



Stanford | Haas Center
for Public Service
The Hub of Cardinal Service

COMMONS

2018



Stanford | Cardinal Service

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

A Vision for Stanford in Service to the World

We could not be writing to you at a more exciting time for the Haas Center for Public Service, the hub of Cardinal Service. Through a year of long-range planning, Stanford President Marc Tessier-Lavigne and Provost Persis Drell recently introduced a bold new vision to guide Stanford's journey over the next decade and beyond.

The vision includes a Presidential Initiative on "Purposeful Engagement with Our Region, Nation, and World." A central focus is to build on the foundations of Cardinal Service, a university-wide initiative that is elevating and expanding service as a distinctive feature of a Stanford education.

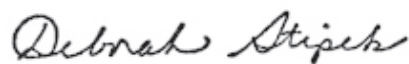
The emphasis on service in this guiding framework sets Stanford on a course in which "education" means not just developing knowledge and skills, but also the ability and disposition to be engaged and effective civic leaders and global citizens—a university that prepares students not just for careers, but to make the world a better place.

As this vision unfolds, Cardinal Service will continue to draw on a network of students, faculty, staff, alumni volunteers, and local and global community partners who are dedicated to cultivating the next generation's civic identity through transformative service experiences that build upon and enrich their academic programs.

We know that through these life-changing service experiences, students participate in democratic practices; encounter difference; clarify values; and work within and across public, private, and independent sectors in multiple pathways of public service. They apply their discipline-based knowledge and skills—in fields from computer science to the humanities and public policy—to address real-world problems and have meaningful social impact.

Stanford is poised to lead a civic resurgence in higher education, and the Haas Center and dozens of campus partners are prepared to play a central role in reaffirming a core purpose of higher education as the pursuit of academic excellence, research, and service to benefit humanity. We are deeply grateful for your ongoing partnership and support as we begin this bold new chapter in Stanford's history.

With heartfelt appreciation,



Deborah Stipek
Peter E. Haas Faculty Director



Thomas Schnaubelt
Executive Director



Cover: Stanford community members serve worldwide. This page: Haas Center directors with student speakers at the Cardinal Service End-of-Year Celebration. (L-R): Tom Schnaubelt; Alexis Kallen, '18; Michael Esegbe, '18; Brandon Williams, '18; and Deborah Stipek.



Haas Happenings

FROSH MOBILIZE DORM RESIDENTS TO SERVE

This year 28 first-year students served as Frosh Service Liaisons (up from six in 2015), reaching over 700 students in residences with information about Cardinal Service and hosting service projects that included beach cleanups; support for Heart + Home Collaborative, which serves unhoused women; and voter registration, among other activities.

HAAS CENTER CONTRIBUTES TO BUILDING CIVIC ENGAGEMENT IN HIGHER EDUCATION

Thirty higher education institutions joined the Pathways of Public Service and Civic Engagement International Working Group. Each adopted Stanford's framework for organizing service work and advising students.

GRADUATE PUBLIC SERVICE FELLOWS MAKE A DIFFERENCE THROUGH THEIR CAREERS

In its seventh year, the Graduate Public Service (GPS) Fellowship, offered with the Office of the Vice Provost for Graduate Education, supports graduate students to explore and prepare for careers in public scholarship and service. More than half of former GPS Fellows with Stanford graduate degrees are employed in higher education (36 percent as tenure-track faculty members, and 17 percent as non-tenure-eligible higher education professionals such as researchers, lecturers, and administrators). Nineteen percent hold nonprofit leadership positions, 17 percent work in private sector or entrepreneurial enterprises, and 10 percent are physicians in residency. Roles outside academia range from serving as a diversity and inclusion project manager for Facebook to a groundwater scientist for The Nature Conservancy.

HAAS CENTER WORKS TO STRENGTHEN DIVERSITY, EQUITY, AND INCLUSION EFFORTS

Staff made efforts to strengthen our knowledge and support of Diversity, Equity, and Inclusion (DEI), including through the establishment of a DEI subcommittee; designation of a recruitment specialist for hiring processes; and an ongoing series of trainings, including a joint training on Kingian nonviolence principles with UC Berkeley's Public Service Center; among other activities.

EDUCATION PARTNERSHIPS ENHANCE SUPPORT FOR LOCAL YOUTH AND THEIR FAMILIES

As a cornerstone of Cardinal Commitment, Education Partnerships (EdP) programs engaged 263 Stanford student volunteers in serving over 400 local youth in Pre-K through high school. East Palo Alto Stanford Academy (EPASA) fostered connections with families through a spring celebration with more than 130 attendees; a Preschool Counts family event culminated in Stanford tutors attending the preschool graduation ceremony; Science in Service collaborated with the Exploratorium to provide programming at Pescadero for the annual Día del Niño; and Ravenswood Reads partnered with the San Mateo County Library and Costaño School on events such as planting seedlings in the library garden on Family Day. The High School Support Initiative successfully piloted SAT test prep workshops for Menlo-Atherton High School's Computer Academy, and Science in Service piloted a well-received geometry curriculum created by a team of Stanford student leaders.

