



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

# COMMONS

2017



**Stanford** | Cardinal Service

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

## From the Directors

This year we welcomed President Marc Tessier-Lavigne as Stanford's 11th President and delighted in hearing him articulate a vision of Stanford as a university "dedicated to fostering education, research, and creativity for the benefit of humanity."

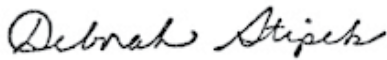
These words capture our vision—a university in which all students have opportunities to use their skills and knowledge to address complex social and environmental issues, to serve the community, and to weave public service into their careers and lives. Through Cardinal Service, the boldest expansion of public service since the establishment of the Haas Center for Public Service, Stanford is achieving ambitious goals. During this last year:

- 486 Cardinal Quarter opportunities were supported by 31 campus programs
- 157 Cardinal Courses were offered by 39 departments and programs, with enrollment of 2,412 students
- 271 students tutored and mentored 362 local youth through signature Education Partnerships programs
- 257 Cardinal Service Connectors—staff and faculty across campus—served as ambassadors for Cardinal Service
- Student satisfaction with Cardinal Quarters remained at 95 percent, and 98 percent of partners reported student contributions as being "extremely valuable" or "valuable"
- Among respondents to the 2017 survey of all Stanford seniors, 92 percent of those who had taken a Cardinal Course reported being "generally" or "very" satisfied with their course experience
- On the same survey of seniors, 96 percent of students who participated in a Haas Center program or activity indicated they were "generally" or "very" satisfied with their experience

We are grateful for the groundswell of support for Cardinal Service that makes our work possible.

As President Tessier-Lavigne said in his inaugural address, "Let us be inspired by the issues of our time. Let them lead us to the insights we need to chart our course for the future. Let us commit to being a purposeful university, a courageous university, a university of unlimited potential. Let us be fearless."

With our heartfelt appreciation,



Deborah Stipek  
Peter E. Haas Faculty Director



Thomas Schnaubelt  
Executive Director



Cover: Mosaic from #125days125ways campaign celebrating students' service commitments. This page: Haas Center directors with Walk the Talk awardees (l-r): Deborah Stipek, Oscar Sarabia Roman, '17; Kelly Jude Gomez, '17; Libby Scholz, '17; Ameena Tawakol, '17; and Tom Schnaubelt.



# Cardinal Service

Cardinal Quarter • Cardinal Courses • Cardinal Commitment • Cardinal Careers

**Students for a Sustainable Stanford fed my soul.** ... The people gave me hope, taught me more than I can say, and will always be close to my heart.

Existing on Stanford's campus is sometimes a really difficult thing as a woman of color, and there are not a lot of spaces here that genuinely work hard to make people feel welcome and safe. **The Haas Center** is one of those few spaces. I am so grateful to Haas for the opportunities it provided me to provide my labor to communities (both on and off campus), and that it **always helped hold me together when I needed it.**

The most memorable experience I've had through Cardinal Service has been **servicing as the voice of Spanish-speaking patients** in a local emergency department. I've been able to ... help patients navigate the often-confusing American medical system.

We asked students:

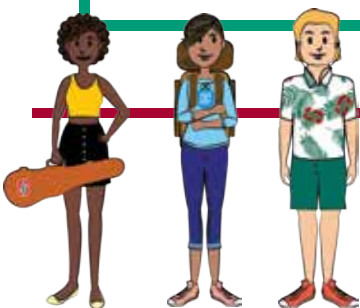
**What is a memorable service experience you had this year?**

Being able to return to my own community in Dayton and serve an organization that served me growing up through Community Service Work-Study.

Exploring the realities, histories, and complexities of the U.S. immigrant experience in Washington, D.C.

With the help of the Haas Center... I have spent two and a half years **working with my tribe, the Yurok Tribe**, to define health and identify contributors to health and health-seeking behavior.

I got to **work with teenagers in Botswana to improve their writing skills**; one of my students ... worked through his piece until we'd found the words he had been searching for. He was really proud of his work, and it was so exciting to be a part of his process in creating it.



See the new **Cardinal Service video:**  
[bit.ly/csvideo17](http://bit.ly/csvideo17)



## Cardinal Quarter: Serving at a Refugee Camp

Reflection by Nicolas Lozano-Landinez, '18 (Management Science and Engineering)

**M**y Cardinal Quarter through the Halper Summer Fellowship allowed me to experience the current refugee crisis firsthand in a manner that was as painful as it was joyful, as terrifying as it was enlightening, and as hopeless as it was purposeful.

