

# Cardinal Service Report to Donors

Haas Center for Public Service  
Stanford University  
2016-17



## From the Directors

Two years ago Stanford University embarked on a bold initiative to make service a more distinctive feature of a Stanford education. Cardinal Service enjoys broad support from Stanford leadership across schools and departments.

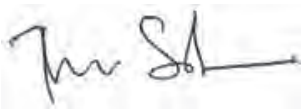
As the hub of Cardinal Service, the Haas Center for Public Service has focused on scaling and deepening efforts, conveying service as a university priority, generating excitement among students and faculty, and encouraging diverse members of the Stanford community to play a role in building a more networked, university-wide effort. You will see that collaborative efforts with faculty, students, alumni, and community organizations have helped us make progress toward these goals. This year the Haas Center engaged 6,088 students in programs and events. We would never have come this far this fast without the incredible support from you, our closest friends.

Cardinal Service focuses on four dimensions that have proven transformative in the lives of students: sustained service engagement (Cardinal Commitment); a full-time, quarter-long service experience (Cardinal Quarter); community engaged learning courses (Cardinal Courses); and support to integrate service into any career and pursue work in the public interest (Cardinal Careers). This year we are shifting our stewardship report to include all four elements together, thus providing you with the bigger picture of the impact of your gift on Stanford University.

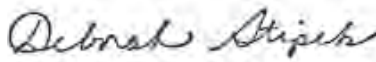
There has never been a more important time to prepare the next generation to become engaged as civic leaders in communities locally, nationally, and around the globe. We know that substantive service experiences give students the knowledge, skills, and habits for lifelong service.

Stanford is in the midst of charting a bold vision for the future, guided by President Marc Tessier-Lavigne's goal of creating a "purposeful university." Thanks to your path-breaking gift for Cardinal Service, we are well on the way toward our 2020 milestones and making service an integral part of Stanford's future. Thank you for what you are making possible.

With gratitude,



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Cover photos, top to bottom: 1. Cardinal Course in the School of Engineering. Photo by Peggy Propp. 2. High School Support Initiative mentors launch program. Left to right, top to bottom: Jou Xiong, '19 (Undeclared); Jimmy Ogada, '20 (Undeclared); Mason Curtis, '16 (Mechanical Engineering); Diana Olmos, '20 (Undeclared); James Thieu, '20 (Undeclared); Aakash Pattabi, '19 (Economics); and Lola Tijani, '17 (Human Biology). Photo by Peggy Propp. 3. Martin Hernandez, '18 (Human Biology), in Tarjia, Bolivia with the Impact Abroad Cardinal Quarter program supporting Child Family Health International. Photo courtesy of Martin Hernandez.

Photos on this page, left to right: 1. Preschool Counts mentors and mentees at St. Elizabeth Ann Seton School in Palo Alto. Top to bottom, left to right: Jiayi Chen, MS '18 (Civil & Environmental Engineering); Lena Giger, '18 (History); Chandler Mores, '18 (International Relations); Ashli Fitts, '20 (Undeclared); Maddie Bradshaw, '18 (Science, Technology and Society); Daniel Halper, '20 (Undeclared); and Alma Flores-Perez, '19 (Linguistics, Iberian and Latin American Culture). Photo by Peggy Propp. 2. Students meet with leaders from a wide variety of public service organizations at the Kickstart Your Social Impact Career Fair. Photo by Colleen SchwartzCoffey.





## Cardinal Commitment

Through Cardinal Commitment, students make and sustain service commitments as part of their Stanford experience. After three decades of developing service programs—including Education Partnerships, the Public Service Leadership Program (PSLP), the Public Service Scholars Program (PSSP), and Alternative Spring Break—this year Cardinal Commitment staff forged partnerships with a variety of campus and community counterparts in preparation for the campus-wide expansion of Cardinal Commitment in 2017-18.

Beginning in September, students are encouraged to make and sustain Commitments through signature Stanford programs, student-led service organizations, and community organizations. Students will make a personal statement of commitment, engage in service for three or more quarters, and receive ongoing support from a mentor and training in Stanford's Principles of Ethical and Effective Service.

Photo: Public Service Leadership Program 2017 cohort at the Haas Center for Public Service. Photo by Peggy Propp.

### ALTERNATIVE SPRING BREAK

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

### EDUCATION PARTNERSHIPS PROGRAMS

Through Preschool Counts, students provide math skills development for children in partnership with St. Elizabeth Seton School in Palo Alto.

Through Ravenswood Reads, students provide reading and language acquisition tutoring for first- through third-graders in partnership with Costaño School and East Palo Alto Library.

Through East Palo Alto Stanford Academy (EPASA), students provide academic and life skills enrichment and mentoring for middle school students in partnership with Ravenswood City School District.

Through Science in Service, students provide project-based science for middle schoolers in partnership with Boys & Girls Clubs of the Peninsula and La Honda-Pescadero Unified School District.

Through the High School Support Initiative, Stanford students serve as tutors, mentors, and activity leaders in Gunn, Menlo-Atherton, and Sequoia High Schools.

