

Cardinal Service Report 2019

Stanford University



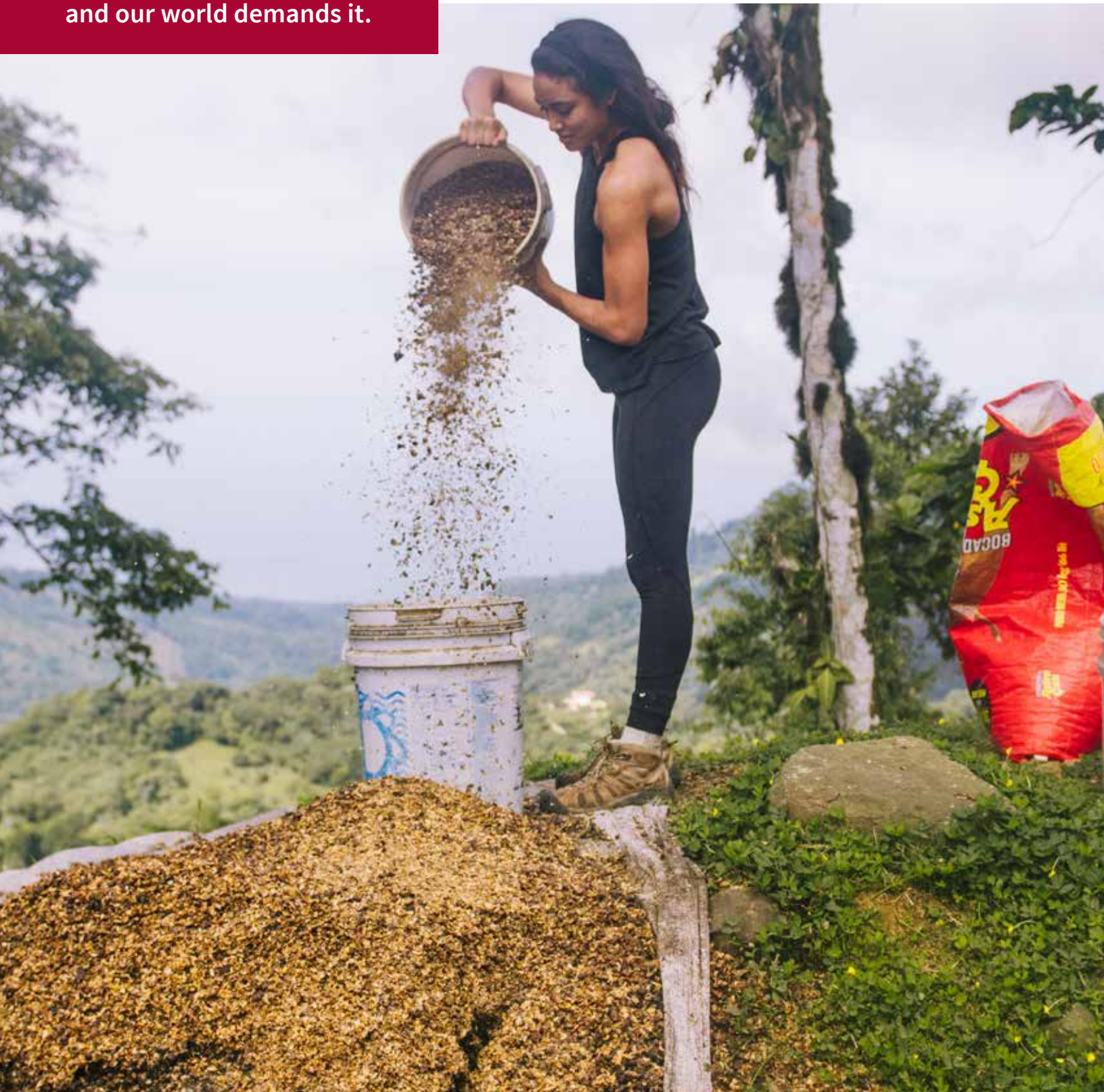
Stanford | Cardinal Service

 Cardinal Quarter • Cardinal Courses • Cardinal Commitment • Cardinal Careers



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

As part of a Cardinal Quarter with the nonprofit Bean Voyage in Costa Rica, Alexa Romano, '19, separates dried coffee from its shell casings, producing raw or "green" coffee ready to be sorted and roasted. This work was part of Alexa's research on the gender pay disparity in coffee production.



**Thank you for making service an essential feature
of a Stanford education.**



Andrew Dallakoti, '20, and Gabrielle (Gabi) Torrance, '20, participate in the Alternative Spring Break trip, "Bridging the Urban-Rural Divide."



Local middle school students spend five weeks in the summer learning at Stanford through East Palo Alto Stanford Academy.



Students in the Cardinal Course *Science of Soils* dig a soil pit at the Green Beginnings Garden to classify the soils found at different depths, analyze soil texture, and collect soil samples for testing in the lab. Photo: Christine Baker.

Front cover
Graduate Public Service Fellows and Associate Director Luke Terra gather for a photo.

Stanford University President Marc Tessier-Lavigne has called upon the Stanford community to "commit to being a purposeful university, a courageous university, a university of unlimited potential."

These words capture a vision for Stanford as a university in which "education" means not just developing knowledge and skills, but also the ability and disposition to be engaged and effective global citizens—a university that prepares students not just for careers, but for life. There has never been a greater need for leaders with the capacity and commitment to address complex social challenges. Throughout campus, Stanford is working collaboratively with local, national, and global partners to resolve social, economic, and environmental challenges at every level.

A core component of these efforts is Cardinal Service—a bold, university-wide endeavor to elevate service as an essential feature of a Stanford education. Through hands-on service experiences, academic coursework, community-engaged research, and leadership programs, Stanford students develop the habits of active democratic participation.


