently teaches a self-designed course in Environmental Decision-Making and Risk Perception to fellow graduate students.

Before graduate school, Nik utilized his neuroscience background in the biotech field, and received his BS in Biology from Stanford. He has always loved teaching and the environment, and taught young people about endangered species at schools, libraries, and children’s camps after publishing an environmental fiction novel, Wolf Trails, while still in high school. Nik continues to engage in science writing for the public, most recently in editorials on water conservation during the California drought and how academics can better inform science policymakers.

Pamela Shime

Pamela Shime is an MA candidate in the Learning, Design, and Technology Program at the Stanford Graduate School of Education, which awarded her a Stanford University Tuition Fellowship. Her work is at the nexus of education, technology, and childhood trauma. Pam is looking at designing technologies that identify and empower children living with trauma and support their teachers in doing the same. She is a graduate of Harvard University and the University of Toronto Faculty of Law.

Prior to arriving at Stanford, Pam was at the Centre for Social Innovation (Toronto & New York) where she conducted cross-disciplinary research and developed courses on global advocacy and leadership. Her interview research included advocates such as South African Constitutional Court Justice Edwin Cameron, Donna Shalala, Recipient of the Presidential Medal of Freedom and the longest-serving U.S. Secretary of Health & Human Services, and British Nobel Laureate John Sulston, who advocated successfully for the Genome Project to remain public intellectual property. Pam has been invited to speak and teach courses and workshops at universities around the world.
Pam won a University of Toronto Teaching Award for her course How to Make Change. She has been a recipient of the University of Toronto Faculty of Law Trailblazers Award and a New York City Urban Fellowship. Before becoming an educator, Pam was a litigator with a practice that included constitutional, labor, and international law.

**Nicole Strayer**

Nicole Strayer is a doctoral candidate in the Developmental and Psychological Sciences program at the Stanford University Graduate School of Education. She holds a bachelor’s degree in anthropology from Wesleyan University, where she completed an honors thesis exploring identity formation in Spanish-speaking immigrant communities. Before coming to Stanford, Nicole worked with Bay Area first-generation college-bound youth. She also worked to provide mental health services to at-risk youth in New York City public schools. More recently, she worked with preschool- and kindergarten-aged children providing services to support the development of their executive functions.

As a student of education and an Institute for Education Sciences Fellow, Nicole is committed to examining the persistence of inequality among economically and ethnically diverse youth. She is particularly interested in measuring the impact of neighborhood, school, and family factors on children's socio-emotional and academic trajectories. Her work examines how minority groups experience higher levels of adversity than their more advantaged peers, and how the consequences of unequal exposure may either be buffered or exacerbated by characteristics of the home, school, or neighborhood environment.
2013–14 Fellows

Allison Anoll

Allison Anoll is a PhD candidate in political science with a focus in American politics and political theory. Her research works to identify the mechanisms—psychological, social and structural—that facilitate citizen engagement in politics, from voting to social movements. Specifically, Allison’s dissertation incorporates theories from psychology and sociology to explain variations in political participation across racial and ethnic groups. Because of the unique interdisciplinary nature of her work, Allison was awarded the Donna Schweers and Thomas Geiser Interdisciplinary Graduate Fellowship.

In addition to her scholarly work, Allison served with AmeriCorps VISTA for Community Engagement and Scholarship at the College of William and Mary in 2010. She has led alternative break trips to Charlotte, NC and Richmond, VA and has taught courses on political participation to middle school students at Cesar Chavez Academy and to inmates at San Quentin Prison.

Both Allison’s research and community engagement are motivated by her own normative beliefs in the importance of political participation, especially among traditionally marginalized populations. Her experience teaching at San Quentin prison has made her especially interested in the voting rights of prisoners and the effects their disenfranchisement have on minority representation in the political system.

Allison believes that community engaged-research results in outcomes and knowledge of more direct use to communities. She sees both community-based research and teaching as ways to develop outcomes and knowledge with clear applications to issues of political inequality and underrepresentation in the United States. By involving community members in the question creation, research design, data collection, and results dissemination phases of research, the very bounds of academia are extended, diversifying ideas and talents brought to each project. Furthermore, redefining the classroom as a laboratory for applied learning enhances student education by providing authentic task contexts where students put their newly developed knowledge to use. In line with her love for research and teaching, Allison plans to pursue a university faculty position upon graduation where she will continue her work as a community-based scholar.

Gilat Bachar

Gilat Bachar, from Israel, is a JSD candidate at Stanford Law School, specializing in international conflict resolution. She holds an LLB, summa cum laude, and an MBA in Business Administration, summa cum laude, from the Hebrew University of Jerusalem, which she earned as part of an Interdisciplinary Honors Program. Gilat earned her JSM in international legal studies from Stanford this year (2013). Her research focuses on the role of civil litigation initiated by Palestinians against the State of Israel in national courts within the Israeli-Palestinian conflict.
During her studies, Gilat worked as a research and teaching assistant in constitutional law and international conflict resolution and as a pre-intern at the State Attorney Office, and was a member of the editorial board of Mishpatim, Hebrew University’s law review. Upon graduation, she became a law clerk with Chief Justice Dorit Beinisch of the Israeli Supreme Court. Later, she joined a firm in Israel, where she specialized in dispute resolution. She combined her practical legal work with a teaching assistant position at the Herzliya Interdisciplinary Center. Gilat is also a fellow at the Stanford Center on International Conflict and Negotiation.

In her research, Gilat takes an interdisciplinary approach to study the role of tort litigation for victims of intergroup conflict. Focusing on both international and national conflicts, she uses the lens of social psychology theory and research to explore victims' subjective valuations of their experiences as tort litigants against their perpetrators in various settings. This entails collaborating with individual victims as well as NGOs representing them, in order to better understand their goals in pursuing a tort-based remedy and how they conceive of civil justice mechanisms. This knowledge is invaluable to developing our currently limited understanding of victims' attitudes towards tort mechanisms in intergroup conflict situations, and contributes to the study of intergroup conflict resolution.

Considering Gilat’s investment in the relationship between academic theory and legal practice, in the future she plans to find room in her professional life not only for academic efforts but also for a practical commitment to legal policy work. After completing her doctorate studies, she plans to pursue her main two goals - legal education and advancing social justice through the civic sector.

Gilat sees teaching as an inseparable part of her community-based approach to academic work. She firmly believes that legal education is an important tool for social development and cooperation and that students' learning experience must include hands-on encounters with real-world legal and social problems. As for the civic sector part, Gilat wishes to engage in legal policy analysis where she would employ academic insight from empirical research.

Gilat maintains that this approach will also make her a more effective academic. First, her research will reflect a practical view of the law’s workings in action and influence on the public sphere. Second, she will integrate real-world lessons from legal policy work into her teaching. As her own personal experience shows, such lessons are invaluable in fostering the next generation of publicly-engaged legal scholars.

**Rachel Baker**

Rachel Baker is a doctoral candidate in higher education policy and the economics of education at the Graduate School of Education. She graduated in 2004 with a BA in psychology and elementary education from Dartmouth College. Prior to coming to Stanford, Rachel taught elementary-level English, math and science in the Marshall Islands, worked as a literacy specialist and special education teacher at The Learning Center for the Deaf and coordinated college readiness programming at The Steppingstone Foundation in Boston.
At Stanford, Rachel works on several projects at the Center for Education Policy Analysis and is a federal Institute for Education Sciences fellow. Her research focuses on college access and completion at broad access colleges. Her current projects include studying how online classes affect persistence for community college students, describing trends in program completion at community colleges and studying interventions to increase persistence in online classes. She works closely with the Foothill De Anza Community College district.

Rachel believes that research can only be of practical service when it is conceived, implemented and assessed with community collaborators. She tries to build all research partnerships with the foundational belief that as a researcher, community members have much more to teach her than she has to teach them. Rachel hopes that with this mindset, her research is more likely to make a difference. An example of Rachel’s community-based research is her work with the Foothill-De Anza Community College District, where Rachel works closely with the Institutional Research Department and frequently presents updates, concerns and questions to faculty, administrators and students.

With this belief in continual learning and meaningful collaboration in mind, Rachel hopes to foster a similar ethic of partnership and joint learning among her students. She intends for her students to grow in appreciation for the complexity of social issues, to be able to identify questions and topics of genuine importance, and to reflect on their responsibilities to their communities. Rachel intends to finish her dissertation on major choice and student course-taking in community colleges in the spring of 2015. She plans to pursue a career in academia that embraces public service and community engagement by striving to do research that is relevant and valuable to the larger community and by sharing and assessing the implications of her work with the involved communities.