### GRADUATE PUBLIC SERVICE (GPS) FELLOWSHIP

In partnership with the Vice Provost for Graduate Education, the GPS Fellowship creates a supportive network of graduate students interested in community and/or civic engagement, and provides resources to make this engagement part of their future careers. Through 15+ seminars throughout the year, a multidisciplinary cohort meets with role models and community-engaged scholarship leaders.

### PUBLIC SERVICE SCHOLARS PROGRAM (PSSP)

This year-round program supports students to write a thesis that is academically rigorous while having a public service focus and outcome.

### STUDENT DEVELOPMENT AND LEADERSHIP PROGRAMS

The Public Service Leadership Program (PSLP) and Frosh Service Liaisons program help students develop the practices and perspectives of ethical and effective public service leadership.

# Cardinal Commitment Highlights

- The High School Support Initiative formally launched in January 2017, and 46 Stanford students served 116 high school students through mentoring and tutoring relationships at Gunn, Menlo-Atherton, and Sequoia High Schools.
- Education Partnerships (EdP) deepened services to the Pescadero community on the rural San Mateo coast in partnership with Puente Community Resource Center and La Honda-Pescadero Unified School District by extending the partnership initiated by Science in Service.
- All of the eighth-grade East Palo Alto students in EPASA successfully graduated to ninth grade. Twenty percent of the EPASA eighth-graders—a number significantly higher than in the overall school district—were accepted to prestigious private academies with scholarships.
- Twenty-eight EdP Fellows, who lead and supervise their peers in programs, participated in leadership training, including a fall quarter retreat; quarterly enrichment opportunities; one-on-one advising; and quarterly all-fellows meetings, including a first-ever workshop on the unique features and challenges of rural education.
- Ravenswood Reads developed the first digitized program manual to support tutors in developing individualized lesson plans for the youth.
- The Frosh Service Liaisons (leaders in every dorm with first-year students) spent over 350 hours recruiting their peers to serve, and engaged more than 160 students in volunteering with Challah for Hunger, a Stanford Blood Center blood drive, Kids with Dreams, and the Roble Hall Living Laboratory for Sustainability.
- Alternative Spring Break celebrated 30 years of providing trips; and leaders coordinated and hosted the Break Away Summit, a gathering of professional staff who direct alternative break programs at peer institutions. This year 30 student leaders engaged 158 students in Alternative Spring Break trips.



- Staff supported education-focused student service organizations to provide effective and sustained service for local youth. A cohort of group leaders met throughout the year for training on curriculum development and events such as a workshop with Remi Sobomehin, '10 (African and African American Studies), from East Palo Alto Academy High School, on restorative justice in educational settings.
- Nine students wrote honors theses with a public purpose through the PSSP program. Anthropology major Allison Perry, '17, conducted research on strategies for more intentionally involving people who are unhoused in community gardening in Seattle. She presented her thesis findings to City of Seattle staff and published an Op-Ed in *Real Change*, Seattle's weekly newspaper distributed by unhoused residents.

Photo: Stanford in Government (SIG), a student-led affiliate of the Haas Center, hosted U.S. Senator Barbara Boxer (center) as part of programs and events to engage students in public policy. Photo courtesy of SIG.

## 2016-17 Education Partnerships by the Numbers

Program	Stanford Students	Youth Served
Preschool Counts	46	39
Ravenswood Reads	77	31
Science in Service	46	107
East Palo Alto Stanford Academy	83	44
High School Support Initiative	47	120
Education Partnership Programs Total (unduplicated)	299	341



## Community Partner Reflections

**Lizeth A. Hernandez, Education Director, PUENTE**

“Our partnership with Stanford not only brings great joy to the students who engage first-hand with science, it also expands our students’ interest in what careers they see themselves doing.”

**José Santana, Afterschool Academy Site Coordinator, Costaño Elementary/ 49ers Academy, Ravenswood City School District**

“Ravenswood Reads is essential to our students’ success. Ravenswood Reads provides much needed one-on-one support to at-risk students and we have seen a great academic improvement in students that are partnered with Stanford tutors. Without their direct support I’m afraid that some of our students would fall behind academically. The students and I hope the partnership continues for years to come.”

**Miriam Magana, Director, High School Transition MyLife Program, Menlo-Atherton High School/49ers Academy**

“We really enjoyed getting to know the volunteers. It seemed as though they were perfectly matched with our program. Their willingness to try again and again, to make a student laugh when they seemed to be having a bad day, and to offer support was very valuable. We feel extremely lucky to have formed this partnership. It came at a perfect time for us as we continue to grow and improve our program.”



## Student Reflections

**Devon Burger, '18 (History)**

“I’ve loved working with Ravenswood Reads this year! Every session, I feel that I grow as an educator.”

**Kaitlyn Lagattuta, '18 (Computer Science)**

“I think that my impact in Ravenswood Reads has been some of the most important work I’ve done at Stanford, and the self-reflection I’ve done about the challenges of the experience and possible future directions make me excited to take on leadership in the community.”