Cardinal Service draws on a network of students, faculty, staff, and local and global community partners dedicated to cultivating civic identity through transformative service experiences for students and the integration of high-impact teaching, learning, and research. As the hub of Cardinal Service, the Haas Center for Public Service plays a central role in building a networked-campus approach to this endeavor.

Transformative service: Students seek opportunities to apply their knowledge and skills—in fields from computer science and engineering to the humanities and public policy—to address real-world problems and have meaningful social impact. Cardinal Service supports a range of experiences through which students encounter difference; clarify their values; participate in democratic practices; and work within and across the public, private, and independent sectors in multiple pathways of public service.

High-impact teaching, learning, and research: Cardinal Service forges new ways of learning on and off campus that build upon the enduring values of a liberal education while tapping the entrepreneurial spirit for which Stanford is known. Learning opportunities integrate the development of discipline-based skills with hands-on problem-solving and community service.

Stanford is embarking on a bold new chapter as a purposeful university and leading a civic resurgence in higher education. Cardinal Service reflects Stanford's commitment to public service as defining the character and culture of the University.

We appreciate your commitment to our work.



Cameron Tenner, '20, serves a Cardinal Quarter with TreePeople, a nonprofit environmental group in Los Angeles, CA.



Cardinal Quarter

Through Cardinal Quarter, Stanford University supports students to engage in full-time, summer or quarter-long service opportunities through which students build knowledge, skills, and networks while making meaningful contributions to communities locally, nationally, and across the globe. This year 35 campus partners supported 564 students to pursue 592 Cardinal Quarter opportunities. (About 30 students completed two Cardinal Quarters!) Students served in 55 countries and 182 cities around the world. Our purpose is to make service internships affordable for all students who seek them.

Highlights from Across Campus

INCREASING GLOBAL REACH

Stanford Global Studies (SGS) nearly doubled Cardinal Quarter internships—from 24 to 47 opportunities for students to serve. SGS Cardinal Quarter internships in Asia alone grew from eight in 2018 to 28 in 2019. Students have been most interested in education, human rights, and environmental sustainability, including opportunities to bridge the digital divide in Hong Kong with Creative Coding for Change; work with children in poverty in Mumbai through Magic Bus; provide arts education for youth in Cape Town through Lalela; and serve with the Post-Conflict Research Center in Sarajevo and EcoPeace in Amman.

DEVELOPING ECONOMIC POLICY LEADERS

The Stanford Institute for Economic Policy Research (SIEPR) inspires and cultivates the next generation of economic policy scholars. In summer 2019, four students completed internships focused on economic policy at the Federal Communications Commission, U.S. Department of Health and Human Services, and World Bank.

ADVANCING FACULTY RESEARCH PARTNERSHIPS AROUND THE WORLD

Through Cardinal Quarter, the Stanford King Center on Global Development supported nine students working on faculty projects in Côte d'Ivoire, Indonesia, Kenya, Mexico, and Uganda during the summer of 2019. Stanford junior Dumisile Mphamba and senior Harika Kottakota worked in Uganda with Jenna Davis, associate professor of civil and environmental engineering, and Steve Luby, professor of medicine (infectious diseases). The Stanford team partnered with Water for People and World Health Organization officials on a project to explore stakeholder views and strategies to improve the sustainability of water, sanitation, and hygiene services in rural healthcare facilities.

EXPANDING SERVICE IN DOMESTIC RURAL AREAS

In alignment with one of the Haas Center's emerging strategic directions, the Cardinal Quarter team launched the Rural Summer Fellowship to expose students to the experiences and perspectives of members of rural communities. Among other locations, students served in Clarksdale, Mississippi, and Gustavus, Alaska.

Highlights (continued)

BUILDING THRIVING ENTERPRISES IN DEVELOPING COUNTRIES

Seed, the Stanford Institute for Innovation in Developing Economies, partners with entrepreneurs in emerging markets to build thriving enterprises that transform lives. Through Cardinal Quarter, students help facilitate the growth and scaling of businesses in the developing world as part of building economic vitality and self-sufficiency. For example, several students served in Accra, Ghana, including assisting with youth mentorship and leadership programming at Happy Kids School, serving with the fintech company DreamOval, and helping build an Art and Design Institute through the organization Accents and Arts. Students also served in Nigeria, India, South Africa, Kenya, and Botswana, among other places.

EXPLORING PATHWAYS OF PUBLIC SERVICE AND CIVIC ENGAGEMENT

The student-run organization Stanford Social Entrepreneurial Students Association (SENSA) increased the number of social entrepreneurship Cardinal Quarter opportunities by cost-sharing with host organizations. More than 80 students submitted applications for 10 opportunities. Placements included Smart Parks in Rotterdam, FreeWill in New York, NY, Real Industry in San Francisco, CA, and Sproutel in Providence, RI.

FACILITATING PREPARATION FOR CARDINAL QUARTER

The Haas Center collaborated with the Office of International Affairs to launch a campus-wide international preparation training curriculum that students can access online. The new set of training modules provides comprehensive resources for students as they prepare to travel abroad.

Community Partner Reflection

“Spring’s leadership team, along with several of our employees, kept marveling at how positive the experience was with all three Stanford fellows this summer...It was clear that the students came with a high level of preparation. We really appreciated seeing their learning plans and could tell that they had each earnestly invested time and reflection toward making this a productive and positive experience. Their mix of skills and humility, confidence and care was truly unmatched compared with any interns we have worked with in the past.”

Anja Thiessen is co-executive director of the Spring Initiative in Clarksdale, MS.