From July to September, I volunteered at the Skaramagas Refugee Camp, a state-sanctioned camp 30 minutes west of Athens, Greece that provides shelter for Syrian, Iraqi, Afghani, Kurdish, and Pakistani refugees. I worked with the Norwegian nongovernmental organization (NGO) *Drapen i Havet* (A Drop In the Ocean).

In conjunction with the Greek Navy, the United Nations Refugee Agency, the International Rescue Committee, and others—16 organizations in total—I supported the construction of an adult community center and facilitated educational programs and social activities for adults, unaccompanied minors, and children residing in the camp for extended periods of time.

Working with the refugees of war-torn countries allowed me to understand better the long-term effects of armed conflict on the general population. As a U.S. Army ROTC cadet, I will be entering the military after graduation, and will use this experience to make decisions that take into account the future well-being of those who will be affected by my actions. I left Greece with a reignited passion to join the Army in the hope that I will be able to improve the lives and security of people like those with whom I worked.

The opportunity to work with people of various cultures, ages, and ethnicities also gave me insight into behaviors, both positive and negative, of humans across differences. The willingness and determination of refugees to help with the construction of the community center showed me the human need for a sense of purpose and progress. Conversely, attempted break-ins of our containers and other NGO offices showed me what boredom, desperation, and the fear of the unknown could do to children and adults alike—people who scavenged not out of greed, but rather out of distress and forced individualism. The pure happiness of a small child due to a new game, activity, or song showed us the perseverance of the young, while the scars on many adolescents' arms taught us that this unshakable optimism often diminishes as we grow older and better understand the things that we have seen.

Above all, I witnessed the ability of marginalized people to see beyond nationality, religion, and culture and understand what true humanity meant.

Throughout my fellowship, I found aspects of my Stanford education to be extremely relevant. For example, I applied much of what I had learned in *COMPLIT38Q: Ethics of Jihad* to connect with individual refugees about their culture and religion. I understood some of the differing Sunni and Shia ideologies, the historical backgrounds of many of the refugees' countries, and about the practice of modern Islam. This familiarity allowed me to gain respect and trust from many people in the camp and to create friendships that may have otherwise not flourished.

I even began learning Farsi, the main language in Afghanistan, as a sign of respect toward the country and culture of the community center volunteers. We had developed our own language of hand gestures and common phrases for topics such as work, politics, and family. However, I was so grateful to them that I wanted to show how much their help and hospitality meant to me.

During my time at Skaramagas, I had some of the best days of my life, and I also had some of the worst. Seeing the camp come alive at night at around 8:00 p.m. as the sun went down and the weather grew cooler, with thousands of children playing games as adults set up barber shops, mini-restaurants, and small shops—sharing what little they had with each other—was one of the most beautiful experiences of my life. Understanding, however, that current refugee relocation systems undermine the needs of refugees was heartbreaking. I hope to use my Stanford education to continue helping people who have been inadvertently or purposely alienated, individuals who deserve the assistance that society should be committed to giving them.

This Cardinal Quarter experience allowed me to immerse myself fully in humanitarian relief work while expanding my horizons to see how I could be of use to society after my time at Stanford.

**Nicolas Lozano-Landinez, '18, was one of 492 students who completed a Cardinal Quarter in summer 2016. (Photo courtesy of Nicolas Lozano-Landinez.)**

The interview was scheduled for 10:00 a.m. at a Starbucks in downtown San Mateo. Over coffee, I explained the terms of confidentiality, turned on my recorder, and asked the first question.

Together with two other Stanford students, I spent the spring of 2015 collecting data as part of *Community Health Assessment and Planning*, a Cardinal Course taught by Professor Catherine Heaney.

My group partnered with the Center for Independence of Individuals with Disabilities (CID), a nonprofit that helps individuals with disabilities in San Mateo County live independently. The organization wanted to understand better the challenges to affordable and accessible housing its consumers face. Toward this end, we interviewed and surveyed community members.

I felt like a social scientist. After weeks of collecting data, my group entered survey responses into a spreadsheet and transcribed, coded, and re-coded interviews. At the end, we presented a 52-page report with findings and recommendations to CID staff and consumers.

This was my first deep dive into qualitative research, but the real lessons went beyond theory and technique. The class taught me to consider seriously the communities that research can benefit.

Community engagement as part of an academic course was not always easy. Surveys went through numerous rounds of feedback and approval, and details as small as how to distribute candy to respondents became part of weekly check-in meetings. But because of extra effort, we designed better data collection tools. More importantly, our mindset shifted. We saw ourselves as students, not experts, and we saw our community partner as a valuable teacher.