**Raga Ayyagari, '17 (Human Biology, Environmental Science)**

“Thank you so much for your mentorship, guidance, and inspiration over the past few years! Whether you were leading thought-provoking workshops on the ethics of community engagement, providing valuable advice as we navigated the joys and challenges of leading Night Outreach, or generally cheering me up by providing generous and genuine words of encouragement, you were a wonderful mentor, and I am grateful for your support.”

**PSLP Student**

“I learned a lot about what style of leadership works best for me. I learned about my specific skills and weaknesses and how to best engage with problems that arise in leadership. It was helpful to hear other students’ experiences with leadership. The [PSLP] course inspired me to take greater action in social causes I believe in.”

Photos, left to right: 1. Ashli Fitts, '20 (Undeclared), mentors a youth through the Preschool Counts program at St. Elizabeth Seton School. Photo by Peggy Propp. 2. Science in Service students celebrate a year of Cardinal Service in May. Top to bottom left to right: Amy Liu, '18 (Computer Science); Vicki Tang, '17 (Biology); Program Director Sarah Koik; David Mariano, '18 (Human Biology); Sergio Rebeles, '17 (Biology); Hava Schwartz, '18 (Physics); and Sylvia Zang, '17 (Human Biology). Photo by Peggy Propp.



## Cardinal Quarter

The Cardinal Quarter team continued to deepen campus-wide collaboration and expand the menu of opportunities for students to pursue a quarter of full-time service. The Haas Center and 36 partners recruited, advised, and supported 486 students to engage in Cardinal Quarter opportunities. Our goal is to put 500 opportunities on permanent footing by 2020.

### 2017 CARDINAL QUARTER PARTNERS

Alternative Spring Break  
 Asian American Activities Center  
 Bing Overseas Studies Program  
 Bing Stanford in Washington Program  
 Black Community Services Center  
 Carnegie Science Department of Plant Biology  
 Center for African Studies  
 Center for Comparative Studies in Race and Ethnicity  
 Center for Latin American Studies  
 CS+Social Good  
 Earth Systems Program  
 FEED Collaborative at Stanford  
 Freeman Spogli Institute for International Studies  
 Global Engineering Programs  
 Institute for Diversity in the Arts  
 Krupp Internship Program (BOSP in Berlin)  
 Office for Religious Life  
 Precourt Institute for Energy

Program on Social Entrepreneurship  
 Project Dosti  
 Public Policy Program  
 Seed, the Stanford Institute for Innovation in Developing Economies  
 Stanford Arts  
 Stanford Center on Longevity  
 Stanford Global Studies  
 Stanford in Government  
 Stanford Social Entrepreneurial Students' Association  
 Stanford Woods Institute for the Environment  
 Taube Center for Jewish Studies  
 The Bill Lane Center for the American West  
 TomKat Center for Sustainable Energy  
 Urban Studies  
 Vice Provost for Undergraduate Education  
 Volunteers in Latin America  
 Women's Community Center  
 WSD Handa Center for Human Rights and International Justice

Photo: A 2017 group from Impact Abroad, a Cardinal Quarter program, in Nicaragua. Photo courtesy of Impact Abroad student participants.





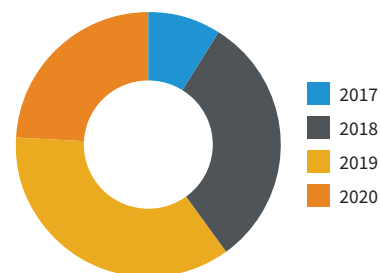
## Cardinal Quarter Highlights

- The Cardinal Quarter team established new offerings for students, including Alternative Spring Break Continuation Fellowships, Black Diaspora Fellowships, education and youth development opportunities in Los Angeles, Stanford Environmental Internships in California, and a new opportunity with Stanford's Center for Innovation in Global Health.
- The base fellowship award was increased to remain competitive with other campus-based summer programs. Staff also collaborated with the Financial Aid Office to increase the Community Service Work-Study award level for the summer program.
- Students who complete a Cardinal Quarter can now apply for a Cardinal Service Notation on their Stanford transcript, with 86 students receiving the notation in this inaugural year.
- The Cardinal Quarter team provided universal pre-field training on the Principles of Ethical and Effective Service to equip students to make meaningful contributions to communities locally, nationally, and across the globe. Students prepared for Cardinal Quarter summer experiences by participating in 65 small group orientations, 18 Principles of Ethical and Effective Service workshops, an international preparation program, and an optional course and workshop series.
- Cardinal Quarter partnered with National Advisory Board members and alumni to pilot support for the summer cohort in New York City. Modeled after the successful Sacramento effort, alumni hosted a welcome reception and made a concerted effort to connect with students serving in New York.
- More than 200 lunch matches were made between alumni and students doing service in communities around the world.
- Over 20 percent of this year's Cardinal Quarter opportunities were offered through Stanford in Government (SIG), and students served in public policy offices locally, nationally, and globally. SIG was especially pleased to send a cohort to serve on both sides of the aisle in Congress.
- Six undergraduate students served as Community-Based Research Fellows in organizations throughout California. They worked with faculty advisors on research to solve a pressing community problem or effect social change. Projects included assessing implicit racial bias in health care, the impacts of development on low-income residents, and the effects of changes in immigration law on refugee and Asian immigrant populations, as well as investigating and developing low-cost interventions that benefit incarcerated teen parents and their children.