Take a journey around the world to see where students served this summer:
bit.ly/cardinalquartermap2019



Through her Cardinal Quarter in Curitiba, Paraná, Brazil, Elena Crespo, '20, completed research on political symbolism and social unity as part of bolstering a democratic culture.

Student Reflections

“It was great to work with people who are passionate and dedicated to a cause larger than their day-to-day work. I came away with a much deeper understanding of the importance of investing in developing countries. I know I want my future career to center on emerging markets, and hopefully to advocate for responsible investments abroad...I think the most important takeaway for me has been the importance of integrating public service into one’s life. I definitely think all students should participate in a Cardinal Quarter public service internship at least once in their time at Stanford.”

Lauren Nolen, '21, completed a Stanford in Government Cardinal Quarter with Landesa, a Seattle-based nonprofit working to secure land rights for the world’s poorest people.

“This experience solidified my interest in championing social justice causes through the law. Each day at the ACLU, I felt increasingly grateful for the opportunities that I have had in my life and throughout college. Before this summer, I was aware of many issues, but reading about the effects of a policy in the news does not compare to being on the phone with someone who is actively being affected by that policy. Perhaps more than anything else, my exposure to the negligence and suffering within the criminal justice system in California has left a mark.”

Jordan Payne, '20, served with the ACLU of Northern California in San Francisco, CA through the Public Interest Law Fellowship.

“The summer has been completely transformative. Not only did I gain invaluable mentorship on my projects and grow immensely as a programmer, but I am thinking about changing my field of study. I would like to take initiative to learn more about current international issues. Through the mentorship I received and the advice I was given, I have learned the power of social entrepreneurship.”

Leon Bi, '22, served with the Accountability Counsel in San Francisco, CA through the CS+Social Good and Social E Fellowship.

Student Reflections (continued)

“During my summer of service at the Spring Initiative, I was responsible for aiding with lesson-planning, one-on-one tutoring, and mediating relationships among a group of 16 rising fourth and fifth grade students. Not only was it an incredible experience, but I also learned many lessons. ...The history of the South—slavery, racism, oppression, criminalization, and the legacy of its past—is so much more deep, complex, and horrible than I ever realized. There are generations of players, layers of intentional systemic inequities, and hundreds of years of cultural norms that directly shape the lives of people in Mississippi today. Being in Mississippi made me realize that what we consider the ‘history’ of slavery and racism and oppression is, in effect, still happening today. This summer forced me to consider and reflect on the past, present, and future of our country, and what justice would look like moving forward.”

Through the new Rural Summer Fellowship, **Sarah Sterling, ’20**, served with the Spring Initiative, a nonprofit that empowers children, youth, and families in the North Mississippi Delta to overcome adverse circumstances and systemic inequality.

“The funding for this fellowship took me into the fields and homes of coffee farmers in Costa Rica. Every day I got deeper and deeper into the knowledge behind the gigantic production of coffee and the issues faced by coffee producers, particularly female and youth coffee farmers who lack the resources available to male producers. I have been introduced to an issue and project that I could have never imagined without working with *Bean Voyage*: the issue of the gender gap in the coffee value chain and the goal of women and youth empowerment to aim for gender equality. Thank you so much for funding this journey.”

Alexa Romano, ’19, received support from the Anna M. Zweig Fund to conduct research on the gender pay disparity in coffee production in partnership with *Bean Voyage*, a Costa Rica-based nonprofit.

“This summer I worked at Tenovia, an e-commerce company based in Bangalore, doing data science to help clients pinpoint areas in their supply chain that need to be improved. Living and working abroad in a developing economy was something that I learned a lot from. I gained a better sense of my place in the world as a global citizen.”

Daniel Henry, ’20, served with Tenovia Solutions, in Bangalore, India, through the Seed Cardinal Quarter Fellowship.



During her Cardinal Quarter, **Therese Santiago, ’21**, helped with outreach for Mon Ami Activity Companions, which connects college students with adults facing isolation and loneliness, and she participated in Bay Area events.

2018–19 Cardinal Quarter by the Numbers

- 35 campus partners offered 592 Cardinal Quarter opportunities (91 during the academic year and 501 during the summer)
- 564 students participated in Cardinal Quarter
- Students served in 55 countries and 182 cities and towns
- Students who pursued a Cardinal Quarter had 56 different majors

2019 CARDINAL QUARTER CAMPUS PARTNERS

Department and Program Partners

Asian American Activities Center
The Bill Lane Center for the American West
Bing Stanford in Washington Program
Black Community Services Center
Center for African Studies
Center for Comparative Studies in Race and Ethnicity
Center for Human Rights and International Justice
Center for Latin American Studies
Earth Systems Program
El Centro Chicano y Latino
Freeman Spogli Institute for International Studies

Haas Center for Public Service
Institute for Diversity in the Arts
King Center on Global Development
Krupp Internship Program (Bing Overseas Studies Program in Berlin)
Native American Cultural Center
Office for Religious Life
Precourt Institute for Energy
Program on Social Entrepreneurship (Haas Center)
Public Policy Program
Seed, the Stanford Institute for Innovation in Developing Economies
Stanford Arts
Stanford Center on Longevity
Stanford Global Studies

Stanford in New York
Stanford Institute for Economic Policy Research (SIEPR)
Stanford Woods Institute for the Environment
TomKat Center for Sustainable Energy
Urban Studies Program
Women's Community Center

Student Organization Partners

Alternative Spring Break
CS+Social Good
Project Dosti
Stanford in Government
Stanford Social Entrepreneurial Students Association (SENSA)



Cardinal Commitment

Through Cardinal Commitment, 374 students declared a multi-quarter service commitment through more than 86 student-led organizations, Stanford programs, and community organizations. Cardinal Commitment partner programs offer opportunities for students to serve for at least three quarters, promote training in ethical and effective service, and provide mentorship.