This past year, I returned as a teaching assistant (TA) for the course. I worked closely with the student group that partnered with the California Clubhouse, a social and vocational rehabilitation center serving San Mateo County residents with mental illness. The students were helping assess the transportation and other barriers members face to attending.

Unlike other rehabilitation services, the Clubhouse embraces a highly participatory model. Members sit on the board of directors, handle payroll, hire new staff, and facilitate meetings. As it turned out, the Clubhouse's participatory culture significantly influenced the way Stanford students conducted their research.

The students and I spent afternoons reviewing the details of their methodology. They asked: How should we frame the focus group? How could we make the focus group engaging, yet ensure that we uphold the Clubhouse's policy about voluntary participation?

In planning their survey, they created a phone script so that Clubhouse members could also participate in the data collection. These reflection and problem-solving sessions are among my most memorable moments. When faced with uncertainty, we challenged our assumptions and encouraged a mode of thinking designed to shape us into community-minded, ethical researchers.

The student group's final report maps where members live and how frequently they attend the Clubhouse, providing a visual of how distance to public transportation and access to personal vehicles might affect member attendance. The Clubhouse can use these findings to make strategic use of a van the organization recently purchased and to advocate at the city and county levels for more inclusive transportation for people with mental illness.

Ultimately, participating in a Cardinal Course taught me how what we do as students and researchers affects the people whom our scholarship seeks to benefit. This lesson is one that we can easily discuss in the classroom but can only experience when we venture to be students in partnership with the community.

**Vanessa C. Ochavillo, '17 (Human Biology) was a TA for one of more than 150 Cardinal Courses offered across 39 departments and programs. She is now a Cardinal Service Coordinator at the Haas Center.**

## Cardinal Courses: Engaging in Community-based Research

Reflection by Vanessa C. Ochavillo, '17 (Human Biology)



**A**lmost four years ago, I wandered into the Haas Center during New Student Orientation. That day, I met many passionate college students engaged in public service, but I was particularly lucky to meet the staff of East Palo Alto Stanford Academy (EPASA). They told me—with great love and humor—of young people who had changed their lives. Beyond their warm relationships with seventh and eighth graders from East Palo Alto and Belle Haven, they had a sustained commitment to working with the Ravenswood City School District and family members to push for educational equity. After learning more about East Palo Alto's history and the collaborative work happening in EPASA, I knew that I wanted to support their work and meet the brilliant, hilarious youth.

I was moving from East Side San Jose, a Latinx and Southeast Asian immigrant neighborhood, to come to Stanford. Though my home is only 24 minutes from campus, it felt like traveling to a different world. I was afraid. As a low-income, first-generation college student, I didn't think I would have a place at an elite academic institution, and I didn't know if I could still belong to my community if I did.

EPASA offered an opportunity to support the powerful educational equity work that East Palo Alto residents are already doing in their community, and to stay connected, in some way, to similar struggles in my home community.

For my first two years at Stanford, I tutored with EPASA through the Community Service Work-Study (CSWS) program. Then in 2015, I joined the Education and Youth Development Summer Fellows to teach in EPASA's summer program. I stayed on through the summer of 2016, and then joined EPASA's 2016-17 academic year staff as the eighth grade English Language Arts teacher.

My time with EPASA has taught me different lessons: how to hold space for young people of color on a college campus; how to scaffold a curriculum; how to remember a first aid kit at all times (I mean at *all* times). But perhaps most importantly, my time with EPASA has complicated my understanding of how young people of color “should” interact with education. Deep inequities exist between Stanford and neighboring communities, and resistance manifests in many ways. I have been in a continuous process of learning from the middle school students' acts of community-building and resistance, and I am grateful that they taught me to center my work in the wisdom and ways of knowing of low-income communities of color. I never cried as much as I did in my time with EPASA, but I also never laughed so often or so hard.

I am eager to continue working for educational equity in the Bay Area and am deeply grateful to the EPASA and CSWS staff, my teammates, and last—but certainly not least—the EPASA youth and their families.

Just this spring, I graduated from college. As I reflect on what this milestone means to me, I am certain that EPASA was vital in making my graduation possible. More than any seminar or professor, EPASA youth taught me about hard work, resilience, and nuanced truths. They kept me grounded in the experiences that brought me to Stanford, and they reminded me that I had gone to school in the first place to build social change.

**Co Tran, '17, was one of more than 270 students who tutored and mentored local youth through signature Education Partnerships programs in 2016-17, making a commitment to advancing educational equity. Co is now serving as an AmeriCorps VISTA with East Palo Alto Academy.**

## Cardinal Commitment: Learning with Local Youth

Reflection by Co Tran, '17 (History)





## Cardinal Careers: Facilitating a Presidential Transition

Reflection by Laura Pietrantoni, '16 (Political Science)

On my first day at the Partnership for Public Service Center for Presidential Transition, I knew almost nothing about presidential transitions. By my second month, I had planned an entire day of content around presidential appointments and led a discussion on this complicated process with the Clinton and Trump transition teams.