**Jesse Davie-Kessler**

Jesse Davie-Kessler is a doctoral student in sociocultural anthropology and program coordinator of the Community Research Summer Internship program, based in the Center for Comparative Studies in Race and Ethnicity. She is interested in teaching undergraduate students about current developments and research methodologies related to public service.

As a GPS fellow, Jesse has explored the process of designing and conducting research projects that have reciprocal outcomes for scholars and communities of various scales. She has learned that successful collaborative research requires a great deal of communication, flexibility, and—often—a long-term timeframe. Jesse is eager to put what she has learned about campus-community partnerships into practice. She is particularly interested in how an emphasis on social justice can shape a student-researcher’s understanding of socio-political processes and sense of civic responsibility.

Jesse developed a passion for teaching about community-engaged research as the undergraduate coordinator of Princeton University’s Community-Based Learning Initiative. She continued to connect education and public service as an intern for Africa Unite, a non-profit organization based in Cape
Town, South Africa, where she facilitated a high school class on poetry and social justice. Most recently, Jesse has focused on community building and education at Stanford. She has advised teaching assistants at the Center for Teaching and Learning, served as a founding member of the Stanford Alumni Mentoring PhD program, and tutored students for whom English is a second language. In fall 2014, Jesse will enter Stanford’s Program in Writing and Rhetoric as a lecturer.

Maria Fernanda Escallón

Maria Fernanda Escallón is a PhD candidate in the department of anthropology. She recently concluded 18 months of ethnographical field research in Colombia and Brazil working in two communities of African descent declared as national and world heritage sites. Maria’s work examines the consequences of heritage declarations and draws attention to the political and economic marginalization of minority groups that occur as a result of recognition. Ultimately, she evaluates if heritage proclamations are useful instruments to attend to broader issues of economic inequality, territorial rights and political participation for descendant groups.

Maria holds a BA in anthropology and an MA in archaeology from the Universidad de Los Andes, Colombia. Before attending Stanford, she worked in sustainable development and heritage policy making for nongovernmental organizations and Colombian public entities such as the Ministry and the Secretary of Culture. She worked with underprivileged youth in Bogota and several indigenous and Afro-descendant populations in Colombia. As a GPS fellow, she is eager to share her experience in community-based research and learn from scholars that explore intersections between academic work and civic engagement. In the future, Maria wants to build an interdisciplinary network of people that explores how cultural diversity, power dynamics and academic scholarship intersect.

Bringing together her experience in the public sector, community-based work and ethnographic research, Maria aims to produce a dissertation that is relevant for local community members, public servants and researchers working on ethnicity, citizenship and social justice. The topics addressed in her research respond to crucial issues identified on interviews and participant observation during fieldwork. Maria defines the notion of community widely, including blood relatives, affective descendants, people in circumscribed geographical areas, and even those who share common interests, practices or behaviors. Her project integrates concerns expressed by the different communities involved in her research. She hopes her work serves to broaden the participation of marginalized groups, and better inform cultural public policy in Latin America.

Maria understands teaching as a two-way experience where instructors and students learn from each other’s knowledge. For future courses in anthropology, Maria aims to develop classes that are congruent in theory and methods with political, social, economic, and other community needs and concerns. Stressing the importance of collaboration, participation and engagement, she hopes to blur the lines between students and instructors and work towards an anthropology that is doubly engaged with the communities’ struggles and desires as well with wider global issues of inequality, civil rights, and citizenship. Maria is still exploring different career options both inside and outside of the
academy where she can combine service, teaching, student advising, and research.

**Niveen Ismail**

Niveen Ismail is a doctoral student in environmental engineering. Her research focuses on the use of bivalves to improve freshwater quality through the removal of trace organic pollutants and pathogens. In addition to addressing water quality improvement, her research also focuses on ecological rehabilitation through re-introduction of native bivalves that are in decline in the Pacific Northwest. Niveen has partnered with the Presidio Trust to re-introduce a native bivalve in Mountain Lake, located in San Francisco, CA. During her initial field trial at Mountain Lake, she has tried to engage the community through educational talks, signage and demonstrations involving the mussels. She plans to tailor her future research at Mountain Lake to involve the public through a more hands-on “citizen science” approach and hopes to also better understand how public engagement impacts the decision-making process with respect to species re-introduction and ecosystem rehabilitation. As a GPS Fellow, Niveen has learned the importance of developing community engaged research that involves all stakeholders in the planning and implementation process.

Prior to her time at Stanford, Niveen obtained her MS in biology from Temple University (2010) and partnered with the Philadelphia Zoo and Wetlands Institute (NJ) in completing her thesis examining the bioaccumulation of pollutants in diamondback terrapins, a locally threatened turtle species. She also worked at ExxonMobil Research and Engineering after obtaining her BS in chemical engineering in 2003. After completing her PhD, Niveen plans to remain in academia and engage the general public while conducting application-based research to improve freshwater quality. As a future professor, she hopes to develop a service-learning course focused on environmental restoration.

**Charmaine Mangram**

Charmaine Mangram is a doctoral candidate in Curriculum and Teacher Education program at Stanford’s Graduate School of Education. She studies mathematics teacher professional development for preservice and inservice secondary mathematics teachers and parental engagement in mathematics. Charmaine is interested in research that examines the ways in which parents are engaged in curricular reforms, extending from what parents do to support their own children academically to the role parents play in advocating for (or against) curricular reforms. Her dissertation project is a participatory community-engaged research study that explores and seeks to address the educational needs of urban families through the design and testing of reform-based mathematics workshops for parents.

As a part of Charmaine’s GPS service project, she has partnered with the Haas Center’s East Palo Alto Stanford Academy (EPASA) to provide instructional support to the tutors, math instructors, and parents of EPASA. It is through this association that she is gaining valuable insights into what it means
to develop and maintain healthy, community-university research collaborations. Charmaine is learning that, among other things, it takes humility, creativity, and adaptability to engage with community partners in ways that are respectful of both the communities’ goals, values and ways of being, and the researcher’s own goals. Her ideal career would be one that allows her to continue to conduct community-engaged research and to teach graduate level courses for students who are also interested in learning how to partner with communities in meaningful and respectful ways.

Charmaine works with Dr. Hilda Borko as a research assistant on the research project “Toward a Scalable Model of Mathematics Professional Development: A Field Study of Preparing Facilitators to Implement the Problem-Solving Cycle (iPSC).” She also works with Dr. Jo Boaler studying the potential learning and attitudinal outcomes associated with children playing mobile video games. In addition to her research, Charmaine has taught one of the secondary mathematics methods courses in Stanford’s Teacher Education Program (STEP). One principle that guides her work in the classroom is an explicit attention to the larger societal issues with which course content interacts. In academia, we refer to this as engaging in critical pedagogy. For teachers of mathematics, this translates to having deep content and pedagogical content knowledge, and also understanding the power that comes with the knowing and doing of mathematics. A key component of this work as a mathematics educator is helping preservice and inservice teachers develop a critical mathematical lens, which is a way of reading and writing the world through the use of mathematical tools.

Prior to enrolling in Stanford, she served as a Mathematics Instructional Coach for Los Angeles Unified School District with the goal of helping teachers incorporate conceptually focused mathematics lessons into their daily practice. Before becoming a coach, Charmaine taught high school mathematics in public schools in Los Angeles, CA and Mercedes, TX. She left the classroom to pursue her passion to empower parents to be partners in their children’s mathematics education by founding the nonprofit Parents’ Academic Support Network with several college friends and teaching colleagues.

**Rebecca Maurer**

Rebecca Maurer is in her third year at Stanford Law School and has spent her time in Palo Alto focusing on housing and consumer law. In 2012-13, she was the cocoordinator of the Housing Pro Bono Program, and she spent her first summer working at the New York Legal Assistance Group’s Special Litigation Unit.

Prior to law school, Rebecca graduated with a degree in comparative race and ethnic studies from the University of Chicago. Her honors thesis was based on her time working with two community-based organizations in Cape Town, South Africa that advocated for housing and water rights for all citizens. Though Rebecca now focuses on domestic socio-economic rights issues, these experiences of public service helped to define and shape her career goals as a lawyer.

During her time in law school, Rebecca has focused on client-centered litigation through her work at
the Community Law Clinic and Community Legal Services in East Palo Alto. She believes that the value of legal aid work is derivative of both individual client advancement from each case, as well as community advancement through the aggregation of many cases against repeat players or in repeat practice areas. After graduation, she hopes to continue this twin approach in the area of consumer financial services for low- and middle-income communities.