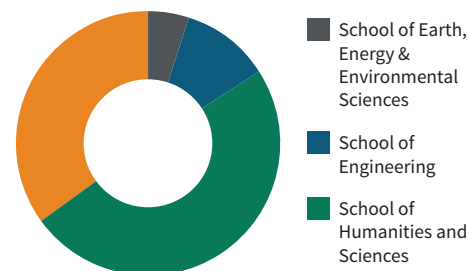
## 2016–17 Cardinal Quarter by the Numbers

- **Total opportunities: 486**
- **Academic year participants (fall, winter, spring): 52**
  - Jane Stanford Fellows: 3
  - Stanford in Washington participants: 49\*
- **Summer participants: 434**
  - Number of countries: 41
  - Number of cities: 149
  - Number of majors: 44

*\*Eleven students who participated in Stanford in Washington during the academic year received summer fellowships.*



**Summer Participants by Class Year**



**Participants by School**

Photo: During his Cardinal Quarter in Accra, Ghana, Brian Fleischer, '19 (Undeclared), and a team of high school students build a prototype of a suspension bridge from bamboo sticks as part of a civil engineering workshop at Innovate Ghana's High Schools Challenge. Photo courtesy of Brian Fleischer, pictured on the far right.



Photos, top to bottom, left to right: 1. Through the Andrew Daher Memorial Fellowship, Katie Holmes, '20 (Undeclared) travels to Alaska to meet with stakeholders as part of her work with Bureo, a nonprofit in Ventura, California that uses recycled fishing nets to make skateboards. 2. Through a Stanford in Government Fellowship, Nesrine Mbarek, '20 (Undeclared), serves in Accra, Ghana with Participatory Development Associates, an organization that works to support processes of empowerment and self-determination. 3. Engineering in Service Cardinal Quarter participant Celine Wang, '20 (Undeclared), and site supervisor Mas Petu prepare for the installation of Celine's remote monitoring system project at IBEKA's Palindi wind turbine in East Sumba, Indonesia. 4. Monica Chan, BS '17 (Mechanical Engineering), MA '17 (Education), and a Stanford student team partner with the Veterans Affairs Palo Alto Health Care System to use data to enhance treatment for veterans with traumatic brain injuries. 5. Stanford in Government Fellow Nikhil Shankar, '20 (Undeclared), serves in the San Jose Auditor's Office in California. 6. Alex Maben, '19 (Undeclared), serves at The Battery Urban Farm (The Battery Conservancy) in New York through the Donald Kennedy Public Service Fellowship. 7. Stanford in Government Fellow Shivani Pampati, '18 (Public Policy), works in Washington, D.C. with the U.S. Department of Justice on immigration-related employment practices. 8. Max Vilgalys, '17 (Electrical Engineering), completes a Stanford in Government Cardinal Quarter at the Western Interstate Energy Board in Denver, Colorado. 9. Huffington Pride Fellow Adrian Vega, '19 (Communications), works on campaigns to create safe spaces online for people to express their identity or confusion around their identity through The Trevor Project, a nonprofit providing crisis intervention and suicide prevention services to LGBTQ young people. Photos courtesy of the Cardinal Quarter participants pictured.





Take a journey around the world to see where students served this summer: [bit.ly/cardinalquarter17](https://bit.ly/cardinalquarter17)

## Community Partner Reflections

**Rose Broome, CEO, HandUp**

“I believe the best and brightest minds of our time should be working on the world’s most important problems, so I deeply appreciate the intention of this program. Thank you also for including early-stage organizations like HandUp, giving students access to a range of options beyond big companies.”

**Rita Nguyen, Assistant Health Officer, San Francisco Department of Public Health**

“I very much enjoyed hosting a student for the summer. I was a Haas summer service intern myself when I was at Stanford and am very happy to be able to serve the role of host now. The students I’ve worked with the last two years are high caliber and bring great value to the work we’re doing.”

**Justin Kreamer, Vice President of Partnerships, New York City Economic Development Corporation**

“Pablo Haake has followed a long line of Stanford summer fellows that have had a positive impact on our organization. Each has come in with the needed skills and energy to immediately contribute to the team. We treat our fellows like full-time employees, not interns, and they are always up for the task.”

## Student Reflections

**Isioma Umunna, '19 (Human Biology)**

“It is not enough to bear witness and feel sad or angry. While these feelings are valid, they are useless if they are not channeled into tangible, reasonable, and long-term action.”