STANFORD HOSTS SOCIAL ENTREPRENEURS

Three Social Entrepreneurs in Residence at Stanford (SEERS) Fellows included Denise Raquel Dunning, founder and executive director of Rise Up; former Haas Center National Advisory Board member Christa Gannon, JD '97, founder and CEO of Fresh Lifelines for Youth; and Laura Weidman Powers, JD/MBA '10, co-founder of Code2040. Through this partnership with Stanford's Center on Democracy, Development, and the Rule of Law, fellows teach the Cardinal Course, *INTNLREL 142: Challenging the Status Quo: Social Entrepreneurs Advancing Democracy, Development, and Justice* with Kathleen Kelly Janus.

ALUMNI SUPPORT STUDENTS IN SERVICE

More than 250 alumni took students to lunch in cities and towns across the globe, housed Alternative Spring Break participants, and provided content expertise at Cardinal Careers panels. In addition, alumni in Boulder; Sacramento; New York City; Los Angeles; and Jakarta, Indonesia hosted welcome events and provided mentoring opportunities for local alumni and students engaged in Cardinal Quarters. Get involved: haas.stanford.edu/alumni.



Advancing Small-Town Sustainability in Southeast Alaska Cardinal Quarter Reflection by Madelyn Boslough, '18

Sea lions sang me to sleep in the dusky pink afterglow of a midnight sunset in Southeast Alaska. Their bellows, echoing across the strait to my tent on Magic Beach, were surprisingly soothing, harmonizing with the gentle crash of tiny waves on gravel and kelp. The beach was aptly named. Each morning, I woke under a low ceiling of fog, obscuring the peaks of the Inian Islands and giving the whole place a mystical air.

Though I was born and raised in Alaska's Wrangell St. Elias National Park, I had never spent time in the Southeast region of the state until I was awarded a Cardinal Quarter through the Alexander Tung Memorial Fellowship to serve with the Inian Islands Institute.

I was captivated by the beauty of the Institute's location on a remote rainforest island off the coast of Gustavus, Alaska, and intrigued by its mission of inspiring youth to care about the environment by using experiential education. The Institute was founded by four Stanford PhD students, including the director, Zachary Brown, a recent PhD graduate in environmental science and fellow Alaskan.

The school intends to model sustainable living, and Zach offered me a position updating the Institute's micro-hydroelectric system, which provided electricity to off-grid property. I was thrilled to take the lead on a project in small-scale renewable energy. I love Alaska with all my heart and have always intended to use my education to serve the environment and communities that shaped and supported me. I majored in electrical engineering to work in renewable energy and influence my state to rely less on oil and use more environmentally friendly technologies.

Over the course of the summer, I researched existing micro-hydroelectric systems in rural Alaska and began to plan a retrofit of the system on the island. I assessed the school's present and future electricity demands, and the potential for incorporating other renewable energy sources like wind and tidal.

I was grateful for training in Stanford's Principles of Ethical and Effective Service, especially preparation and humility. Preparation guided me through the tasks and challenges I expected; humility allowed me to navigate the inevitable unexpected tasks and challenges for which I had not prepared.

For example, on my first trip to the island where the Institute is based, I discovered that I would be working closely with a seasoned fisherman named Greg. Greg was a brilliant engineer without a college degree, who imagined, designed, and installed the micro-hydroelectric system on the island in the 1980s, long before terms like "renewables" and "microgrids" were heard in Alaska. He had done all this by corresponding with a Canadian hydroelectric manufacturer via handwritten letter, and with the help of a few good friends for the system's actual construction.

Then, nearly 40 years of dependable renewable electricity later, I showed up to "fix" his ingenious but aging design. It took weeks for Greg to stop responding to my questions with a terse, "You're the electrical engineer; you tell me." Only by persistent, respectful questioning and listening was I able to earn his grudging willingness to help me.

Living in Gustavus was a profound civic awakening. An isolated town of only 400 people, Gustavus is an intimate place where everyone knows everyone, and every person plays a visible role in the social fabric. Just by arriving, I took on a role as well. My actions could affect everyone in town, and realizing this, everything I did took on a greater importance. I had a responsibility to the community of Gustavus, and by the end of the summer, I had made an impact. I left knowing that my actions make a difference and that I can be of real service to the Alaskan communities I love.

Working on small-scale renewable energy was a microcosm for the greater issues of climate change and planetary sustainability—a window into a wicked problem. Working with Zach, Greg, various handymen and community volunteers, and the Institute's board of directors pushed me to understand how to work with a team with diverse expertise to tackle difficult problems. Through my fellowship I focused on the questions of what I want to do with my life and what kind of impact I hope to have on this world. I learned from Zach that a bias toward action is key—in the face of a terrifying, massive problem like climate change, the only thing to do is to choose somewhere to start, and do something.

Madelyn Boslough, '18 (Electrical Engineering) was one of 486 students who completed a Cardinal Quarter in 2017.