**Nuriel Moghavem**

Nuriel Moghavem is a third-year MD/MPP student at Stanford Medical School concentrating in medical humanities and bioethics. His research is in neurosurgical outcomes and in physician-patient (and physician-surrogate) communication. Nuriel is exploring physician writing as an instrument of public health education and patient empowerment, whether it be in the form of medical fiction/non-fiction or in the form of a periodical column. To that end, he has had work published this year in The Daily Beast, The Sacramento Bee and the San Jose Mercury News.

Nuriel is also interested in exploring the role of physicians in civic policy development, particularly as the literature in medicine is showing that social determinants are increasingly implicated in disparities in health outcomes. To serve their communities in that capacity, physicians need to be active participants and listeners in those very communities and engaged with community leadership. Nuriel is currently a voting member of the House of Delegates of both the American Medical Association and the California Medical Association and serves as Chair of the California Medical Association’s Medical Student Section.

**Margaret Mongare**

Margaret Mongare is a second-year medical student at the Stanford School of Medicine and holds a bachelor’s degree in biochemistry with an economics minor from Smith College. Currently, she serves as team lead for Government Partnerships and Chronic Disease Systems for Miti Health, a student-led project funded through the Stanford Biodesign Global Exchange Program that aims to build healthcare technology products in East Africa.

Before Stanford, Margaret worked at the Broad Institute of Harvard and MIT where she investigated the role of tumor microenvironment on cancer treatment and at Dalberg Research where she assessed the role of management education in inspiring local entrepreneurship in Ghana and Nigeria. She also cofounded Masomo Mashinani, a nonprofit that has been addressing the quality of public school education for residents of Kenya’s urban slums since 2010.

As a current GPS Fellow and service-learning teaching assistant, Margaret is working with Stanford engineering students to develop technologies that meet the needs of disabled people in surrounding communities. In addition, she is currently studying how health systems can be strengthened to provide care for non-communicable diseases in poor countries with a special focus on the role of insurance for access and technology for surveillance. In the future, Margaret hopes to become a
physician and a consultant for African governments and other global public-service oriented institutions.

**Daniel Murray**

Daniel Murray is a PhD candidate in the Program in Modern Thought & Literature. Broadly, Daniel’s research interests include political theory and social movements. His dissertation examines the relationship between radical democracy, direct action, and the commons, and evaluates the Occupy and Black Power movements as instances of “insurgent democracy.” Daniel has also designed and taught courses on political writing and political action in Stanford’s Program in Writing and Rhetoric.

Over the past five years, Daniel has been active in labor and environmental activism at Stanford and in the Bay Area, working with the Stanford Labor Action Coalition, the Stanford Farm Project, and Mobilization for Climate Justice West. This past year, he has worked as an organizer with Occupy the Farm, a direct action group dedicated to establishing agricultural commons in the East Bay, promoting food sovereignty and defining new strategies for the democratic management of resources. With this group he has helped to convene the Gill Tract Farm Coalition, a network of Bay Area food justice organizations, and organized a series of community forums on the use of the land, as the beginnings of an inclusive democratic process.

Daniel works to produce movement-relevant research by engaging directly with movements for democracy and social justice. As a participant-researcher, his research begins with movement discourse and practice, then seeks to extend, evaluate and situate it within a conceptual framework that is useful for activists in understanding and expanding their own work. In particular, Daniel is developing a conception of "activist political theory," which is produced in collaboration with activists through an iterative process of "practice-thought-practice" in which activists experiment with modes of action, evaluate their work, and shape their action through new insights gained. Building from the "grassroots theorizing" in which many activists are regularly engaged, Daniel works to develop conceptual frameworks that have resonance with radical democratic action and help to guide movement strategy.

**Ashlee Pinto**

Ashlee Pinto is in her second year at the Stanford Law School. She is interested in researching the intersections of identity, socialization and political and economic oppression in relation to the law. In her first year, she served as a research assistant for Professor Norman Spaulding.

Prior to law school, she worked for Northwestern University and the National Science Foundation researching curriculum reform for urban indigenous students. She also worked for the Native American Political Leadership Program the year before law school and returned to Washington, D.C. this past summer (2013), as a Ford Foundation Law School Public Interest Fellow at the Indian Law Resource Center.
Ashlee's approach to community-based research focuses on providing benefit to the community in which she is researching. Rather than "ivory tower academia", she prefers to be authentically engulfed in the community in which she is studying.

**Dan Reineman**

A fourth-year doctoral student in the Emmett Interdisciplinary Program in Environment and Resources, Dan Reineman studies the interplay between the management of the California coastline and climate change and how both affect the human communities that rely on the coast. He is using, among other tools, a citizen-science-based approach to explore how differences in access to important coastal resources, like beaches, impact the people who most rely on such access. Through this work, he interfaces directly with specific coastal user groups, as well as the NGOs that advocate for those groups, the companies that service them, and the state agencies whose actions affect everyone.

Dan spent most of his life in, on, and under the Pacific Ocean. His bachelor’s degree in marine biology, master’s in oceanography, and professional activities during and between all centered around understanding the ways that humans affect ocean and coastal ecosystems. Recognizing the need to understand the human side of that equation, he moved to Washington, D.C. for an ocean policy fellowship and spent a year and a half representing the conservation and ocean interests of a coastal constituency in central California. Working on Capitol Hill taught him how to be a better citizen and a better scientist--lessons he has brought back with him to academia. His goal for participation in the Haas GPS Fellowship was to better understand, cooperate with and serve the needs of the communities that are central to his research through the conduct of that work.

Dan's other primary interests at Stanford are teaching and continually exploring ways to (1) create educational opportunities based on the fascinating complexity inherent in understanding the coast, and (2) develop constructive bridges between Stanford’s two largest population groups: graduate students and undergraduate students. After he leaves Stanford, Dan hopes to capitalize on all of these interests by leading a research program that builds on a community-engaged approach to combine interdisciplinary coastal science and teaching as a college faculty member.

**Kory Russel**

Kory Russel is a PhD student in the environmental engineering and science program of the Civil and Environmental Engineering Department and a member of the Poop Group. He is currently focusing his efforts on rural water supply, specifically studying the caloric energy cost of women fetching water in Mozambique, Africa. Additionally, Kory is working with fellow Davis research group member Sebastien Tilmans on designing and implementing an extremely low-cost toilet project in Haiti. The toilet project (re.source), funded by the Bill and Melinda Gates Foundation and the Stanford Institute for Innovation in Developing Economies (SEED), aims to create entrepreneurial sanitation services in
urban slums using mobile dry toilets.

Kory received a BS in environmental biology and MS in environmental science from Taylor University in Indiana. Before starting at Stanford, he spent three years in the Peace Corps where he assisted in the realization of several nationwide projects focused on women’s empowerment, skills training, HIV prevention and science education. As a GPS fellow, he hopes to share his experiences from the development sector and explore new ways of addressing extreme poverty. He is excited to explore how to effectively disseminate academic research and teaching to those who can benefit from it most.

Kory’s approach to research as it relates to the community is one in which the research is providing resources for the community. The most useful research is not only rigorous and academically significant but more importantly it provides the community with resources that allow them to address their unique situation. As a researcher in low-income economies, there is a fine line between work that provides value to the community and work that is simply extractive, exploitative or paternalistic. Kory’s goal in research is to provide tools and resources that enable communities to determine their best possible outcomes.

**Jenny Strakovsky**

Jenny Strakovsky is a PhD Candidate in German Studies. Her research focuses on the history of adolescent development psychology and the influence of post-Enlightenment literature on the contemporary education system. Her dissertation explores how 19th century coming-of-age literature addressed the challenges of personal growth in a modernizing society, and how these texts might reflect the psychological experiences of contemporary young people—particularly in the rising phenomenon of "emerging adulthood." She hopes that her work might have an impact on how we teach students about identity, citizenship, and personal growth—both in the classroom and through the media.

At Stanford, Jenny's work has focused on developing interdisciplinary humanities education programs. In addition to coordinating the Humanities Education Focal Group, Jenny has been involved in co-teaching several interdisciplinary courses geared toward integrating humanistic skills with public concerns, including Contemporary German Politics (as part of the Teagle Initiative) and Art, Chemistry and Madness (a Chemical Engineering and Cantor Arts Center collaboration). In 2014-2015, she will serve as an Academic Skills Coach for at-risk students.