**Mayuka Sarukkai, '19 (Symbolic Systems)**

“To hear tenants in Harlem voicing their frustrations with the inefficiencies of the bureaucracy, and then to return to the office and design a tool to help address those concerns, was a powerful exercise in intentionality and maximizing impact. I realized that the constant tug between front-end design and back-end development is part of the larger productive conflict between the human considerations of the tool and the computational ones. The ability to explore all angles of this human-computation-driven project renewed my faith and excitement in my academic path. It convinced me that I am indeed receiving a worthwhile education in which I am building the technical and human tools necessary to use technology for social good, and ... I am so excited to integrate my learning from the summer into the rest of the academic year and beyond.”



## Cardinal Courses

Four years ago the Haas Center launched an ambitious partnership with the Vice Provost for Undergraduate Education and the Dean of the School of Humanities and Sciences to scale community engaged learning courses at Stanford. During 2013–14, we certified 46 courses (now called Cardinal Courses). Today we have a team of six Directors of Community Engaged Learning (DCEs) focused on a broad range of thematic areas: Education, Engineering, Environmental Sustainability, Health, Human Rights, and Race and Identity. Together, they have more than tripled the number of Cardinal Courses to 157, with enrollment of more than 2,400 students. Courses are tagged in Explore Courses, Stanford’s online course catalogue.

As we continue to grow the number of Cardinal Courses across campus, DCEs and faculty are working to improve the quality of community engaged learning projects and partnerships. This year we piloted a mid-quarter feedback process, modeled on the Vice Provost for Teaching and Learning’s practice. We also focused on increasing the response rate for the end-of-quarter student and community partner surveys, so faculty have meaningful data to improve their courses. DCEs continue to work intensively with three expert faculty selected annually as Haas Faculty Fellows as they deepen their teaching practice.

Cardinal Courses support the broader goal of the Stanford undergraduate curriculum: to help students pair “ways of thinking with ways of doing” (*Study of Undergraduate Education at Stanford*, 2012). Through projects and community partnerships, faculty and lecturers across 39 different departments and programs provide opportunities for students to “blend deep academic learning with hands-on application, in ways that enrich both” (SUES, 2012: 76).

Photo: Stanford students in *ENGR 110: Perspectives in Assistive Technology* prepare their project, Plugs for Molly, for the RESNA (Rehabilitation Engineering and Assistive Technology Society of North America) Student Design Competition. Photo by Peggy Propp.



## Cardinal Courses Highlights

- Cardinal Courses spanned 39 departments and programs in 2016-17, and 122 Stanford faculty and lecturers taught Cardinal Courses. These included *SOC 157: Ending Poverty with Technology*, where students prototyped technological interventions that could significantly reduce poverty in California; and *EARTHSYS 135: Podcasting the Anthropocene*, where students created podcasts on topics ranging from the local impact of rising sea levels to recycling used clothing, in partnership with local radio stations like KQED and national organizations like the Smithsonian.
- Cardinal Course Grants awarded to faculty funded 74 new and continuing community engaged learning courses, more than double the number of grants awarded last year. One grant provided funds to purchase materials for students in *ENGR 110: Perspectives in Assistive Technology*. Student teams prototyped new devices to meet the needs of local clients, and one team was a finalist in this year's RESNA (Rehabilitation Engineering and Assistive Technology Society of North America) Student Design Competition. The team developed an aftermarket product to facilitate plugging and unplugging various electronic cords for people with limited hand mobility.
- The Haas Center hosted the annual meeting of The Research University Civic Engagement Network (TRUCEN), welcoming 25 civic engagement colleagues to campus from more than a dozen peer institutions.
- Cardinal Courses established two VISTA positions (through the AmeriCorps VISTA national service program) to build capacity for enhanced Cardinal Course collaboration with two of Stanford's long-standing community partners—the Boys & Girls Clubs of the Peninsula and East Palo Alto Academy. Our VISTA with the Boys & Girls Clubs recruited 112 volunteers, who contributed more than 700 hours to its programs supporting local youth.
- Twenty-nine undergraduate students served as Community Engaged Learning Coordinators (CELCs) and supported course-based partnerships. CELCs help ensure students are prepared for community placements, arrange transportation, and lead reflection conversations for participating students.
- Eighty-six students were recognized with the Cardinal Service Notation on the official student academic transcript—a distinction for students who complete a Cardinal Quarter or 12+ units of Cardinal Courses and submit an in-depth reflection on how their Cardinal Service experience has contributed to their intellectual and civic development. Sneha Ayyagari, BS '16 (Environmental Systems Engineering), MS '17 (Civil & Environmental Engineering), wrote that her Cardinal Courses—including *ME177: Global Engineers' Education*—"helped me refine my educational goals, connect with students and communities around the world, and expand my toolkit of knowledge and skills to engage ethically with others."