When I was 12 years old, U.S. Immigration and Customs Enforcement officers delivered a deportation notice to my family. It was a bitter testament to the discrimination in our immigration laws. I have two moms, Jay and Shirl, and one isn't an American citizen, so at the time, neither possessed the right to petition for citizenship on behalf of her spouse. The immigration officer even told Jay that if she were a man, Shirl wouldn't have been arrested. Fortunately, both of my moms are here in the United States thanks to a private bill U.S. Senator Dianne Feinstein sponsored to spare my mom from deportation. However, millions of immigrant families undergo the same fear of separation—an unsettling daily reality.

My family's story inspired me to study immigration and involve myself in local immigrant communities during my time at Stanford. During the spring quarter of my sophomore year, I had the opportunity to take *EDUC 177A: Well-Being in Immigrant Children and Youth*, a Cardinal Course taught by Professor Amado Padilla. I studied the issues and needs of immigrant children and youth, both inside and outside of the classroom.

I devoted most of my time in this course to interning with a community partner, Asian Americans for Community Involvement (AACI) in San Jose, California. This nonprofit provides culturally accessible services for Asian Americans and other marginalized communities in Santa Clara County.

Two classmates and I worked on AACI's 3Waves Project, which aims to educate, engage, and empower local communities on community health and wellness. We were tasked to engage with youth between the ages of 12 and 18 in a predominantly Latino/a/x community in East San Jose to learn about their interactions with drugs and alcohol. To gain a better understanding, we attended a series of community-wide events and conducted focus groups and interviews with youth. We also distributed pamphlets and newspapers for the 3Waves Project at a community health fair.

I distinctly remember a conversation with an elementary school child. I simply asked what he knew about drugs and alcohol, and he immediately began listing names of people he knew who were using drugs and alcohol. While this interaction was slightly comical, he illuminated the pervasiveness of substance use in his community. Our focus groups and other interviews also revealed the prevalence of drugs and alcohol, as well as the desire for more formal education on this issue.

This Cardinal Course experience has shown me the power of community engagement in learning about and responding to one of the nation's most pressing issues. Meeting community members and having memorable interactions with youth enhanced my understanding of community needs and broader public issues in a way that I could not have gotten simply by attending class. Working with young people at such formative ages exposed me to the social, cultural, and environmental factors—from gang activity to families and schooling—influencing their development, knowledge, and experiences. In fact, this experience was so influential that I continued studying immigrant health and well-being through coursework and community-based research, and directly engaging with youth affirmed my aspiration to become a teacher.

Especially in the midst of the nation's political affairs, it is critical that we listen to the voices and respond to the needs of our immigrant communities. As an aspiring educator, I find that understanding the backgrounds of students is essential to teaching them effectively.

Joriene Mercado, '18 (Human Biology, Education) enrolled in some of the 189 Cardinal Courses offered across 55 departments and programs. He is now pursuing a Cardinal Quarter at the Brotherhood Crusade in Los Angeles, CA through the Haas Center's Education and Youth Development Fellowship.

Confronting Challenges to Immigrant Health and Wellbeing Cardinal Courses Reflection by Joriene Mercado, '18



I've wanted to be a doctor ever since I was a kid, but it was an experience as a research assistant at Children's Hospital Los Angeles right before coming to Stanford that showed me there is more to healthcare than a doctor's visit. There, I met a small boy who had gone blind due to his family's lack of consistent access to healthcare—an entirely preventable loss. Based on this experience, and the many lessons on injustice and inequity to come, my coursework, advocacy, and service over the last four years have all been part of a deeply held commitment to addressing healthcare disparities.

I started volunteering at the student-run Arbor Free Clinic my first quarter at Stanford as a Bridge to Care counselor. It was my job to find patients what the clinic couldn't provide—from health insurance and a regular doctor to temporary housing, legal assistance, and job training. I learned how a difficult diagnosis or untreated illness could impact every aspect of one's life, and about the potentially harmful interplay between health and sociopolitical factors—including from far too many undocumented families scared to seek healthcare out of fear of being separated and torn apart.

This was—and still is—the hardest job I've ever had, but it was the first time I felt like I had the knowledge base to help others. However, even after three years on the team, the sheer complexity and gaps in the healthcare system and the broader safety net meant that often our patients couldn't get the help they needed.

I worked my way up to become clinic manager, overseeing more than 100 undergraduate and medical student volunteers. As the primary liaison to other Bay Area community health centers and agencies, I worked to strengthen collaborations to provide patient resources, including up-to-date information on topics such as immigration assistance, domestic violence resources, and pro-bono surgery options. Most importantly, in my successes and failures as a volunteer and manager, I learned that as an outsider to the communities we served, I needed to recognize my privileges and biases; the most important thing I could do was know when to listen, and to stay humble and empathetic.

As a gay man, I have struggled with less-than-inclusive care, and LGBTQ+ advocacy has been an important part of my passion for

healthcare equity. At Arbor Free Clinic, I co-led the Queer Health Initiative, a multi-year project to systematically improve services and care for LGBTQ+ people. I also served with the Human Rights Campaign on the Healthcare Equality Index, a tool focusing on inclusive hospital policies, and at Pangaea Global AIDS as a Huffington Pride Cardinal Quarter Fellow, studying the HIV policy landscape for gay men and trans women in Zimbabwe.