More broadly, Jenny is very interested in developing programs for public engagement with the arts and humanities. In 2013-2014, she co-organized a series on Public Humanities with the support of the Humanities Education Focal Group; the Division of Literatures, Cultures, and Languages; the Humanities Center; and the Office of Community Engagement. The goal of the series was to raise awareness of how the humanities can serve the public through research and teaching projects. Beyond Stanford, Jenny has been involved as a publicity designer and consultant for the Cecilian Music Club, one of the oldest music-related non-profits in the United States. The club's work has
addressed a dearth of music education for young people and adults, and Jenny most recently collaborated with the club to publish a volume of sheet-music and local music history for students.

**Aaron Strong**

Aaron Strong is a doctoral student in the Emmett Interdisciplinary Program in Environment and Resources in the School of Earth Sciences. He studies how the carbon cycle responds to anthropogenic global change and how humans govern anthropogenic impacts on biogeochemical cycles across scales. Previously, Aaron was an environmental policy research associate at MIT, where he published articles on the scientific and governance of the idea of geoengineering. He has also worked as a research scientist at the Marine Biological Laboratory in Woods Hole, MA, and at the University of Montana.

Aaron has always sought to engage his research in the process of public service and has attended international climate negotiations, served on land stewardship committees, and is currently participating in the public process of developing carbon offset protocols under California’s cap-and-trade system. His teaching places a strong emphasis on the study of social-ecological systems and the engagement of students with the decisions being made in their own backyards about the relationships between humans and the environment. Aaron received his master’s degree in climate change policy from the Fletcher School of Law and Diplomacy at Tufts University and holds a bachelor’s degree from Swarthmore College in biology and political science.

Aaron’s doctoral research involves community-engaged scholarship working with place-based conservation organizations to assess barriers and opportunities on the pathway from scientific knowledge about biogeochemical cycles to actions that make a difference for the people that rely on the services which ecosystems provide. He plans a career dedicated to undergraduate teaching in environmental studies, in which he incorporates learning through community engagement around environmental management and sustainability issues into the curricula of his courses and seminars.

**Meg Tabaka**

Meg Tabaka is a second-year medical student at Stanford School of Medicine. She grew up in northern Minnesota and received her degree in neuroscience from Wellesley College before pursuing her master’s in public health from the University of Minnesota.

For the past several years, student-run free clinics have been a large part of Meg’s life and these experiences have greatly influenced how she sees her future career. She started at the Phillips Neighborhood Clinic in Minneapolis where she developed a passion for working with the underserved. Since arriving at Stanford, she has been an active member of the Cardinal Free Clinics (CFC) community, first acting as a manager at Arbor Free Clinic and currently as the CFC student manager. She has also been working on a Valley Foundation funded project aimed at better serving unsponsored psychiatric patients in Santa Clara County. Through the GPS Fellowship, Meg hopes to
learn more about multi-disciplinary approaches that can be used to increase access to healthcare on a community level, specifically in the area of delivering primary care to underserved populations.

During her career, Meg plans to work with medically underserved populations both through clinical and community health work and research. She hopes to contribute to meaningful community health research that is first and foremost driven by the community that the research aims to serve. Her past volunteer and work experiences have instilled in her a particular interest in access to care discrepancies and mental health policy.

**Rachel Valentino**

Rachel Valentino is a fourth-year doctoral candidate in administration and policy analysis at the Graduate School of Education. Prior to coming to Stanford, she received her MA in developmental psychology from Columbia University, where she worked at the National Center for Children and Families (NCCF) on a project devising a universal classroom quality assessment instrument for child care, Head Start, and pre-K settings in New York City. Rachel also has experience working as a Research Associate at the National Institute for Early Education Research (NIEER), where she managed large-scale evaluations of publicly funded pre-K programs.

At Stanford, Rachel works on several research projects at the Center for Education Policy Analysis. She is also a federal Institute for Education Sciences fellow. Rachel studies topics in education policy related to patterns and trends in racial and socioeconomic achievement gaps between states; the longitudinal effectiveness of dual language instructional programs designed to serve English Learners; and various topics in early childhood education particularly related to high quality classroom environments for the most disadvantaged children. She is a believer in the benefits of early intervention, and thinks that disentangling which inputs have the largest impact is critical for the design of future policy.

Rachel’s research and community engagement often go hand in hand, as she believes that her research should both advance the field of education and also provide tangible benefits to the communities she is studying. For example, over the last three years Rachel has worked on a project in close collaboration with San Francisco Unified School District. In addition to scholarly research papers, the team of researchers and district personnel has recently worked to develop materials to help parents and community stakeholders make well informed decisions about children’s education. Rachel’s most rewarding projects have been those that have community impact.

In the future Rachel hopes to be a researcher, teacher/mentor, and leader in the field of education either through a university faculty position or another avenue that allows her to best achieve her goal of doing impactful work in education. She plans to finish her dissertation—a compilation of three papers on high quality and effective early childhood instruction for disadvantaged children—in the spring of 2015.
2012–2013

Juan Pablo Alperin

Juan Pablo Alperin is a third-year doctoral student in the Graduate School of Education as well as a researcher and systems developer with the Public Knowledge Project, which is dedicated to improving the scholarly and public quality of research. In the last five years, he has given workshops and lectures throughout Latin America with a focus on promoting open access to scholarship (academic research that is made available online, free of charge, and free of most copyright and licensing restrictions). While at Stanford, Juan is focusing on understanding the effects of open access in Latin America, with the belief that it could be a model for bringing research to the public in other parts of the world.

To understand the effects of open access, Juan is working with scholars, who are editing, publishing, and authoring open access journals and articles—many of whom are his colleagues. Researching a community of which one is a member avoids the challenges that come with working with "others" but requires being especially mindful of the blind spots created by researching oneself. Juan thrives on the challenge and enjoys the opportunity to learn about the effects of the work in which he himself is engaged. When not trying to revolutionize academic publishing, he gets busy traveling, baking cakes, or winning at bocce.

Annie Atura

Annie Atura grew up in Albuquerque, New Mexico, and completed her undergraduate degree at Yale, where she double majored in English and Art with a concentration in fiction and painting, respectively. She is currently a second-year doctoral student in English. Her research interests are still inchoate, but she intends to study American literature with a focus on some combination of religion, queer theory and gender studies.

For service-related, aesthetic and personal reasons, Annie takes interest in the ways in which literature represents and fails to represent the experience of living inside of chafing social systems. She hopes to teach literature both inside and outside of the university system with a view toward bringing problems of identity into focus. At Yale, she worked at the Women’s Center and edited the feminist blog; she also tutored for ESL students, translated for the local free clinic, and taught an after-school creative writing class for an exuberant bunch of third-graders. Annie is particularly interested in feminist education and activism, especially by way of teaching and publishing literature and critical theory.

Annie works most broadly with questions of power and rhetorical structure in text. The political
dynamics that language brings to light both shape and reflect the community’s assumptions and desires. Her research, which attempts to uncover literary structure, aims to foster a more fulfilling awareness and evaluation of our own identities. Through unfolding language and through making novelistic tropes visible, Annie hopes to make social systems more transparent to the people who live within them. In that sense, she sees the study of literature, like the study of nature, as a mode of empowerment.

Emily Beggs

Emily Beggs is a doctoral student in ecological anthropology interested in using participatory, interdisciplinary methods to explore the relationship between peoples and landscapes reflected in the human diet. She studies the intersection of nutrition, livelihoods and forest ecology in the Americas, and is currently focused on the Araucaria forests and Pehuenche communities of south-central Chile. Emily plans to investigate how the seasonal harvest of Araucaria seeds, a historic nutritional staple, patterns diet, household economies, and mobility. Working in collaboration with four Pehuenche communities, she hopes to better understand how the history and ecology of harvesting practices impact communally-held forests and the health and well-being of indigenous populations.

Emily’s research questions are guided by conversations with residents of the Pehuenche communities of the upper Bio Bio river valley and an interest in addressing uneven economic development engendered by the industrialization of forests and waterways within ancestral Pehuenche territory. She is currently working to develop a research plan that integrates local concerns regarding land use and market integration with her ethnographic and ecological interests. Ideally, data collection will involve the training and participation of youth from local high schools and findings will contribute to local dialogue around conservation and community development.

Teaching experience with elementary, high school, and college students in the U.S. and abroad drives Emily’s interest in education, which she plans to integrate with current research goals. Based on the interest of community partners in Chile, she hopes to create educational opportunities for Stanford study abroad students in the Upper Bio Bio region and identify potential mutualisms between both groups. In general, Emily hopes to facilitate cross-cultural dialogue through service and experiential learning, using these pedagogies to explore the convergence of social and environmental problems with students and community partners.