The Haas Center's Cardinal Commitment team convenes mentors to share best practices in supporting student volunteers, trains colleagues to help students explore the Principles of Ethical and Effective Service, and helps recruit new volunteers. The Haas Center team also provides advising and small grants to partnering student-led organizations to support service project expenses, trainings, and transportation.

Highlights

TRANSLATING IN THE EMERGENCY ROOM

The Cardinal Commitment student organization Stanford Clinical Opportunities for Premedical Experience (SCOPE) provided medical translation for 2,000 patients at the Santa Clara Valley Medical Center Emergency Room. SCOPE now has 35 Spanish and Vietnamese medical interpreters.

BUILDING ENDURING PARTNERSHIPS

Community nonprofit Dreamcatchers, founded by then-Stanford student Sarah Mummah, '10, has a mission "to help close the gap in academic opportunity and social support faced by low-income, historically underrepresented middle school students in the Palo Alto Unified School District." The partnership with Dreamcatchers grows as students serve with the organization through a Cardinal Course and then stay engaged through Cardinal Commitment.

SPARKING A LOVE FOR SCIENTIFIC DISCOVERY

The Haas Center joined community partners Puente de la Costa Sur and La Honda-Pescadero Unified School District in hosting a science night for the families of Pescadero. Families participated in a variety of science experiments designed by Haas Center Education Partnerships Fellows that could be recreated at home—from creating miniature tornados inside plastic bottles to cleaning oil residue from bird feathers. This year's theme was environmental sustainability, including hands-on activities to demonstrate the role plants play in preventing soil erosion and to show the increasing acidity of oceans due to carbon pollution.

HONORING STUDENTS' PROFOUND SERVICE COMMITMENTS

Two Cardinal Commitment leaders were recognized with University awards for outstanding service. Courtney Cooperman, '20, received the James W. Lyons Award for operation of the Heart and Home Collaborative, which gives unhoused women temporary shelter when they are most vulnerable. Chris LeBoa, '19, was awarded the Lloyd W. Dinkelspiel Award for catalyzing peers to be actively involved in Stanford Food Recovery and Students for a Sustainable Stanford.

Highlights (continued)

PREPARING MATH LEARNERS AND EDUCATORS

Through Preschool Counts, Stanford students provide state-of-the-art early math instruction to low-income preschool children. A study has found that through the program, children advanced substantially in foundational skills—such as counting, correctly identifying written numerals by name, and accurately differentiating between shapes—that will help them excel in kindergarten and beyond. Data also suggest that after participating in the program, Stanford students better understood the developmental trajectory of learning for young children in math; were more likely to believe that children living in poverty can become proficient in math and to disagree that children from low-income communities learn math differently than other children; and were more likely to consider teaching as a profession. The program—a partnership between the Haas Center and Stanford Graduate School of Education, with leadership from Haas Center Faculty Director Deborah Stipek—has been adopted at the University of California, Los Angeles and San Francisco State University.

Haas Center for Public Service Education Partnerships

The Haas Center's Education Partnerships (EdP) programs are a key component of Cardinal Commitment. EdP programs inspire and train Stanford students, many of whom are first-generation college students, to make a difference in the field of education by connecting them as mentors and tutors to local youth. Directed by professional staff, each program engages a team of experienced student leaders (EdP Fellows) and a corps of student volunteers. In 2018–19, 221 students served approximately 350 local youth in pre-K through high school.

PRESCHOOL COUNTS

Math skills development for young children
Partner: St. Elizabeth Seton School

RAVENSWOOD READS

Reading and language acquisition for first through third graders
Partners: Costaño School and San Mateo County Libraries East Palo Alto

EAST PALO ALTO STANFORD ACADEMY

Academic and life skills for middle school students
Partner: Ravenswood City School District

HIGH SCHOOL SUPPORT INITIATIVE

Tutoring and enrichment activities
Partners: East Palo Alto Academy, Gunn High School, Menlo-Atherton High School, and Sequoia High School

MORE THAN DOUBLING STANFORD STUDENT VOTING RATES

Thanks in large part to student commitments to increase voter turnout, newly released data show a dramatic increase in the percent of Stanford students voting in the 2018 midterms compared to 2014. The voting rate more than doubled—from 16.9 percent of eligible students (18 or over, U.S. citizens) in 2014, to 42.7 percent in 2018. The voter registration rate increased from 54.9 percent in 2014 to 61.2 percent in 2018, and the share of registered students who went on to vote increased from 30.8 percent to 69.7 percent.

WELCOMING LOCAL YOUTH TO LEARN AT STANFORD

Through East Palo Alto Stanford Academy, 40 local middle school youth spent five weeks at Stanford this summer. In addition to taking classes taught by Stanford students, youth participated in community service projects; workshops; and weekly educational, cultural, and recreational field trips.

The High School Support Initiative also welcomed 39 local high school students to campus for Summer Saturdays at Stanford. The program included field trips to San Jose State University and the Mission District in San Francisco, as well as workshops on college access, financial literacy, and career exploration. The summer programs are part of Education Partnerships efforts to empower historically marginalized youth to excel in and outside of the classroom.

Student Reflections

“*I believe that health care is a human right. As the outreach director for Stanford Dance Marathon, I believe in the power of storytelling as a force for social change. ...Declaring a Cardinal Commitment is a tangible way of transforming the value of service into a lived practice, no matter what life brings us.*”

Michelle Hull, '19, made a Cardinal Commitment through Stanford Dance Marathon.