While one-on-one patient interactions reaffirmed my goal to be a physician, through Stanford courses on racial and ethnic health disparities, the American healthcare system, and policy analysis, I learned about the broader policy and social landscape that leaves so many patients behind. Last summer, as a Sand Hill Foundation Cardinal Quarter Fellow at Kaiser Family Foundation, I applied this learning to writing policy analysis and issue briefs about changes to the Affordable Care Act and the state of the HIV epidemic for gay and bisexual men.

In the coming year, as a 2018 John Gardner Public Service Fellow, I will staff the Democratic health policy team for the Health, Education, Labor, and Pensions Committee in the U.S. Senate, with Deputy Health Policy Director Andi Fristedt as my mentor. This committee is the battleground for many of the fights over Affordable Care Act repeal, healthcare costs, and reproductive justice, and where legislation to curb the opioid epidemic is taking shape, and I'm excited to dive into these important efforts. Following the fellowship, I will pursue a medical degree at the Icahn School of Medicine at Mount Sinai in New York City.

At Stanford it was service that affirmed, over and over, the issues I cared about and the ways I needed to be involved. Through my Cardinal Commitment, I learned how to channel my frustration with inequity into a constructive desire to do more. As I look toward life after Stanford, I hope to continue working in both the clinical and systemic aspects of health—as a doctor healing individual patients, and as a policymaker and advocate working on the broader factors that affect their wellbeing.

Brian Kaplun, '18 (Human Biology); MS '18 (Management Science & Engineering), was one of more than 300 students who declared a Cardinal Commitment in 2017–18.

Advocating for Patients and Policy Change Cardinal Commitment Reflection by Brian Kaplun, '18





Funding Social Change Cardinal Careers Reflection by Priscilla Acuña, '17

As someone uncomfortable at the idea of vast sums of wealth, philanthropy is perhaps a strange place to land for my first job after graduation. I spent my teenage years in Jakarta—a hot, dense, tropical city where gleaming skyscrapers coexist with bustling urban shantytowns (for lack of a better word). I understood from an early age that extreme wealth exists in a world where many don't have enough money to eat, work, and live in dignity. Yet now, six years after my departure from Indonesia, I find myself completing a year-long, postgraduate fellowship in philanthropy—a field that some might describe as the practice of allocating wealth to social causes.

My introduction to philanthropy came during my junior year in the form of *POLISCI 236: Theories of Civil Society, Philanthropy, and the Nonprofit Sector*. Upon hearing the course's final project—a small-team grantmaking process to allocate \$25,000 to a Bay Area nonprofit—I felt a reflexive aversion to participate. Ultimately, I completed the course in its entirety and learned something from the chance to confront my discomfort.

Newly conversant in the language of philanthropy, after graduation I pursued the Tom Ford Fellowship in Philanthropy, made possible by Susan Ford Dorsey's Sand Hill Foundation. I was fortunate to be placed with Laine Romero-Alston, program officer in the Future of Work team at the Ford Foundation in New York City. I began this experience motivated by a simple desire to understand the funding side of social change work and left with a deepened understanding of the role of philanthropy in society.

Working at the Ford Foundation can be exhilarating, sitting at a hub for some of the most groundbreaking, inspiring social movement work unfolding nationally and globally. It has been an absolute privilege to be here. Through mentors I admire and respect, I learned that resourcing is part of the ecosystem of social change work. At its best, philanthropy enables the world's most important work to unfold seamlessly and abundantly; at their best, funders are responsive and humble stewards of resources.

I was introduced to the notion of grantcraft, the idea that giving away money can be done with intentional analysis of the conditions within a field. The program officer, a professional who manages a grant portfolio, best functions as a node within a network: a holder of relationships, an expert convener and connector informed on the latest developments in their field, a humble and helpful thought partner. A program officer can have tremendous influence; at the scale of \$100,000 grants, program officers help shape a field. Before my fellowship, I didn't know that this kind of work existed; now I would like to work as a program officer at some point in my career.

At our end-of-year presentation, I was asked by my professor from that junior-year course whether I am still as skeptical as when I started. I responded that my fellowship allowed me to enter philanthropy as an outsider with a curious mind, and I have come to understand more fully the complexities of philanthropy. For instance, while the program officers I know personally are admirable stewards of resources, at the structural level foundations exist because our economic system rewards a concentrated few with staggering levels of wealth that they are empowered to redistribute at their behest. It also baffles me that foundation endowments are required to disburse only five percent of their resources annually and are in many cases sustained by investments that counter the very goals of a foundation's grantmaking.

Perhaps this seems overly critical, but I learned from student activists at Stanford that critique is a show of love, a demonstration of how seriously you value an actor and see its potential to effect positive change. Philanthropy has enormous potential to do good, and I am grateful for having been given the opportunity to spend my first year after Stanford as an earnest student of the field.