Tim Burke

Tim Burke is a PhD student in materials science and engineering working on novel solar energy technologies. He first got interested in both renewable energy and social justice while an undergraduate at Rice University working with Engineers without Borders in southwestern Nicaragua.
After three years working with rural communities there on topics spanning water purification, primary health care and solar energy, Tim joined the Peace Corps and spent three more years working with rural communities in eastern Panama. In collaboration with a group of farmers and the United Nations Small Grants Program, he designed and facilitated the construction of Panama’s first entirely community-led and -built micro-hydropower station, which currently provides clean electricity to over 40 families.

Moving forward, Tim plans to combine his experience as a community organizer with the technical knowledge gained during his doctoral degree into the holistic skill-set required for success in the deeply interdisciplinary field of renewable energy. His aspiration is to form part of the scientific community that will discover the advances the world needs to meet its energy demands in an environmentally sustainable, economically viable and socially just manner.

Teaching is really just the formalization of a conversation between the teacher and the student with the purpose of conveying something between them. Many times that something is specialized knowledge about an academic subject and, in those cases, a classroom may be an appropriate setting. However, other times, what the teacher wants to convey cannot easily be taught. It may be an emotion or a realization that comes only from introspection, in which case the teacher’s role is to create an environment whereby her students are likely to have an experience capable of producing that change within themselves. Community-based learning can provide students with opportunities to have these kinds of transformational experiences and is thus a very powerful complement to traditional classroom based learning.

Tim’s approach to community-engaged scholarship and research is based on the perhaps obvious position that actions often have unintended consequences, and that he is not in a privileged position to evaluate those consequences on behalf of other people, especially other people whose life experiences may differ markedly from his own. Prudent collaborative action, then, should be structured iteratively and executed in small steps that are clearly communicated to as many stakeholders as possible and subjected to their review. By inviting many different voices to participate in this discussion, Tim hopes to limit the impact of any one person’s biases, including his own.

In his professional career, Tim plans to continue working at the intersection of renewable energy and social justice. The provisioning of basic services like electricity in an equitable manner without, at the same time, compromising the environment will require the collaboration of researchers, industry and policymakers from many fields and must be driven by the needs and priorities of the communities with whom we are working. His experience working with marginalized communities to develop energy systems that address their felt needs and integrate into their lifestyles prepares Tim well for this role.

**Keith Cross**

Keith Cross is a doctoral student in the Social Sciences, Humanities, and Interdisciplinary Policy Studies in Education program at the Stanford University Graduate School of Education. His research
focuses on the pedagogies and curricula of informal education, specifically, the educational potential of lyric writing (Lyricism) as a discipline and a cultural practice.

A fervent believer in the power of the word and authentic expression, Keith is a veteran performer and seasoned Hip Hop curriculum designer of programs for youth and senior citizens. Funded by Artist in Residence grants from the Los Angeles Department of Cultural affairs, he created and implemented a Senior Citizen Rap Class in Watts, Los Angeles, from 2006-2010, training senior citizens to put their wisdom into rap songs to promote an exchange of ideas between young and old in the Watts community. Similarly, in 2011-2012, as a Lead Artist for the Mural Music and Arts Project (MMAP), funded by an Irvine grant, he mentored adolescent songwriters of East Palo Alto in the creation of a music album promoting civic engagement. In conjunction with this project, in a community-academy partnership between MMAP and the Stanford University Urban Studies department, from 2011-2013 Keith served as the musical director for two installments of hip-hop documentaries chronicling significant historical occurrences in the city of East Palo Alto.

Keith’s career goal is to conduct and disseminate educational research that benefits linguistically marginalized youth. Because our current education system is such that intelligence and success are measured in relation to students’ navigation of traditional school models, Keith’s intermediate objective is the investigation of ways that youth artists can leverage their artistic skills to succeed in those contexts. However, by exploring the complexity of the aesthetic linguistic forms (i.e., Hip-Hop Lyricism, Spoken Word Poetry) embraced and practiced by particular youth populations, Keith aims to establish a high degree of academic credence for those forms such that the intellectual demands of producing them is appreciated independently of their transfer to traditional academic domains.

Through his continued investigation of the programmatic, curricular and instructional approaches to education through artistic disciplines, Keith hopes to accomplish two things: to operationalize for community based arts organizations, the learning that occurs in their programs, such that those organizations can more readily produce the measurable outcomes upon which their funding is based; and to collaborate with these organizations and the youth they serve to determine how each community’s own talents, resources, and ingenuity might result in the sustainable prosperity of its members.

When Keith is not studying or teaching Lyricism or its applications, he practices it, through lyrical improvisation, writing songs, or playing locally with his sextet, The Keith Cross Band.

**Christine Exley**

Christine Exley, a doctoral candidate in economics, studies prosocial behavior from the viewpoint of behavioral and experimental economics. She is researching how reputations and incentives may impact individuals’ levels of service hours or charitable donations, and developing and testing matching mechanisms involving volunteers’ skills and preferences that may increase both volunteer retention and the effectiveness of volunteer services. Funded by a National Science Foundation
Doctoral Dissertation Improvement Grant, Christine will test these factors precisely in laboratory studies. She also seeks to implement complementary field studies by partnering with nonprofit organizations, such as the San Francisco Society for the Prevention of Cruelty to Animals (SF SPCA), to study their volunteer program.

In her research, Christine hopes to provide results that are both interesting in academia and useful to non-profit organizations. In well-controlled laboratory studies, she can precisely test theories of volunteer behavior; non-profits can then use validated theories to consider the possible implications of new policies. In field studies, she can explore how her results generalize and derive organization-specific policy implications. For instance, one of her field studies at the SF SPCA will determine whether volunteers are more likely to participate in an activity if you verbally recommend this participation or incentivize this participation with a t-shirt. In return, the SF SPCA can determine which motivation device is more desirable for them.

In her future teaching career, Christine looks forward to incorporating experiential learning, including service-learning, opportunities into her curriculum. As an undergraduate, she was fortunate enough to engage in several such opportunities via trips with her economics professor to rural Honduras where they developed an improved cookstove program and a microfinance program. When working with communities, Christine believes it is critical to limit carefully any possible negative externalities on community members by fostering equal partnerships, eliciting feedback, and always being willing to change one’s plan as needed.

Christine holds a BS in mathematics and economics from University of Mary Washington in Virginia. As a lifelong animal rescue volunteer, she ultimately hopes to help pets in need of homes find homes through recently founded start-up, Wagaroo. In the future, Christine hopes to pursue her work as a professor in economics. She also looks forward to continuing her role as chief researcher at wagaroo.com.

**Priya Fielding-Singh**

Priya Fielding-Singh is a second year doctoral student studying Contemporary Social Movements in the sociology department. Prior to Stanford, she received a BA in Social Policy and Education from Northwestern University, and an MA in Transcultural Studies from the University of Bremen, Germany. Her current research seeks to understand varying facets of the food and environmental movements. First, Priya looks at student involvement and mobilization around these issues and asks the fundamental question of how today’s young adults are recruited to activism. Second, she explores the means through which community-academy collaborations can engender innovative solutions for transforming our current, shockingly inequitable food system.

With the underlying goal of remediying food and environmental injustices, Priya’s research is inherently applied. She collaborates with students, activists and NGOs to understand when individuals will engage in personal and collective action on behalf of these issues. She investigates the
interplay of attitudes, motivations and values in shaping pro-social behavior by drawing on a variety of methods—from ethnography to behavioral interventions to survey analysis. Priya hopes that her research will not only help identify effective routes for system reform, but also contribute to a broader, pressing discussion about social equity and justice. After completing her PhD, Priya hopes to continue working on behavior change around food and the environment. This may be through assisting activist organizations in strengthening their grassroots membership bases, or helping implement interventions that empower individuals to participate in sustainable behaviors. No matter what she chooses, she plans to draw on her knowledge of individual and group motivation to work toward improving people’s relationships with food and the planet.

Priya views teaching as an opportunity to imbue students with knowledge they can use in their everyday lives and to seek changes beyond the university walls. She encourages students to relate sociological theory to their own experiences and observations in the real world: how does inequality manifest itself in everyday interactions? How can we use our knowledge of social systems to develop more equitable institutions? Her teaching also extends into the realm of food systems. This year, she is assisting Maya Adam in the Human Biology department with a class in child nutrition, where lectures about nutrition and the national health crisis are paired with weekly hands-on cooking classes. The classes provide students with tangible skills while offering them a unique insight into the difficult decisions that individuals face in choosing, buying, and preparing food—and how these micro-decisions have broader serious impacts on individual and national health.