“*I want to foster a love for reading and literacy in elementary school-level children. I personally remember the positive impact my teachers and mentors had on my experience with reading in elementary school and have realized how crucial it was for others to commit to my educational journey. My hope is that I can be a resource for children to continue learning more about themselves as they skyrocket upward in all aspects of life.*”

Wes Nii Aryee Joseph Annan, '19, made a Cardinal Commitment through Ravenswood Reads.

“*I am so grateful to have begun my service journey around the time that Cardinal Commitment was initiated. Not only did it introduce me to the diverse public service opportunities available, but it also served as a backbone as I explored my own interests. Whether I was diving into nonprofit leadership or healthcare education, I knew that I could turn to the supportive staff for guidance on effective and ethical service. The warm, welcoming vibe at the Haas Center has been formative in helping me find community at Stanford.*”

Anika Sinha, '21, made a Cardinal Commitment through Student Clinical Opportunities for Premedical Experience (SCOPE).

Community Partner Reflections

“While studying biology with an emphasis in neuroscience, Sarah stepped up from being a volunteer tutor her freshman year to leading a class of energetic students in our after-school program as a classroom director for the last three years. We will miss Sarah and her remarkable dedication to our program, but we know that great things await her as she pursues her dream of an MD/PhD as member of the Washington University in St. Louis Medical Scientist Training Program in 2020.”

Elizabeth Most is director of community engagement for Dreamcatchers, where **Sarah Schurr, '19**, started volunteering as a first-year student.

“Science Night continues to grow in the number of activities and participants each year, and that's a direct result of the comments and suggestions families and students have. We love how flexible and malleable the program can be.”

Lizeth A. Hernandez is education director for Puente de la Costa Sur.

2018–2019 Cardinal Commitment by the Numbers

- 374 students declared a Cardinal Commitment
- 158 students certified a Cardinal Commitment
- 86 organizations and programs became Cardinal Commitment organizations
- 439 student service organization members received advising
- 221 Stanford students participated in Education Partnerships programs
- 350 local youth participated in Education Partnerships programs

2019 CARDINAL COMMITMENT CAMPUS AND COMMUNITY PARTNERS

Adopt a Science Olympiad Team Stanford
Alternative Spring Break
Asha for Education Stanford
Asian American Activities Center
Bay Area Tutoring Association
Boys & Girls Clubs of the Peninsula
Branner Hall Service Scholar Program
The Bridge Peer Counseling Center
Buena Vista Youth Scholars Program, The Caritas Foundation
Building Skills Partnership
California JusticeCorps Program
Cardinal Free Clinics, Stanford Medicine
Center for Human Rights and International Justice
Challah for Hunger @ Stanford
Coaching Corps Stanford
Code the Change
Community Engaged Learning Coordinator Program
CS + Social Good
DreamCatchers
East Palo Alto Stanford Academy
El Centro Chicano y Latino
EPATT
Friends for Youth
Frosh Service Liaisons
Health Education for Life Partnerships for Kids
Heart and Home Collaborative
High School Support Initiative
International Institute of the Bay Area
J Street U Stanford
Kappa Alpha Theta

Key to Knowledge
Kids with Dreams
LEMO Foundation
Little Libraries: Big Brains, Stanford Medicine
The Markaz: Resource Center
Muwekma-Tah-Ruk, Native Theme House
Palo Alto High School
Palo Alto Junior Museum and Zoo
Partners in Health Engage at Stanford
Peer Health Exchange Bay Area
Physics Undergraduate Women and Gender Minorities at Stanford
Preschool Counts
Public Service Leadership Program
Puente de la Costa Sur
Queer Student Resources Center
Ravenswood Reads
Reading Partners
Rubenstein-Bing Student-Athlete Civic Engagement Program
SenseConnect
Side by Side
Stanford Anthology for Youth
Stanford Asian American Activism Committee
Stanford Bicycle Project
Stanford Chapter of Engineers for a Sustainable World
Stanford Design for America
Stanford Educational Studies Program
Stanford Future Advancers of Science and Technology
Stanford Global Development Association
Stanford Habla
Stanford Health Advocacy and Research in the Emergency Department, Stanford Medicine
Stanford Housing Justice

Stanford Immigrant and Refugee Empowerment Network
Stanford in Government
Stanford MELODY (Music Enriching the Lives of Developing Youth)
Stanford Mental Health Outreach
Stanford Nonproliferation Activism Project
Stanford Outdoor Outreach Program
Stanford Pre-Education Society
Stanford Refugee Research Project, Stanford Center for Innovation in Global Health
Stanford Science Policy Group
Stanford Servant Breakfast
Stanford Sexual Health Peer Resource Center
Stanford Social Entrepreneurial Students Association
Stanford Undergraduate Hospice and Palliative Care, Stanford Medicine
Stanford University Dance Marathon
Stanford Women in Politics
Stepping Stones to Success, Residential and Dining Enterprises
StreetCode Academy
Student Clinical Opportunities for Premedical Experience, Be A Good Doctor
Student-Athlete Advisory Committee, Stanford Athletics
Students for a Sustainable Stanford
Sustainable Stanford
Thrive, The Alliance of Nonprofits for San Mateo County
United Students for Veterans' Health
Upward Scholars
We Continue: Suicide Prevention Empowerment
Women and Youth Supporting Each Other



Cardinal Courses

Through Cardinal Courses, students apply classroom learning to address complex social and environmental challenges. Directors of Community Engaged Learning (DCELs) worked with Stanford instructors to offer 178 Cardinal Courses with more than 2,700 students enrolled. Hosted by more than 50 schools, departments, and programs, Cardinal Courses are available to students in nearly every school and major. Faculty grants totaling \$180,000 were awarded to instructors to cover the cost of student transportation, materials, and community partner honoraria.