Priscilla Acuña, '17 (Human Biology), completed the Tom Ford Fellowship in Philanthropy, a Cardinal Careers fellowship, at the Ford Foundation in 2017–18. She is now a program manager at Working Partnerships USA, a Silicon Valley-based economic justice organization.

“...equal access to affordable housing, living amenities, a vibrant and supportive community, and good food for all individuals. I am committed to learning about myself and others through an organization that strives to make

Friday mornings a little bit brighter.”

Hanna Payne, '19
(Human Biology),
Servant Breakfast



“...empowering Bay Area youth to take leadership and ownership of their outdoor adventures, helping them foster community, interpersonal relationships, and leadership skills in the process.”

Brandon Bergsneider, '20 (Undeclared),
Stanford Outdoor Outreach Program

Stanford students are committed to...

“...helping provide quality healthcare to anyone who needs it, regardless of financial situation; making patients as comfortable as possible and advocating for their needs; and fostering an environment of compassion and cultural humility.”

Anya Agrawal, '18 (Biology), Cardinal Free Clinics



“...building a healthy Muslim community through unifying the efforts of all groups and building a generation of leaders who will help achieve this goal.”

Khaled Aounallah, '19 (Energy Resources Engineering),
The Markaz: Resource Center

Students Declare a Major *and* a Mission through Cardinal Commitment

This year more than 300 students declared a major *and* a mission through Cardinal Commitment. They are making sustained service commitments through more than 60 student and community organizations and Stanford programs.

“...ensuring that the realm of politics is always accessible for everyone, and that people can be exposed to role models in politics who look like them. I am committed to educating people in a nonpartisan way about some of the most important political issues of our time.”

Rebecca Smalbach, '21 (Public Policy),
Stanford Women in Politics



“...doing what I can to dismantle the structural problems of educational inequity in our society through service.”

Jonathan Berry-Smith, JD/MA '18
(Education), East Palo Alto Tennis
and Tutoring (EPATT), High School
Support Initiative, East Palo Alto
Stanford Academy



“...giving a group of kids what I saw lacking in my own education: a mentor with a low-income, minority background that came out on the other side on the path to success.”

Bryan Aldana, '17 (Biology), DreamCatchers



“...improving the lives of individuals with special needs and their caregivers by making them feel important, loved, and happy for exactly who they are.”

Seo-Ho Cho, MS '19 (Community Health and
Prevention Research), Kids with Dreams



“...using social good to guide my involvement in creating, supporting, and growing socially responsible and ethical businesses that make a difference in people's lives.”

Elena Mosse, '21 (Undeclared), Stanford Social
Entrepreneurial Students' Association (SENSA)





Reflections from Ted Koppel Mimi and Peter E. Haas Distinguished Visitor

My wife, Grace Anne, and I met on this campus as graduate students 58 years ago. Consider just a sampling of all that has happened in the interim: The presidency and assassination of John F. Kennedy; the killing, five years later, of his brother, Bobby; the Viet Nam War; the mission and martyrdom of Martin Luther King, Jr.; Nixon's opening to China; Watergate; the Iran hostage crisis and the rise of Islamic fundamentalism; the collapse of the Soviet Union; the rise of China as a global power; and the evolution—from the 1960s until now—of an unprecedented, unparalleled communications explosion.

I had to remind myself, often, during the few, lovely weeks that I engaged with undergraduate and graduate students, that my life experiences are, in their perception, literally history.

Our differences are more than wrinkled skin deep. They are inclined to view the massive demonstrations that grew out of the Parkland High School shootings as evidence of a unique, unprecedented political awareness and commitment. I remember the young Freedom Riders in Mississippi and walking with thousands between Selma and Montgomery, Alabama. While I was covering the war in Viet Nam, students throughout the United States were exhibiting their opposition at teach-ins, demonstrations, and draft-card burnings. They, not the leadership in Washington, were the driving force behind ending the war. It has happened before.

What is undeniably different is how information was processed, then and now, and by whom. I have been, for almost all of my adult life, an information gatekeeper. My colleagues and I determined what was important, and then we transmitted that information to

the American public. Our reports from Birmingham, Alabama; Kent State; and Viet Nam itself were what informed and fueled political movements. We have become increasingly irrelevant. My filmed reports from war zones in southeast Asia had to be shipped over two days or more before they were ready for broadcast. I remember waiting at a post-telegram and telephone office for more than three hours in Phnom Penh, Cambodia to book a phone call to Grace Anne, then living in Hong Kong.

That seems understandably quaint to a current generation of students cradling their cell phones here at Stanford. But I am equally, if not more, bewildered by their hummingbird-like tendencies of flitting from one screen to another. Byron Reeves, a professor of media psychology at Stanford, has found a way of measuring the median time that students spend on one screen before moving to another. It is a mere five to ten seconds.

As for professional gatekeepers to assess and rank the relevance, importance, and, yes, accuracy of what is happening in their world? What antiquated nonsense! What arrogance to presume a need for professional navigators through the stormy seas of current events. The remaining audience of millions who watch broadcast networks' evening news programs do not number many Stanford students, or others of their generation, among them. They are more inclined to get their analyses from Stephen Colbert, John Oliver, or Samantha Bee. They harvest their information from social media platforms that have neither the authority nor the inclination to distinguish between *The New York Times* and Breitbart News or the rantings of some crazed conspiracy theorist.