Michelle Friend

Michelle Friend is a third-year doctoral student in the Learning Sciences and Technology Design and Developmental and Psychological Sciences programs at the Graduate School of Education. Her research focuses on computer science education, particularly in middle and high school, and on gender equity in technology. Michelle is interested in how to increase students’ participation in computing and reduce barriers to participation, in part through innovative curriculum and pedagogy. She is a former president of the Computer Science Teachers Association, an international membership organization for computer science teachers, and is a founding member of the National Center for Women in Information Technology’s K-12 Alliance. While at Stanford, she taught for the Technovation Challenge and Leadership Education and Development Computer Science Institute program, both aimed at engaging underrepresented groups in computing. Before attending Stanford, Michelle taught computer science at The Girls’ Middle School here in Silicon Valley. She has a BS in biochemistry, a BS in chemistry education, and a Master’s in information science from Indiana University.

Michelle believes that for research to be meaningful, it has to be something that can be applied in the “real world.” She delights in researching real classrooms where teachers and students interact with each other and with the technologies around them, seeking to understand the world and learn important information. Michelle’s goal is to improve education as it happens for real people, to
provide more and better opportunities, which can only happen by involving the community who will implement the recommendations coming from the academy.

The GPS fellowship has provided Michelle the opportunity to learn and think deeply about issues relating to community-engaged scholarship. She began the fellowship committed to community-engaged research and skeptical about community-engaged courses. She has learned a great deal about how to involve the community in research so that the final work benefits from the participation of all. Further, she learned about how to craft meaningful service courses where both students and community members gain benefits from the experience, giving and receiving knowledge. She looks forward to continuing to put these into practice in her work.

Rachelle K. Gould

Rachelle K. Gould, who was a PhD candidate in the Emmett Interdisciplinary Program in Environment and Resources in the School of Earth Sciences, has been working for over ten years on the connections between land and people. She has partnered with The Nature Conservancy and a number of local governmental and non-governmental organizations. Much of her work revolves around facilitating public participation in land management and scientific endeavors. Rachelle’s doctoral research aims to facilitate integration of diverse values (ecological values, social values, and their complex nexus) into land-use decision-making, and she is particularly concerned with understanding and “bringing to the table” under-represented voices. Her dissertation project investigates biophysical and social aspects of reforestation in Hawai’i. While conducting her doctoral work, she has led a variety of “restoration work and data days” with different volunteer groups in Hawai’i; this work has fed and been fed by her interest in public participation in scientific research. Currently, Rachelle is partnering with a place-based cultural/environmental educational program in her study site to conduct an evaluation of their year-long educational program. She is also thrilled to be working with a local hula school to share her dissertation findings with the community in a locally-resonant way.

Rachelle believes that, in an ideal world, knowledge helps society make well-informed (and thus, likely just) decisions. Fundamentally, research is about finding answers, and answer-finding can play an integral role in decision-making. Particularly when research is problem-focused, it can provide a key avenue for a community—a geographically-determined “local” community or a more dispersed issue-focused community—to ask questions and, through partnerships with researchers, find answers to those questions. Though most decisions have ethical and normative components, knowledge can powerfully inform understanding of the ethical and normative implications of choices, and help society to reach more equitable, forward-looking decisions.
“Community” is heterogeneous and multi-scale. To Rachelle, “community” does not mean only people who live in a circumscribed area. Communities exist at multiple scales (local, global, and even non-geographic, e.g., communities of practice); communities can also include non-human members. Recognizing this heterogeneity, which is critical for any community-related endeavor, is particularly relevant to her conception of community-related teaching. Teaching is more compelling and meaningful when it engages with concerns, if not members, of some community. Adopting a broad, nuanced definition of community opens new possibilities for community-engaged teaching; in addition to incorporating local human “stakeholders,” lessons can interact with broader geographic scales and/or non-humans.

Rachelle, who has successfully defended her dissertation and is doing her postdoctoral work with Nicole Ardoin at Stanford, aims to continue conducting problem-oriented work on social-environmental issues, and specifically on the multi-faceted and inexpressibly complex relationships between people and the non-human world. One area of particular interest is “Public Participation in Scientific Research,” or “citizen science.” This is an emerging field that incorporates non-academics into the research process at various stages. Rachelle hopes to help explore and develop this field, perhaps in relation to her ecological focus of ecosystem restoration. She will forever be fascinated by how people learn about and interact with the world around them.

**Agustina S. Paglayan**

Agustina S. Paglayan is a doctoral student interested in political economy of education issues. Her work seeks to understand how politics affect which education policies are adopted and whether these policies succeed in improving the quality of education systems. Her hope is that such an understanding will enhance the ability to advance reforms that can improve the quality of education available to all children.

A key component of this research is to understand what are the main goals and interests of politicians, teacher unions, business elites, the media, citizens, philanthropists, and other actors that have a stake in education; how these actors interact with one another and pursue their interests; and how these interactions shape education policies and outcomes. In seeking to address these questions, Agustina incorporates what she has learned from formal and informal interactions with these stakeholders—insights gained both from her past work experience and from her current research projects.

Prior to Stanford, Agustina worked at the World Bank, conducting cross-national research on K-12 education quality assurance reforms, teacher policies, and the political economy of education; consulted for the Inter-American Development Bank and Alexandria City Public Schools; and in Argentina, her home country, was in charge of labor market analysis at a major local macroeconomics consulting firm. Agustina graduated magna cum laude in economics from Universidad de San Andrés in Argentina, holds an MPP degree from Georgetown University, and is a recipient of the Stanford Interdisciplinary Graduate Fellowship.
Tenelle Porter

Tenelle Porter is a doctoral student in developmental and psychological sciences at Stanford’s Graduate School of Education. Her research focuses on understanding and promoting positive development among adolescents. She is interested in youth civic development, social-psychological interventions for promoting positive outcomes, moral development, motivation for civic and moral action and identity. Tenelle is currently working on two projects with Stanford’s Center on Adolescence: one investigating civic purpose among diverse adolescents, and one looking at the development of entrepreneurial characteristics and achievements among young adults. She is also studying whether beliefs about government malleability affect civic engagement, and whether increasing belief in the possibility of change can increase civic participation. Before coming to graduate school, Tenelle worked at an NGO as a volunteer coordinator and youth mentor in the Kansas City area.

Tenelle came to graduate school because she wanted to use the science of psychology to solve relevant problems. What she has been challenged to realize is that as a researcher, community members have much more to teach her than she has to teach them. She is the one with much to learn, and community members, whether high school teachers, students, or parents, are her instructors. The community is not the recipient of her expertise about their problems; she is the recipient of theirs. Tenelle hopes that with this mindset, her research is more likely to make a difference.

With this value of community in mind, Tenelle hopes to foster a similar community ethic among her students. She intends for her students to grow in appreciation for the complexity of social issues, to be able to identify well-intentioned research that has caused more harm than good in communities, and to identify research that has helped to create positive change. In this way, she hopes to cultivate students’ intellectual humility, respect for others, and responsibility to contribute to their own communities.

Looking ahead, Tenelle intends to finish her dissertation on the causes and consequences of intellectual humility in the spring of 2015. She plans to pursue a career in academia, in the fields of psychology and education, after completing her degree. Tenelle aspires to have a productive academic career that embraces public service. She will pursue this aspiration by striving to do research that is relevant and valuable to society and by communicating the implications of her work to the larger public. Reflecting on her past experience as a youth worker, Tenelle intends to continue making adolescents and young adults the focus of her research.

Erin Raab

Erin Raab is a third-year PhD student in the International and Comparative Education program at the Graduate School of Education. Prior to starting at Stanford, Erin lived in Durban, South Africa, for five years. While there, she spent three and a half years founding a library and education center in a township on the outskirts of Durban called KwaNdengezi. Currently, Erin is focusing her research on...
issues of early literacy instruction and language of instruction in South Africa and Latin America. She is looking forward to getting more involved in education projects in the community surrounding Stanford, including early literacy programs and those that support English language learners in their transition to English language schooling.

Working in the development industry prior to enrolling at Stanford helped Erin see the frequent disconnect between the problems and supposed solutions selected by “experts” and the issues people in communities would have liked solved. Now ensconced in the academic world, she can see a similar process with the kinds of research questions academics ask versus the kinds of questions practitioners would like answered. Erin believes, as many do, that the challenge is not making change; the challenge is making change that has a positive lasting impact on communities involved—school, village, neighborhood, country, or otherwise. She has learned that “positive” is in the eye of the beholder, and wants to be sure to incorporate community perspectives into all stages of her research, from framing the questions to analysis to recommendations.