Highlights

DEVELOPING NEW COURSES

New Cardinal Courses this year included *PSYCH 256: Race at Work*; *CEE 265F: Environmental Governance and Climate Resilience*; *MED 232: Global Health: Scaling Health Technology Innovations in Low Resource Settings*; *PWR 91EE: Intermediate Writing: Saving Lives with Picture Books*; and *EDUC 248: Language, Literacy, and Culture*.

RECOGNIZING INSPIRING FACULTY

Bruce Cain, the Charles Louis Ducommun Professor in Humanities and Sciences and the Eccles Family Director of The Bill Lane Center for the American West, was awarded the 2019 Miriam Aaron Roland Volunteer Service Prize. Through experiential education, interdisciplinary teaching, and internships, Cain translates water and energy governance challenges into pragmatic research questions. This year, Cain also taught a new course, *The 2018 Midterm Election: Making Your Voice Heard*, which placed students as volunteers with voter registration and political campaigns.

SUPPORTING OUR LOCAL COMMUNITY

The Cardinal Courses team partnered with Sustainable Urban Systems on a project-based course series in Civil and Environmental Engineering to help students address critical urban challenges in our region by applying their technical and policy analysis skills in collaboration with community partners. Through the *Sustainable Urban Systems Project* course, student teams worked closely with organizations in North Fair Oaks and East Palo Alto to tackle affordable housing challenges and develop plans to prepare for increased flooding risks due to climate change.

ADDRESSING SOCIETAL NEEDS THROUGH TECHNOLOGY

A key focus of Cardinal Courses in engineering is equipping students to apply the skills they are building to design innovative solutions to timely issues. Students in *Engineering and Sustainable Development* worked to preserve the integrity of a UNESCO heritage site in Peru. Students in *Perspectives in Assistive Technology* worked on projects to enable independent travel for disabled individuals. The course *Mechanical Engineering Design: Integrating Context with Engineering* gave students the opportunity to learn about improving crop yields for smallholder farmers in India and using thermal energy storage to allow cultivation of fresh produce in a frigid climate in rural Alaska.

Highlights (continued)

ENABLING REAL-WORLD EXPERIENCE

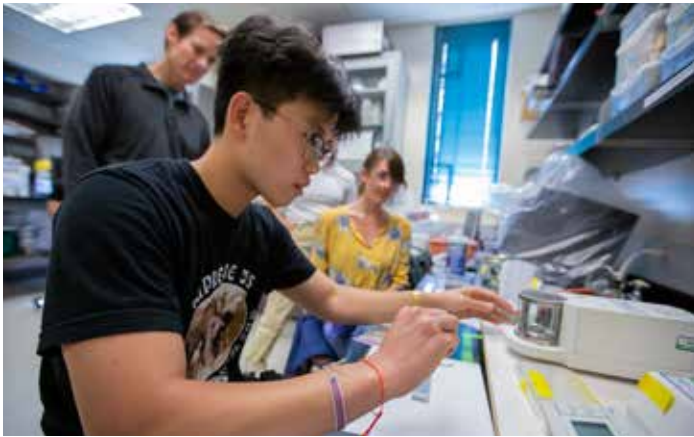
Through *Rethinking INTERPOL's Governance Model*, a policy practicum and Cardinal Course in Stanford Law School, undergraduates had a unique opportunity to conduct research as a first step toward a framework for engagement between INTERPOL and private sector organizations. This work culminated in presenting findings to senior decisionmakers at INTERPOL headquarters in Lyon, France.

CO-LEARNING IN THE COMMUNITY

Students in *Second-Year Spanish: Emphasis on Service Learning* developed advanced proficiency in oral and written discourse as they created original art alongside Spanish-speaking youth in the local community. Guided by a professional artist, students practiced socioculturally appropriate language in formal/informal and community/academic contexts. In addition to honing language and art skills, Stanford students learned about the challenges faced by young immigrants and how art is deeply embedded in cultural traditions.

STRENGTHENING CAPSTONE EXPERIENCES

Seniors in Earth Systems applied the knowledge and skills of their major to participate in community-engaged learning projects as a culmination of their Stanford education. Projects included research on barriers to solar panel access for low-income communities, developing an environmental education curriculum for high school students, and designing and conducting a survey for an NGO collaborative working on groundwater issues in California.



Students in the Cardinal Course *Science of Soils* test soil samples they collected from community partner sites to develop recommendations for how community partners could achieve the desired conditions for crops and trees they hope to plant.
Photo: Christine Baker.

Community Partner Reflection

“It was a great experience to collaborate with you and your students. Our board of directors loved learning about our work together and there was unanimous support for continuing to collaborate. I look forward to more opportunities to take it further and offer Stanford students other farm-based engineering challenges to solve.”

Jered Lawson is the co-founder and director of Pie Ranch, a regenerative farm and education center and one of the five community partners working with *Integrating Context with Engineering*, Stanford's Mechanical Engineering capstone course sequence.

Student Reflection

“The course was an invaluable part of my research at the Stanford School of Medicine working to investigate approaches for treating patients with cavernous malformations. My work in EDUC 135 paralleled my experience in researching severe brain injury, as my project team focused on prevention of such traumas; as a human biology major, I was able to share my insight on brain health. Developing an original education regimen and constantly refining our research to perfect our strategy was a process of many moments of enlightenment, hardship, and reflection that taught me how to think outside the box in order to best serve my target community.”

Claire Kim, '19, and other students in *Designing Research-Based Interventions to Solve Global Health Problems* learned how to develop, evaluate, and scale social ventures using TeachAIDS—a nonprofit educational technology social venture—as a case study.

Faculty Reflection

“Students find the whole picture book project so meaningful when they get to know their audience. Without a grant, students typically scrounge up some basic materials to create their picture books, but with access to high-quality materials, students didn't have to worry about the costs or the hassle of getting the materials...they felt like they had more creative opportunities and freedom. And because the quality of the art supplies was so high, the quality of the illustrations in the final picture books was higher—something that the elementary school kids can appreciate.”