And yet, they are far more sophisticated in the techniques and pitfalls of technological chicanery than I will ever be. In Maneesh Agrawala's class at Stanford, I was shown a video of Barack Obama so skillfully altered that the content of his remarks was completely distorted, while his lips had been electronically shaped to perfectly match that altered reality.

In a survey of young people ages 10-18, 31 percent shared news stories online that were later found to be wrong or inaccurate. As the tools of disinformation become ever more sophisticated, it is more likely that "fake news" will become increasingly difficult to excise from our political discourse. Could it be, then, that some cross-generational pollination of skills and attitudes may serve to inoculate us against further disaster?

I am modestly encouraged by the attitudes of those I've met at and through Stanford University's Haas Center for Public Service. They self-select to pursue service, while seeming to recognize that our nation is drifting toward ingrained tribalism. A trend toward service is an answer to what increasingly divides us. Young men and women working to reach common goals will intuitively resist the facile labels and categories slapped on one another by partisan social media sites.

My own preference would favor universal service, whether in the military or some acceptable social alternative. I am not convinced that voluntarism will be sufficient to counterbalance the current harsh trends toward social and political segregation. But the argument that our nation is unprepared to punish a refusal to serve with some form of imprisonment is compelling. So, as someone whom a lifetime in journalism has inclined toward cynicism, my hopes are somewhat diminished by doubt.

"All great movements, however, are created and nourished by the passion and commitment of a few; and it is almost always a few young people."

All great movements, however, are created and nourished by the passion and commitment of a few; and it is almost always a few young people.

Here's an offer, then, from an old gate-keeper, speaking on behalf of a great many dedicated old colleagues. Allow us to help you separate the wheat from the chaff. We're experienced at it. We're pretty good at it. Use your undeniable skills to spread the word, around the world at the speed of light.

Then, in the words of the prophet Isaiah: "...[Y]our ancient ruins shall be rebuilt; you shall raise up the foundations of many generations; you shall be called the repairer of the breach, the restorer of streets to dwell in."

Ted Koppel, MA '62, served as the 2018 Mimi and Peter E. Haas Distinguished Visitor at Stanford. The Distinguished Visitor program provides an opportunity for students and faculty to connect with prominent individuals whose lives and careers have had significant public impact. The 10-week residency program allows Distinguished Visitors to reflect upon their work and share their story with a new generation of leaders, challenging them to ask ambitious questions and reflect on public service.

(L-R): Ted Koppel moderates a panel on national civil service with Pablo Lozano, '18; Charlie Yang, '17; Diana Vizcarra, '04; and GSB Sloan Fellow Dave Prakash.



Building a Networked-Campus Approach through Cardinal Service

All across campus, members of the Stanford community are advancing a vision of purposeful engagement with our region, nation, and world—bridging schools, disciplines, and programs to support public service.

CARDINAL COURSES

More faculty and students are involved in community engaged learning courses than at any other time in Stanford's history. More than 150 faculty teach 189 Cardinal Courses across 55 departments and programs, with enrollment of nearly 2,800 students. New courses include *HISTORY 52Q: Democracy in Crisis: Learning from the Past*; *HUMBIO 88: Statistics in Health Sciences*; *EDUC 377C: Philanthropy: Strategy, Innovation, and Social Change*; and *CSRE 95: Liberation Through Land: Organic Gardening and Racial Justice*. New videos showcase Cardinal Courses across disciplines: bit.ly/CardinalCoursesVideos2018

CARDINAL QUARTER

Thirty-nine campus partners now offer more than 560 Cardinal Quarter opportunities for students to serve full-time locally, nationally, or globally. New partners include Stanford in New York, El Centro Chicano y Latino, and the Native American Cultural Center. Examples of student service this summer include: building statistical models on policy impacts with the Council of Economic Advisers in Washington, D.C.; conducting research on the protection of refugees, victims of trafficking, and other forced migrants with the Justice Centre in Hong Kong; and piloting an arts-based empowerment program for youth with cognitive and developmental disabilities in Entebbe, Uganda. See a map: bit.ly/cardinalquartermap2018

CARDINAL COMMITMENT

Students declared a major *and* a mission through a new online platform and collaboration with nine campus programs, 28 student service organizations, 13 community organizations, and 11 Haas Center programs. In 2017-18, over 300 students declared Commitments—from furthering educational equity and low-cost, high-quality healthcare, to service focused on housing, homeless services, and voter registration. Cardinal Commitment builds on Stanford's enduring local partnerships through the Haas Center's Education Partnerships.

CARDINAL CAREERS

More than 1,500 students pursued opportunities in the public interest through the Kickstart Your Social Impact Career fair and Cardinal Careers Thursdays panel discussions with alumni and other public service leaders, as well as advising sessions, post-graduation fellowships, and the Cardinal Service graduation pledge. Cardinal Careers piloted a \$10,000 Bridge Fund for seniors to pursue unpaid internships after graduation.