After graduating from the PhD program, Erin is interested in pursuing a career that combines the academic/research and applied/community development aspects of international development, particularly in literacy development and second language acquisition. She hopes to work with academics and policymakers, as well as directly with schools and teachers to figure out how to improve children’s opportunities in these areas. This fellowship provided her with a number of invaluable perspectives on ways to approach community service, public service, and research in her field.

**Nandini Roy**

Nandini Roy is a doctoral candidate in the department of sociology. She holds AB and AM degrees from Brown University, and her research focuses on civic engagement in urban communities. Nandini’s dissertation looks specifically at non-profit civic networks and movement outcomes in San Francisco neighborhoods. Prior to starting graduate school, Nandini worked for environmental nonprofit organizations in Boston and New York City, where her responsibilities included community engagement and raising environmental awareness within city neighborhoods. These experiences directly contributed to shaping her research interests at Stanford.

Over the past few years, Nandini has worked with several Bay Area nonprofits and has witnessed firsthand the transformative impact that these organizations can have on urban neighborhoods and movement communities. This has served to reaffirm her commitment to community-engaged scholarship and producing academic research that can both inform nonprofit decision making, and improve the quality of life in urban neighborhoods.

**Jessica Tsai, ’08**

Jessica Tsai is a fifth-year MD/PhD student in the Medical Scientist Training Program, pursuing her
PhD in neuroscience. She grew up in the Bay Area and received her BS in biological sciences with honors in neurobiology from Stanford University in 2008. Her current research interests are focused on understanding the molecular and cellular mechanisms underlying neurodegeneration using the Drosophila visual system as a genetic model. Jessica has been extensively involved in service through medicine—co-founding Stanford Vote and Vax and serving as a manager for the Cardinal Free Clinics. She was formerly co-chair of the Graduate Student Council, advocating for dependent health insurance on campus and promoting bicycle safety.

Jessica hopes to pursue a career in pediatrics or neurology, combining basic science research with compassionate clinical care, while simultaneously serving as a health advocate for underprivileged and underserved communities. Through the GPS fellowship, she has sought to learn how to most effectively integrate her public service interests with a career as a physician-scientist, as well as find tangible ways to encourage others in the life sciences to incorporate service into their work.

For Jessica, basic science is fascinating for the sake of understanding how things work and for its translatable aspects. The latter is really how she ties her neuroscience research to the community. She tries to maintain an understanding of how biomedical research can be translated to practical usage for patients. And, the reverse is also true: she tries to keep a pulse on how problems encountered by patients and clinicians can be addressed in the laboratory.

Ultimately, after graduating, Jessica plans to complete a residency and pursue a career as an academic physician-scientist. She hopes to always be involved in research in some capacity, and to explicitly guide her research questions by unmet needs that she sees in the clinical setting.

**Ange Wang**

Ange Wang is a second-year medical student at Stanford University School of Medicine. She is interested in the potential of technology to empower patients to manage their own health, and to improve the efficiency of health care delivery. At the medical school, she is currently conducting research on lung cancer epidemiology, as well as serving as a teaching assistant for several courses. Ange is also a member of the steering committee at Pacific Free Clinic, and a program director for SSTEM, which exposes disadvantaged high-school students to medicine. Since college, she has been involved extensively in service initiatives through volunteering and nonprofit consulting with community organizations.

Prior to medical school, Ange was a senior research associate at the Public Health Institute, where she worked on projects for funders including the Commonwealth Fund, the California Endowment, CDC, HRSA, and the SCAN Foundation. Her research projects studied innovative methods for technology to create quality and cost improvements for clinical and public health. Before working at the Public Health Institute, Ange was an associate consultant at Bain & Company, management consulting firm. She graduated from the University of Pennsylvania with a BSE in bioengineering.
Ange is interested in increasing understanding of public health approaches to improve health outcomes and combat health disparities. She is currently conducting epidemiological research on risk factors for lung cancer and related ethnic disparities. She is working with the Women’s Health Initiative to investigate how both active and passive smoking contribute to the development of lung cancer. This topic is particularly important due to the high prevalence of cigarette smoking and exposure to secondhand smoke, as well as the high mortality rate associated with lung cancer. She hopes that her research will inform public health and policy approaches to reduce the burden of lung cancer.

Ange has had extensive teaching experience in both formal and informal settings. She is a teaching assistant for medical school classes including human anatomy and histology, as well as elective classes on childhood chronic illness, pediatrics journal club, and pregnancy and childbirth. She has also greatly enjoyed teaching underprivileged high school students about topics related to medicine through the SSTEM program, as well as mentoring other medical students at Stanford’s free clinics.

Ange hopes to pursue a career that will combine clinical work, research, teaching/mentoring, and community service. She is very interested in conducting research on innovative ways to use technology and other methods to bridge health disparities, as well as directly providing care for underserved communities. She also plans to continue the mentoring and teaching that she has started in medical school as a teaching assistant for multiple courses. In the future, she also plans to be involved in medical education efforts through working with medical students and residents.

Andrea Griego

Andrea Griego is a PhD student in the department of anthropology with an emphasis in archaeology. Her doctoral research is an archaeological ethnography exploring the theory that a pluralistic community should tell a pluralistic narrative, and what the benefits and problems are with conducting a public archaeology project in partnership with a diverse community like the city of Los Angeles. Currently, she is working with El Pueblo de Los Angeles Historic Monument, the birthplace of Los Angeles and preserved today as a city historical landmark, park and marketplace. It is a multiply-layered site that illustrates the ethnic diversity of Los Angeles then as it is now. The goal is to design new exhibits and projects teaching history and archaeology.

Andrea is entering her third year in the program, and she completed her pilot study in Los Angeles in the summer of 2012. She grew up in Southern California and received a bachelor’s degree in anthropology at University of California, Santa Cruz and a master’s degree in anthropology at Stanford University. She has worked with various nonprofit organizations through her work in heritage management of Los Angeles County and hopes to foster this skill as a GPS fellow.

As a historical archaeologist studying the rich diversity of Los Angeles from a pueblo to city, Andrea feels responsible for reaching out to various communities, listening to their needs, and having her research leave visible results in the community. The oldest handball court still in existence in
California, less than a mile from where she grew up, was under threat of being sold and redeveloped. Andrea worked with community leaders there, and today it is a California state historic landmark. For her doctoral dissertation and beyond, she will always include community with research.

**Wendy Salkin**

Wendy Salkin was born and raised in Hackensack, New Jersey. In 2007, she graduated from New York University, where she studied philosophy and Africana studies. She is a law student at Stanford and a PhD student in philosophy at Harvard.

Wendy works mostly in social and political philosophy (particularly on philosophical theories of race and gender) and philosophy of law (particularly on philosophical theories of criminal law), although she is daily growing more interested in neuroethics and mental health law. Nowadays, Wendy spends her free time practicing yoga, being outdoors, watching films, cooking, and teaching at San Quentin State Prison with the Prison University Project. She is a very amateur ukulele player.
2011–2012

Shaka Bahadu

Shaka Bahadu was raised in Detroit, Michigan. As the son of a Detroit firefighter he was taught the value and importance of public service in the community. He attended Harvard University, graduating in 2004 with a bachelor's in biological anthropology. Following college, he joined Teach for America in Miami, Florida. He taught 8th grade comprehensive science. In 2006, Shaka joined Weill Cornell Medical College to pursue a career in medicine. During his time at Cornell, he took a research leave of absence to study novel chemotherapies for malaria and tuberculosis through the Howard Hughes Medical Institute's Medical Fellows program. Currently, he is on academic leave from Cornell to study general management with a focus in healthcare at Stanford University's Graduate School of Business. His public service interests include building competent and equitable health care delivery systems and the role of academic medical centers as advocates for civic progress.

Parissa Jahromi

Parissa Jahromi is a third year doctoral student studying child and adolescent development at the Stanford University School of Education. She earned a B.A. (2006) and an M.A. (2008) in psychology from Wake Forest University. Her research focuses on understanding and promoting positive development during adolescence. One specific interest of hers is exploring various developmental pathways of civic involvement during adolescence. How do adolescents develop ideas about what it means to be part of a community? What motivates and discourages civic involvement among adolescents? As a GPS fellow, Parissa looks forward to meeting others who share an interest in public service and exploring ways to incorporate public service into her developing professional identity. When she’s not researching, she enjoys hiking, tennis, dancing, yoga, and exploring her new home city of San Francisco.

Destin Jenkins

Destin Jenkins is a second year doctoral student in the history department. Broadly speaking, Destin is interested in post-World War II urban America. He hopes to examine the social experience of shifts in the American and increasingly global political economy. Spatial dislocations and the reconfiguration of urban space are the products of economic change. Thus, gentrification and urban redevelopment are not just attributed to “sweat equity” but to alterations in capitalist economies. He hopes to explore how the fusion of race and class identities informed the prospects and precariousness of working people.