Erik Ellis is an instructor for the Program in Writing and Rhetoric. Students in his course, *Once Upon a Cause: Producing Picture Books for Local Children*, collaborate to create an original, compelling, and educationally appropriate picture book for local children.



For the Cardinal Course *Once Upon a Cause*, students read children's books at Cubberley Library in preparation for creating their own books with local elementary school children.
Photo: Christine Baker.



In the Cardinal Course *Mechanical Engineering Design: Integrating Context with Engineering*, students work in project teams to design and develop engineering systems addressing current issues. Photo: Christine Baker.



Students in *Rethinking INTERPOL's Governance Model*, a Cardinal Course in Stanford Law School, present their research at INTERPOL headquarters in Lyon, France.

2018–19 Cardinal Courses by the Numbers

- More than 2,700 students enrolled in 178 Cardinal Courses across more than 50 schools, departments, and programs
- 91 percent of students surveyed reported that their community placement experience deepened their understanding of course material
- 96 percent of community partners surveyed reported they were satisfied/very satisfied with their partnership

2019 CARDINAL COURSE CAMPUS PARTNERS

Campus partners include:

Graduate School of Education
School of Earth, Energy, and Environmental Sciences
School of Engineering
School of Humanities and Sciences
Vice Provost for Undergraduate Education

Fifty-five schools, departments, and programs hosted Cardinal Courses:

African and African American Studies
African Studies
American Studies
Anthropology
Biology
Business
Chicana/o-Latina/o Studies
Civil and Environmental Engineering
Communication
Comparative Literature
Comparative Studies in Race and Ethnicity

Computer Science
Dance
Design Institute
Earth System Science
Earth Systems
Education
Emergency Medicine
Energy Resources Engineering
Engineering
English
Environment and Resources
Ethics in Society
Feminist, Gender, and Sexuality Studies
French Language
Geophysics
Health Research and Policy
History
Human Biology
Human Rights
Iberian and Latin American Cultures
Immersion in the Arts
International Policy

International Relations
Law
Linguistics
Management Science and Engineering
Mechanical Engineering
Medicine
Music
Native American Studies
Oral Communication
Overseas Studies
Pediatrics
Political Science
Program in Writing and Rhetoric
Psychiatry
Psychology
Public Policy
Science, Technology, and Society
Sociology
Spanish Language
Sustainability Science and Practice
Theater and Performance Studies
Urban Studies



At the annual Kickstart Your Social Impact Career event students can have candid conversations with Stanford alumni and other public service leaders from a variety of fields as part of understanding the diverse pathways of public service they can pursue after graduation.



Cardinal Careers

Cardinal Careers makes public interest work more visible, accessible, and valued for students. High-impact programs and events connect students with alumni and public interest organizations across sectors. Resources and tailored advising help students plan and execute social sector job searches. Cardinal Careers fellowships provide unique first public interest job opportunities for graduating students.

Highlights

INTRODUCING STUDENTS TO HIGH-IMPACT CAREERS IN SERVICE

The 2018 Kickstart Your Social Impact Career event featured over 60 public interest employers and LinkedIn Head of Social Impact Meg Garlinghouse as the keynote speaker. Alumni and other recruiters from as far away as Washington, D.C. included: Environment America; the Council of Economic Advisors; U.S. Army Cyber Command; the Federal Reserve Bank; and WikiHow.

HELPING STUDENTS ENVISION AND EXPLORE CAREERS IN GOVERNMENT

Twelve sessions showcased rewarding government careers—including in city management, state economic policy, state and federal agency roles, and international development and diplomacy.

ADVANCING CANDIDATES FOR THE TRUMAN SCHOLARSHIP

The Cardinal Careers team coordinated Stanford University nominations for the Harry S. Truman Scholarship, the premier graduate fellowship in the United States for public service leadership. Eva Borgwardt, '20, was selected as a Truman Scholar.

VISITING TOP PUBLIC INTEREST ORGANIZATIONS

Public interest career treks enabled students to visit and learn about the work of the ACLU of Northern California's Technology and Civil Liberties team, the Skoll Foundation, and the Draper Richards Kaplan Foundation.

INSPIRING STUDENTS WITH INSIGHTS FROM STANFORD ALUMNI

The #ChoosePublicService social media campaign featured alumni in public service around the world. A posting by Valerie Jarrett, '78, former senior advisor to U.S. President Barack Obama, was retweeted to 120,000 followers.

EXPANDING POSTGRADUATE FELLOWSHIPS

Cardinal Careers fellowships for students after graduation grew to 30 opportunities and were featured in the *Stanford Report*. These include 20 fellows in the newly rebranded Community Impact Fellowship program (formerly known as the Stanford Public Interest Network), a 50 percent increase since the launch of Cardinal Careers.

Community Partner Reflection

“Our fellow created a risk factors map that collected data from various sources and used predictive modeling to show where the risk factors will be most prevalent in our community. He was able to form key relationships to make things happen—specifically, to share data among previously siloed departments and governmental organizations.”

CJ Ryan, program manager for the City of San Jose Mayor's Gang Prevention Task Force, served as a mentor to Community Impact Fellow Albert Gehami, '18.



Tom Ford Fellows in Philanthropy gather for a photo with Susan Ford Dorsey.

Student Reflections

“My placement provided access to a congressional committee and a high level of policymaking and conversation that even most people on the Hill do not have access to. ...I have developed a keener political sense and policy chops; and I know how to write bills, speeches, and investigation letters now...”