## 2016–17 Cardinal Courses by the Numbers

- 157 Cardinal Courses were offered by 39 Stanford departments and programs (2020 goal is 200 courses taught annually)
  - Total enrollment in Cardinal Courses: 2,412 students (2020 goal: 2,800)
  - 85 percent of students who completed surveys reported a deepened understanding of course material as a result of the Cardinal Course experience
  - 122 instructors taught at least one Cardinal Course this year
  - 100 percent of community partner survey respondents reported satisfaction with their Cardinal Course partnership
  - 24 students participated in Cardinal Courses that took place internationally this year
- For example, students in Professor Gabe Garcia's course, MED 259: Oaxacan Health on Both Sides of the Border, spent time in the Bay Area and Oaxaca learning about public health within migrant communities.*
- 75 faculty grants were made to support the development of new or continuing courses

Photo: Kevin Baichoo, '18 (Computer Science), a student in *SPANLANG 12SL Second-Year: Emphasis on Service* at Noche de Gala, presenting an art piece focused on refugees that he made with students from East Palo Alto Academy.

## Community Partner Reflections

### LifeMoves

Working to end the cycle of homelessness in San Mateo and Santa Clara Counties, the nonprofit LifeMoves partnered with students in *ANTHRO 186: Culture and Madness: Anthropological and Psychiatric Approaches to Mental Illness*. Students volunteered with LifeMoves programs and participated in diagnostic sessions with LifeMoves staff as they worked with new clients to connect them with housing and vocational support.

“This was my first opportunity to work with the Haas Center and students from the *ANTHRO 186: Culture and Madness* class. ... My expectations were exceeded in every way. [It was a] fine class with exceptionally talented, articulate, responsible, professional, humble, and considerate students.”

### Open Mind School

A Silicon Valley research-lab school partnered with students in *EDUC 281: Technology for Learners*. Stanford students designed and prototyped new devices and online platforms to support the needs of teachers and students at the school, including a personalized keyboard to help nonverbal students communicate with peers and teachers.

“We’ve loved this partnership. ... The contributions are meaningful and often integrated into our learning model. The understanding of our needs and populations grows every year and we hope to continue a strong and fruitful collaboration in the years to come.”

## Student Reflections

### DANCE 100: Dance, Movement, and Medicine

This course introduces students to the physical and neurological benefits of movement and dance in the treatment of Parkinson’s disease (PD). Students and people with Parkinson’s participate in dance workshops together with trained therapeutic dance instructors. Stanford students dance alongside people with PD, exploring music and movement in ways that are empowering and collaborative. In addition to dance, students and people with PD creatively address symptom-specific concerns related to balance, cognition, motor skills, depression, and physical confidence. This evidence-based practice benefits all participants through experimentation with movement and relationship building.

“[I learned] empathy and community within medicine. I was able to create friendships with the PD patients in the class and grow from hearing their stories and experiences. It gave me a lot of perspective and experience with the concept of holistic medicine.”

Photo: Jasmin Espinosa, '17 (Chicanx/Latinx Studies), and Chelsey Pan, '18 (Psychology), present a final reflection to the class and community partners for Cardinal Course *PYSCH 150B: Race and Crime Practicum*.



### ENGR 110: Perspectives in Assistive Technology

This course explores the design, development, and use of technologies to help older adults and individuals with disabilities increase their independence and improve their quality of life. Teams of students work directly with local residents and community organizations such as Abilities United and the Magical Bridge Foundation to develop concepts, fabricate devices, and test them with end users.

“We learned the importance of having open-ended questions and not making premature assumptions about what a proper solution would be. We saw that our classes were right! Our meeting went best when we didn’t come in with any preconceived notions. It was so incredible getting to actually see the impact of our products. I loved this class.”

### PSYCH 150B/CSRE 150B: Race and Crime Practicum

Students engage in projects on policing, sentencing, imprisonment, juvenile justice, and reentry with Bay Area organizations including the ACLU of Northern California, Fresh Lifelines for Youth, the Santa Clara Public Defender Office, and the Santa Clara County Office of Reentry Services.

“My experience dramatically shifted how I think about and understand the criminal justice system and how I imagine myself and my work within this system. First, working with public defenders who advocate exclusively for juvenile clients inspired me to shift my own focus to the juvenile justice system. ... Second, my experience powerfully affirmed my belief that crime is largely a social problem that must be approached from a comprehensive, justice-oriented perspective, as opposed to a punitive one. Finally, I realized through this practicum how critically important social science research can be in reshaping our criminal justice system.”

### SPANLANG 12SL: Second-Year: Emphasis on Service Learning, Second Quarter

SPANLANG 12SL, a second-year Spanish language class, partners with students and teachers in a Spanish language class at East Palo Alto Academy (EPAA), a charter high school. Each week, Stanford and EPAA students participate in a co-learning environment, learning Spanish through an exploration of current social movements such as feminism, environmentalism, and immigration policy reform.

“I encountered many students at East Palo Alto Academy who had taken journeys as refugees similar to the journeys we had been studying in class. I built meaningful relationships with the students and learned about their community. It is a good chance to extend learning beyond the walls of Stanford and better understand the realities outside of Stanford.”