Destin grew up in Queens, New York. Before coming to Stanford, he did his undergraduate studies at Columbia University. As pristine as Stanford is, it is easy to forget that most Americans do not have the luxury of reading under palm trees. As a GPS fellow he hopes to help disadvantaged peoples find
solutions to the “creative destruction” of American capitalism.

**Sara Jordan-Bloch**

Sara Jordan-Bloch is a graduate student in the Sociology Department. Her research interests include social psychology of education, self and identity theory, gender and education, and school context. She is the founder and director of the Acquiring Skills and Knowledge (A.S.K.) Project. This project takes as its starting point the empirical finding that women are, on average, significantly less likely to negotiate in interaction than men. Research has shown women often settle for less than they deserve because they don’t know what they are worth, don’t know how to ask for what they want, and/or are afraid of the consequences of directly stating their preferences. The A.S.K. Project seeks to address the gender gap in negotiation close to its roots with programs designed to expose young women and girls to a set of knowledge, skills and resources that will plant the seeds for them to become lifelong negotiators.

**Kathayoon Khalil**

Kathayoon Khalil is a second year doctoral student in the Learning Sciences and Technology Design and Environmental Education programs at the School of Education. Kathayoon received her bachelor's in biology from Claremont McKenna College in 2007 and her master's in environmental science from the Yale School of Forestry and Environmental Studies in 2010. Inspired by many years of working at the Oregon Zoo, Kathayoon is broadly interested in how zoos and aquariums impact visitors’ perceptions of wildlife and connect community members to the natural world. More specifically, she looks at innovative approaches to the evaluation of visitor experiences, namely those that increase the participation of stakeholders such as staff and community members. Kathayoon’s qualifying research examines the factors involved in the acceptance of a framework designed to build evaluation capacity within staff members at a ZooCamp program.

**Karina Kloos**

Karina Kloos studies social movements and the behaviors of nongovernmental/nonprofit organizations and their influence on social change. Prior to Stanford, she completed a master's in international relations and diplomacy, where she studied Kurdish minority populations. Her thesis, “Iraqi Kurdistan: Voice or Exit,” and subsequent work with various nongovernmental organizations motivate her current research regarding NGO support for minority groups and indigenous populations. In 2012, Karina will develop her dissertation research on the global indigenous rights movement and begin her fieldwork in Northeast India.

Other research projects include the study of NGO collaboration in South Africa, and the creation and diffusion of nonprofit/NGO evaluation methods. Outside of her academic pursuits, Karina has worked with several groups addressing social issues throughout the Bay Area, as well as issues of social
justice and peace in Israel, and education and the environment in Cambodia.

**Noa Kekuewa Lincoln**

Noa Kekuewa Lincoln exhibits a passion for life that keeps him energetically engaged in a broad range of communities. Born and raised in Hawaii, he connects strongly with the Hawaiian culture, which places environment at the core of human well-being. This cultural value has become the backbone of his professional and academic accomplishments and the guiding principle that he brings to all. Growing up, he received unique training in Hawaiian ethnobotany, language, and history.

A PhD student in E-IPER, his research focuses on ecology and human ecology. His current dissertation research examining Hawaii's agricultural sector has led to a broader look at the intersection of land use, culture and economics. His research interests examine combining traditional and modern knowledge of land management to evaluate corporate and policy decisions from a social utility, rather than an economic, basis.

**Adam Morris**

Adam Morris is a doctoral candidate in Spanish and Portuguese in the department of Iberian and Latin American Cultures at Stanford University. He studies contemporary Latin American literature, especially literary responses to the technologies of neoliberalism. Adam is active in prison education and is interested in education for underserved groups.

**Mana Nakagawa**

Mana Nakagawa is a doctoral student in the International Comparative Education Program in the School of Education. Her research interests include gender equity policies, practices and transformations in education worldwide, the transnational dynamics of educational policies and practices, and cross-national comparative education. At Stanford, Mana is also pursuing her master's in sociology, is an Institute of Educational Sciences fellow, and is a member of the Student Writers Academic Team at the Clayman Institute for Gender Research. Mana is committed to bridging academic research with local and global activism and aspires to contribute her scholarly endeavors towards furthering social change via community-engaged and public scholarship practices.

**Govind Persad**

From Pflugerville, Texas, Govind Persad is pursuing a JD/PhD (Philosophy), specializing in social and political philosophy. He fondly remembers reading through stacks of middle school poetry for the Stanford Anthology for Youth in the Haas Center during his Stanford undergraduate years (BA/BS ’06, philosophy and biological sciences). From 2006-08, he was a postbaccalaureate fellow in bioethics at the National Institutes of Health, and he is currently a Law and Biosciences Student fellow at the Law
School. He has also been a pro bono legal clerk on voting rights and rural legal services projects and has served as a teaching assistant and interview and applications chair for the Telluride Association Summer Program. In winter quarter, he will co-teach a session at the Law School’s San Quentin Prison Seminar, and in spring he will co-teach an undergraduate tutorial on philosophical issues connected to race and gender.

**Melissa Rohde**

Melissa Rohde is a first year graduate student studying in the Environmental Engineering and Science Program at Stanford University. She is focused on developing holistic water management tools and strategies to aid rural communities in securing sufficient water resources that are an essential precursor for supporting health, education, economic growth, and enhancing rural life. In rural India, she is currently working on developing decision-based water management tools that provide local community members with ways to quantify groundwater availability and enable users to optimize planning for water-related income generating enterprises. In addition, she is also working on investigating the links between water and energy consumption behavior. Melissa obtained her master’s from Oxford University in water science, policy and Management in 2009, and a bachelor’s at the University of British Columbia in biology and oceanography in 2007.

**Rebecca Taylor**

Rebecca Taylor, a doctoral student in Philosophy of Education, is interested in moral and political philosophy and civic education, as well as the application of theories of justice and democracy to substantial issues in education policy. Her current research considers the implications of immigration for education in a liberal democracy with the aim of better understanding the obligations of immigrant societies both to the immigrants they admit and to their existing citizens as it pertains to their fair participation in civic life. She will inform my theoretical work by consideration of the affects of immigration, citizenship and education policies in the United States on the experiences of immigrants and the community organizations who serve them.

Rebecca earned a master’s in peace, conflict, and development studies from Universitat Jaume I in 2008 and a bachelor's with honors in mathematics and philosophy from Washington University in St. Louis in 2006.

**Morgan Weiland**

Morgan Weiland is a Stanford Graduate Fellow and second-year doctoral student in the Communication Department and has recently been admitted to the Law School. Her research explores the intersection of American journalism and digital technologies. Her work is specifically focused on investigating how rapidly evolving networked technologies impact the creation and delivery of a public good, journalism and a free press, and how these changes impact the conditions
for democratic participation and media accountability. To that end, her work engages with journalists, citizens and activists to achieve media reform. Before joining Stanford’s Communication Department, Weiland worked at Media Matters for America in Washington, D.C., as a research project manager. She has a bachelor’s in political science and cinema and media studies from Carleton College.

Rachel Wright

Rachel Wright, a doctoral student in Sociology, hopes to serve as a bridge between academia and community organizations working on issues of inequality and social justice by sharing research findings and helping organizations conduct sound research about their effectiveness. Her dissertation will explore whether and how client involvement in decision making and program implementation in human service organizations is associated with client outcomes. To conduct this work, she collaborates with Step Up Silicon Valley, a coalition of nonprofit organizations in Santa Clara County, focused on cutting reducing poverty. She is also working with the Center for the Study of Poverty and Inequality and San Francisco Food Bank to understand why people who might benefit from food bank services do not make use of them. In 2010, Rachel completed her master’s in public policy. Before arriving at Stanford in 2007, she worked for several nonprofits in Colorado culminating in a fellowship with El Pomar Foundation.

Lily Yan

Lily Yan is a current first year student at the Stanford University School of Medicine. Lily grew up in Cincinnati, Ohio, and attended Yale University, where she received a bachelor’s in molecular, cellular, and developmental biology. After graduation, she spent a year in AmeriCorps working as a case manager in a federally qualified community health center (FQCHC) in New York City.

Lily is interested in multidisciplinary, community-based methods to address the socioeconomic determinants of disease—income, education, employment—as a way to improve health outcomes. She hopes to achieve this through both direct medical care in a FQCHC setting, as well as broader activism and research on partnering with community organizations. In preparation for this, she plans on obtaining an MPH in addition to an MD.