Brian Kaplun, '18, MS '18, served as a John Gardner Public Service Fellow with the U.S. Senate Committee on Health, Education, Labor, and Pensions.

“Without this fellowship, I would not be able to tell prospective employers and academic programs that I bring with me substantive field experience from my work with Syrian refugees in tented settlements and with Palestinian refugees in formal camps. How could I pretend to study human rights without a frame of reference to constantly question how rights translate to people's lived experiences?”

Julian Bava, '18, served as an International Public Service Fellow at Save the Children in Lebanon.

“My research on age-of-consent laws and the positions of major civil society organizations will inform the topics under discussion at a major 2020 convening of the World Health Organization, which aims to develop normative guidance.”

Maya Lorey, '18, served as a Tom Ford Fellow in Philanthropy at the International Women's Health Coalition.

Cardinal Careers Fellowships

COMMUNITY IMPACT FELLOWSHIP

City of San José; Mayor's Office of Technology and Innovation
David Albán Hidalgo, BA, MA '18

City of San José; Parks, Recreation, and Neighborhood Services Department
Albert Gehami, '18
Katherine Nesser, '18

LifeMoves
Querida De La Stukes, '18
Angela Nguyen, '18

Partnership for Public Service
Joshua De Leon, '17, MA '18

Ravenswood Family Health Center
Rebecca Bromley-Dulfano, BS/MA '18
Kayla Clough, '18
Ilya Kim, '18
Jenai Longstaff, '18

Redwood City 2020/John Gardner Center for Youth and Their Communities
Maria Marta Rey Malca De Habich, '18

Redwood City 2020
Tatiana Baquero Devis, '17, MS '19

The Representation Project
Natalie Marques, '17

SIRUM
Claire Howlett, '18

INTERNATIONAL PUBLIC SERVICE FELLOWSHIP

Julian Bava, '18; Save the Children International – Lebanon
Mentor: Allison Zerkowitz, Lebanon Country Director

JOHN GARDNER PUBLIC SERVICE FELLOWSHIP

Nicole Jackson, '18, MS '18; City of Detroit, Mayor's Office of Workforce Development
Mentor: Nicole Stallings, Deputy Director

Brian Kaplun, '18, MS '18, U.S. Senate Committee on Health, Education, Labor, and Pensions
Mentor: Andi Fristedt, Deputy Health Policy Director

Riya Mehta, '18; U.S. Senate Committee on Agriculture, Nutrition, and Forestry
Mentor: Joe Shultz, Democratic Staff Director

TOM FORD FELLOWSHIP IN PHILANTHROPY

Maya Lorey, '18; International Women's Health Coalition
Mentor: Françoise Girard, President

Andrew Ntim, '18; Arnold Ventures
Mentor: Jeremy Travis, Executive Vice President of Criminal Justice

Luis Ornelas, '18; Chan Zuckerberg Initiative
Mentor: Brooke Stafford-Brizard, Director of Education

SCHNEIDER FELLOWS AT NATURAL RESOURCES DEFENSE COUNCIL

Madhur Bodoor, PhD '18; Washington, D.C.
Samuel Garcia, '18; Chicago, IL
Ada Statler-Throckmorton, '18; New York, NY
Patricia Valderrama, PhD '18; San Francisco, CA



(L-R) International Women's Health Coalition President Françoise Girard poses for a photo with mentee Maya Lorey, '18, and other 2018-19 Tom Ford Fellows Luis Ornelas, '18, and Andrew Ntim, '18.



Ford Fellow Andrew Ntim, '18 (third from right), at an Arnold Ventures convening.



Stanford's 2018-19 John Gardner Public Service Fellows Riya Mehta, '18; Nicole Jackson, '18, MS '18; and Brian Kaplun, '18, MS '18, gather for a photo.

All photos have been submitted by students and alumni or taken by Peggy Propp, unless otherwise noted.

2018–19 Cardinal Careers by the Numbers

- 1,400 students received a weekly Cardinal Careers email newsletter featuring a curated list of public interest jobs, fellowships, internships, and career education events
- The Cardinal Careers team held over 300 individual advising sessions
- 750 unique students attended public interest careers events
- 323 graduating seniors signed the Cardinal Service Graduation Pledge to work toward a more just and sustainable world

2019 CARDINAL CAREERS CAMPUS PARTNERS

The following Stanford departments, programs, and student organizations collaborated on Cardinal Careers events and programs:

Associated Students of Stanford University
BEAM, Stanford Career Education
Bechtel International Center
The Bill Lane Center for the American West
Business Association of Stanford Entrepreneurial Students
Center for Human Rights and International Justice
Diversity and First-Gen Office
Earth Systems Program
Engineers for a Sustainable World
Freeman Spogli Institute for International Studies
Knight-Hennessy Scholars Program
Program in Human Biology
Public Policy Program
School of Humanities and Sciences
Senior Class Presidents
Stanford Center for Innovation in Global Health
Stanford Center on Philanthropy and Civil Society
Stanford Center on Poverty and Inequality
Stanford Energy Club
Stanford Global Studies
Stanford Global Health Student Council
Stanford Graduate School of Education
Stanford In Government
Stanford Institute for Economic Policy Research
Stanford Life Design Lab
Stanford Social Entrepreneurial Students Association
Stanford University Dance Marathon
Stanford Women in Politics
Sustainable Urban Systems Initiative at Stanford
Undergraduate Advising and Research
Urban Studies Program

Stanford | Cardinal Service

Cardinal Quarter • Cardinal Courses
Cardinal Commitment • Cardinal Careers

Together we are making service an essential feature
of a Stanford education.



To learn more about Cardinal Service, please contact Haas Center for Public Service Deputy Executive Director Megan Swezey Fogarty at megan.fogarty@stanford.edu or 650-725-2870.