## Cardinal Careers

The Cardinal Careers team focuses on four strategies: inspiring students to work in the public interest, supporting students to prepare and search for public interest work, providing unique first job opportunities, and promoting a Stanford culture that values public interest careers. Staff help students match coursework and experiences to opportunities to work in the public interest, providing feedback on resumes and cover letters, connecting students with alumni and partner organizations, and engaging students in discussions about financial concerns and other pressures. In addition, the Cardinal Careers team manages the Haas Center's popular postgraduate fellowships.

Working with the senior class leadership, this year the Cardinal Careers team also launched the new Cardinal Service Graduation Pledge. It states:

*"As a graduate of Stanford University, I will work toward a more just and sustainable world in my career or volunteer activities. I pledge to explore and take into account the social and environmental consequences of any job I consider and will try to improve these aspects of any organizations for which I work."*

The 240 seniors who took the pledge received an honorary pin to wear on graduation robes.

### TOM FORD FELLOWSHIP IN PHILANTHROPY

Three outstanding seniors are awarded the opportunity to work with a philanthropic leader in a U.S.-based foundation for eleven months after graduation.

### JOHN GARDNER PUBLIC SERVICE FELLOWSHIP

Three outstanding seniors from Stanford, and three from Berkeley, are awarded the opportunity to work with a mentor who is a public service leader in a nonprofit or government organization for ten months after graduation.

### OMIDYAR NETWORK GLOBAL PUBLIC SERVICE FELLOWSHIP

One senior is awarded a year-long, international placement with a preselected NGO, where the fellow is mentored by an alum of the Center on Democracy, Development, and the Rule of Law's Draper Hills Summer Fellows Program.

### STANFORD PUBLIC INTEREST NETWORK (SPIN) FELLOWSHIP

New graduates join a professional development cohort and work for a public interest organization in California or Washington, D.C.

Photo: SPIN Fellow Sonal Goyal, '16 (Economics), and Tom Ford Fellows Nicolle Richards, '16 (Public Policy); Hannah Meropol, '16 (Political Science); and Joy Scott, '16 (History); meet at NoVo Foundation in New York as part of the midyear meeting.

## Cardinal Careers Highlights

- Magda Gonzalez, Half Moon Bay city manager, served as the 2017 City Manager in Residence. Her three-day visit included career sessions and one-on-one student advising, guest lecturing in courses, and presenting to Haas Center and BEAM staff on local government careers.
- Nearly 800 seniors (half of the senior class) subscribed to the weekly Cardinal Careers e-newsletter that provided students a curated list of job and fellowship opportunities, along with public interest career-related events. The newsletter was also used as a resource by partners at BEAM.
- Catherine Milton, Haas Center founding executive director, joined the team spring quarter to lend her extensive network and knowledge of public service work to advise students looking for jobs and to bring in high-level speakers for programming.
- Spring quarter featured a new series of workshops called “Navigating the Social Sector Job Search.” Workshops paired senior professionals with young alumni to give advice on how to find jobs in sustainable energy and the environment, education, international development, non-desk service work, philanthropy, and public health.
- The 2016 John Gardner Public Service Fellows learned about the presidential transition from Max Stier, JD '92, president and CEO of the Partnership for Public Service. They also engaged in meetings at the Department of Justice’s Office of Legal Policy, as well as the U.S. State Department’s Bureau of Democracy, Human Rights, and Labor. The midyear meeting also included dinner with fellowship alumni and an intimate discussion with Tamara Keith, NPR White House correspondent. The fellowship year concluded with a two-day reflection session with alumni, selection committee members, and the 2017 Gardner Fellows.
- The 2016 Tom Ford Fellows in Philanthropy gathered in New York City for a midyear meeting. It included a site visit to the National Domestic Workers Alliance, a grantee of the Ford Foundation, followed by meetings with Ford’s Strategy; Legal; BUILD; Democracy Rights and Justice; and Gender, Racial, and Ethnic Justice teams. On the second day, the fellows met with the executive director, COO, and program officers of the NoVo Foundation. Haas Center National Advisory Board members Jacques Antebi, '86 (Psychology); Pamay Bassey, '93 (Symbolic Systems); and McKenzie Andrews, '16 (Economics, Modern Languages), joined Fellows and fellowship alumni for their annual dinner.
- The second annual Kickstart Your Social Impact Career event featured over 50 public interest organizations and drew 225 students. The event was produced in partnership with Stanford Career Education (BEAM) and the Stanford Center on Philanthropy and Civil Society.