CARDINAL SERVICE NOTATION

Seventy-eight students were recognized with the Cardinal Service Notation this year—a distinction on the academic transcript for students who complete a Cardinal Quarter or 12+ units of Cardinal Courses.

560+

Cardinal Quarter awards are offered by 39 campus departments, centers, and student organizations to undergraduates to serve full-time locally, nationally, and across the globe

1,200+

students attended Cardinal Careers Thursdays, events to support students in exploring diverse public service career options (up from nearly 950 in 2016-17)

Nearly

2,800

students enroll in Cardinal Courses



94% of student survey respondents rated their 2017 Cardinal Quarter experience as “excellent” or “good”

250+

Stanford students tutor and mentor 400+ local youth through signature Education Partnerships programs, making a commitment to advancing educational equity

150+

faculty offer 189 Cardinal Courses across 55 departments and programs

3,600+

students connect to public service resources through the Haas Center's student outreach and engagement team (up from 2,500+ in 2016-17)

300+

students have declared a Cardinal Commitment through more than 60 student-run organizations, signature Stanford programs, and local organizations

84% of community partners “agree” or “strongly agree” that they are satisfied with their Cardinal Courses partnership with Stanford



27

students received postgraduate fellowships (up from 20 in 2016-17)



(Photo courtesy of Pamay Bassey)

Ekpedeme “Pamay” M. Bassey, '93

Please describe your public service journey.

I don't remember a time where service was not an integral part of my life. From a young age, I was taught “to whom much is given, much is expected,” and as I have been blessed in many ways—with a strong family, diverse and impactful personal and professional experiences,

and a great deal of gratitude for those experiences—I continue to consider service a non-negotiable aspect of my life.

I participated in many direct-service experiences in high school that I continued at Stanford. I also made a lifetime commitment through Delta Sigma Theta Sorority, a historically African-American public service sorority. In addition, I have shared my expertise with a number of organizations as a volunteer and board member: The African Women's Development Fund, the M&G Etomi Foundation, Spiritual Playdate, and the Stanford National Black Alumni Association, to name a few. Each allows me to help communities that mean a great deal to me. Finally, as I have gotten access to more resources, I have explored philanthropy to amplify my impact by financially supporting people and organizations engaged in service as another way to give back in gratitude for what was given to me.

Why do you invest in the Haas Center and Cardinal Service?

Service is a foundational part of my personal definition of success. I invest in the Haas Center and Cardinal Service to help ensure that every Stanford student has the opportunity for meaningful service while at Stanford—so that they too can include service as foundational to success as they go out into the world to live the amazing lives they have ahead of them.

What is the change you want to make happen in the world?

I would like to help create a world where people of different perspectives and beliefs stand shoulder to shoulder and have courageous and respectful conversations about race, ethnicity, culture, religion, experience, and difference. I envision a world where everyone takes the time to discover the source of their strength while respecting other people's right to do the same.

What is a lesson you've learned through public service to pass on to the next generation?

When you give to others, you often receive far more than what you gave. When you give to others, your own life is enriched.

Pamay Bassey is an executive, educator, entrepreneur, world traveler, comedian, TEDx speaker, author, and vice chair of the Haas Center National Advisory Board.



(Photo courtesy of Claudine Gossett Photography)

Kamba Tshionyi, '98

Please describe your public service journey.

Both of my parents worked for the local school district, so I've always thought of service as part of what people do every day. At Stanford, between varsity basketball and classes, my days were fairly programmed, but I volunteered with the team and for a summer

at the Mayfield Community Clinic in Palo Alto. After graduation, serving with the Peace Corps in Gabon was a transformational experience, in part because my dad is from Congo. Working on maternal and child health education focused me on my path of trying to help close the opportunity gap.

After earning a master's degree, I was an executive director for 10 years with nonprofits serving low-income youth in the Bay Area, including Summer Search, BUILD (started by a Stanford Law School alumna), and All Stars Helping Kids. I've also served on boards in various capacities. One highlight was chairing the philanthropic board for Super Bowl 50, which reinvested over \$10 million back in the community through nonprofits.

Why do you invest in the Haas Center and Cardinal Service?

Part of why Stanford is so special for me is that it helps create leaders who think beyond themselves. If service becomes

integral to every student's Stanford experience, it will have a positive ripple effect for the Stanford community and beyond.

What is the change you want to make happen in the world?

I wish opportunities were more equitable and that we could collectively find a way to bridge the worlds of abundance and scarcity; that would make the world better and more just.

Given that my dad came to the United States on a scholarship and earned his PhD at Oregon and my mom was the only one in her family to go to college, I passionately believe in the power of education. To me, however, character development is as integral to education as absorbing knowledge from books.

What is a lesson you've learned through public service to pass on to the next generation?

We have two ears and one mouth, and it's best to use them in that ratio. After three months of in-country Peace Corps training, they told me if I wanted to help my new community that my first six months on site should be spent listening to truly understand the needs. What's great about students participating in Cardinal Service—whether through Courses, Quarter, Commitment, or Careers—is that it helps them gain a broader perspective, deeper understanding, and sense of humility, all of which help the best of humanity emerge.