Topics covered at Cardinal Careers events this year included:

### Government Opportunities

- “Ask a Diplomat” with the U.S. Department of State
- Peace Corps
- Civilian STEM Opportunities in the Air Force
- Emerson Hunger Fellowship
- San Francisco Fellows Program
- The Presidential Transition and Opportunities in the Federal Government
- Jobs in Federal Government Cyber Defense
- How to Make Your Federal Resume Stand Out
- Security Clearances 101

### Other Fellowships and Opportunities

- J-PAL Research Jobs Focused on Poverty Reduction
- Princeton in Africa Fellowships
- CORO Fellowship
- Global Health Corps Fellowships
- American India Foundation Fellowships
- ProFellow Insights on How to Find Fellowships
- Save the Children Careers in Humanitarian Response
- Career Paths in International Development
- Ideas42 Jobs in Behavioral Sciences
- Postgraduate Fellowships Offered by Stanford
- How to Write Epic Fellowship Applications

## 2016–17 Cardinal Careers by the Numbers

- This year Cardinal Careers staff conducted a total of 402 advising appointments, serving and supporting 208 students in their job and fellowship searches.
- The 2016 senior survey conveyed that 6 percent of seniors expected to go into government, and 17 percent expected to go into nonprofit work as first jobs.
- A record 181 applications were received for 15 postgraduate public service fellowship positions offered through the Haas Center, conveying a growing interest in first jobs in service.

Photos on next page, left to right. 1. Top to bottom, left to right: Kelly Hernandez, '16 (Political Science), MA '16 (Sociology); Shavana Talbert, '16 (Human Biology, African and African American Studies); Brian Leahy, '16 (Human Biology); Jordyn Irwin, '16 (Human Biology); Caitlin Esparza, '16 (Human Biology); Virginia Wang, '16 (Biology); Laura Pietrantoni, '16 (Political Science); Danielle Vazquez, '16 (Human Biology). 2. Left to right: UC Berkeley 2016 Gardner Fellows Lerrick Began, Cameron Silverberg, and Courtney Tran with Stanford Gardner Fellows Destiny Lopez, '16 (History, Political Science); Hadley Reid, '16 (Human Biology); and Jo Williams, '16 (Human Biology) at the U.S. Department of State.



## Community Partner Reflections

**Amie Batson, Chief Strategy Officer and Vice President for Strategy and Learning, PATH**

“Hadley provided great value to PATH. She quickly learned the organization, gained the trust of key people, and advanced an important initiative.”



## Student Reflections

**Hadley Reid, '16 (Human Biology), 2016 John Gardner Fellow**

“The level of exposure I had in my fellowship as a freshly graduated new hire was unique at my organization. Beyond being able to protect my time, the title of fellow gave me an air of prestige at the organization that helped my voice carry a higher level of authority once I had gained trust from leaders. The fellowship also has given me the flexibility to take time for career development opportunities (like trainings offered at other organizations around Seattle) and informational interviews. ... I cannot emphasize enough how different my experience at PATH would likely have been had I not been a Gardner Fellow.”

**Destiny Lopez, '16 (History, Political Science), 2016 John Gardner Fellow**

“[As a Gardner Fellow] I had the opportunity to be exposed to work at a level I would not otherwise have had access to. I was allowed to work on an actual policy campaign and play a pretty significant role (including coordinating a campaign committee). I also got to meet legislators and local community members, and I was given a high level of responsibility.”

**Hannah Meropol, '16 (Political Science), 2016 Tom Ford Fellow**

“Engaging with philanthropy, especially from a large, social justice-oriented foundation, has introduced me to the nonprofit sector in a way that I could not have obtained in many other places. Such a bird's eye view has given me a nuanced perspective about different approaches to social change, how civil society interacts with government and the corporate sector, and how movements are built and sustained.”



**Joy Scott, '16 (History), 2016 Tom Ford Fellow**

“For my first full-time working experience, the Tom Ford Fellowship enabled me to gain access into funding spaces where I was certainly the youngest person in the room. Moreover, I was often the only black woman in the room. I think my perspective was critical, considering a large number of the funding initiatives I reported back on were intended to serve youth, women, and communities of color.”

**Brian Leahy, '16 (Human Biology), 2016 SPIN Fellow**

“This fellowship changed the way I see public health issues and my own role in addressing them as a future health provider.”

**Caitlin Esparza, '16 (Human Biology), 2016 SPIN Fellow**

“The SPIN fellowship is an incredible opportunity for students who are passionate about having a long-term career in public service and for organizations looking to hire energetic, intelligent, caring students to better serve their communities.”

Back cover photos, top to bottom: 1. Yeji Jung, '18 (Comparative Studies in Race and Ethnicity), pictured far left with two colleagues at The Laundromat Project in New York, NY, during her Community Arts Cardinal Quarter made possible by the Stanford Institute for Diversity in the Arts. 2. Sam Reeve, '18 (Anthropology), pictured in the center, meets in San Francisco with participants in the Spirituality, Service, and Social Change Cardinal Quarter, a collaboration with Stanford's Office for Religious Life. 3. Left to right: Jorge Mecado, '20 (Undeclared), and Uche Amakiri, '20 (Undeclared), at the Plataforma de Chagas in Tarija during their Impact Abroad Cardinal Quarter in Bolivia.



## Stanford | Cardinal Service

Cardinal Quarter • Cardinal Courses  
Cardinal Commitment • Cardinal Careers

Cardinal Service is a university-wide initiative to elevate and expand service as a distinctive feature of a Stanford education. The Haas Center for Public Service is the hub of Cardinal Service.

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