Kamba Tshionyi integrates client values into investment decisions with Regis Management Company and is a member of the Haas Center National Advisory Board.



Friends of Haas Award

(L-R): Brian Cook, '01, PhD '16, director of Assessment and Program Evaluation, and Kristen Azevedo, director of Student-Athlete Leadership and Development, were honored for their commitment to the mission, values, and principles of the Haas Center. Brian has helped advance Cardinal Service in significant ways through data tracking and evaluation, and Kristen has been instrumental in engaging student-athletes in service.



Kennedy-Diamond Award for Excellence in Community Engaged Learning & Research

Anna Lee, PhD candidate in the Emmett Interdisciplinary Program in Environment and Resources, was honored for addressing pressing environmental issues through co-teaching Cardinal Courses, promoting public dialogue, and building bridges with community partners.



Walk the Talk Service Leadership Award

(Clockwise from top left) Jimmy Zhou, '18; Luis Ornelas, '18; Brandon Williams, '18; and Davis Chhoa, '18, were honored for sustaining long-term service commitments, engaging in behind-the-scenes work to build organizational infrastructure, and modeling the Principles of Ethical and Effective Service. (Not pictured: Christine Chen, '17.)



Miriam Aaron Roland Volunteer Service Prize

The Roland Prize recognizes faculty who, over and above their normal academic duties, engage students in integrating scholarship with significant volunteer service to society. Nicole Ardoin, an associate professor at Stanford, teaches and advises graduate and undergraduate students in researching opportunities for motivating pro-environmental and sustainability behaviors and environmental learning in everyday life. She holds a joint appointment with the Stanford Graduate School of Education and the Woods Institute for the Environment, and is the acting director of the Emmett Interdisciplinary Program on Environment and Resources in the School of Earth, Energy, and Environmental Sciences. (L-R: PhD candidate Rebecca Niemiec, postdoctoral researcher Mele Wheaton, Nicole Ardoin, and PhD candidate Shannon Swanson.)



Cardinal Service and Stanford's Vision for the Future

As Stanford embraces a new vision for its role as a purposeful university in the next decade and beyond, Cardinal Service will be a seminal component of the institution's pursuit of excellence in research, teaching, and service for the public good.

With vital support from our Faculty Steering Committee, National Advisory Board, alumni and friends, staff, and most especially students, the Haas Center for Public Service and partners on and off campus have built the foundation. We have endowed over 95 Cardinal Quarter opportunities, exponentially grown the number of Cardinal Courses taught by over 150 faculty across the academy, and made it the norm for students to consider service commitments while on campus and as part of their careers.

We are thrilled to announce that we are near completion for a generous endowment matching program made possible by an anonymous donor in 2016. Along with supporters making annual gifts, our generous endowment donors have helped lay the foundation.

As we continue to build Cardinal Service through a networked-campus approach, giving through Stanford to support our work helps catalyze innovation, sustain excellence, and support outreach toward universal awareness of Cardinal Service. Your support makes service experiences possible for thousands of Stanford students, who bring remarkable optimism, ingenuity, and tenacity to envisioning a more just and sustainable world and creating lasting change.

We are pleased to announce two opportunities for giving:

Young Alumni Circle

Donors who are within 25 years of graduation and commit to give \$1,000 and above through multi-year pledges join our Young Alumni Circle. Members are invited to regional gatherings and the Cardinal Service end-of-year celebration.

Directors' Circle

Donors of unrestricted gifts of \$10,000 or more join the Haas Center Directors' Circle. Members are invited to the annual Cardinal Service dinner and end-of-year celebration.

As you consider what your philanthropy through Stanford University can make happen, please consider supporting The Stanford Fund and Cardinal Service.

For more information, please contact Deputy Executive Director Megan Swezey Fogarty, megan.fogarty@stanford.edu or 650.725.2870.

You can also give at haas.stanford.edu/give

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Photos of students are courtesy of students featured; credit for all other photos unless otherwise noted: Peggy Propp.

Broadcaster and educator Michael Krasny (center), talks with students (L-R): Samuel Feineh, '19; Mika Koch, '19; Nicolas Lozano Landinez, '18; and Andrea Ruedas, '19.

Join us for Reunion Homecoming Weekend

Haas Center for Public Service Breakfast

Sunday, October 28, 9:00–11:00 am | Haas Center for Public Service, 562 Salvatierra Walk

Connect with alumni, staff, and students during breakfast. Learn about Cardinal Service, Stanford's initiative to make service a distinctive feature of a Stanford education. We'll have a short program at 10:00 am.

CWOQ with Peter E. Haas Faculty Director Deborah Stipek

Friday, October 26, 3:15 pm | Location TBD—please see guide

Join us for a faculty panel on developing civic identity as part of a Stanford education.

At Reunion, be sure to pick up a free Stanford rally shirt featuring Cardinal Service!

RSVP at haas.stanford.edu/alumni