One week after my 2016 Stanford graduation, I started my first job as a Stanford Public Interest Network (SPIN) Fellow at the Partnership, a postgraduate opportunity made possible by the Haas Center for Public Service in collaboration with the Center on Democracy, Development, and the Rule of Law, part of Stanford's Freeman Spogli Institute for International Studies.

I was put in charge of helping the Clinton and Trump transition teams plan for the 4,000 political appointments the incoming president would have to make. The last thing I expected from my first job out of school was to be given such substantive work and that level of responsibility. Luckily, I had the trust of the Partnership and preparation from Stanford to take the work and run with it.

One of my main roles at the Center was to advise those involved in the transition on the appointments process. A bachelor's degree in political science does not, by any means, make you an expert on presidential appointments. To prepare, I dug into reports on nominee paperwork, the background investigation and security clearance process, the different Senate committees that vet nominees, and anything I could find that would allow me to train and advise the transition teams. The opportunity to become a subject matter expert has been an aspect of my fellowship that I have enjoyed the most, and I have Stanford to thank for giving me the skills to get there in a short amount of time.

Though I spent a lot of time reading up on what I could, not much was out there given that a presidential transition had never before been studied to the degree that the Partnership has done with this last transition. When I came in, no one handed me an operating manual and told me how things were done. Instead, I got to be part of the team that, for the first time, took a hard

look at previous transitions and developed a set of best practices for this process and first-of-their-kinds tools to help the actors involved. Uncertainty was an everyday part of our work, and I don't know that I would have thrived had it not been for Stanford's entrepreneurial spirit and emphasis on innovation.

But probably the most important thing that I took with me from Stanford to D.C. was an appreciation for our system of government and our public servants.

The Center for Presidential Transition's work revolves around a central pillar of our democracy: the peaceful transfer of power from one administration to the next. And yet this election and transition have tested our democracy.

Stanford's emphasis on public and government service strengthened my commitment to our work when things got hard. The global perspective I gained through my classes gave me an appreciation for our government despite its deep divide. And my time at the Partnership—vetting nominees for the Samuel J. Heyman Service to America Medals, or working with former presidential appointees to create position descriptions for the transition teams—has given me a chance to work with our country's incredible public servants.

Both Stanford and the Partnership encourage public service and appreciate deeply the complex but important work of government institutions. My education and fellowship have given me an opportunity to support the public servants and institutions at the heart of our democracy.

**Laura Pietrantoni, '16, serves with Max Stier, JD '92, Partnership for Public Service president and CEO, through the SPIN Fellowship, a full-time postgraduate experience working with a mentor, as part of Stanford's Cardinal Careers programming to support students to pursue work in the public interest. (Photo courtesy of Laura Pietrantoni.)**



# #unselfie



**In celebration of Stanford's 125th anniversary, students shared the diverse service commitments they are making as part of their Stanford education. We launched the Cardinal Service Instagram account with #125days125ways to serve.**

Read the micro-stories of students in service: [bit.ly/125days125ways](https://bit.ly/125days125ways)

 @cardinalservice



# @cardinalservice



# #125days125ways



## Can We Talk About Race? Reflections on Campus Conversations at Stanford

By Beverly Daniel Tatum, Mimi and Peter E. Haas Distinguished Visitor

When friends ask me what I did as the 2017 Mimi and Peter E. Haas Distinguished Visitor at the Haas Center for Public Service, I tell them quite simply that I was “visiting.”

In addition to giving my public lecture and a TEDxStanford talk, I visited undergraduate classes and graduate seminars; visited with staff members over breakfast, students and faculty members over lunch, and with resident fellows and their students in residence halls over dinner. Each week during my office hours I was visited by a cross-section of the Stanford community: seniors eager to discuss their final projects, doctoral students seeking career advice, faculty and staff interested in talking about curricular change and ways to build a more inclusive campus community.

What have I concluded from these many visits? Stanford is a community both hungry for and hesitant about conversations about race.

The enthusiastic attendance at my Haas lecture and my other public presentations are indicative of the interest many people have in understanding the racial dynamics in our nation. The requests for my classroom visits and private conversations reflect the hunger I have observed. Yet, in almost every context, I have found a hesitation to ask questions, perhaps rooted in a reluctance to expose one’s lack of information or fear that a comment or question will be misunderstood by others, maybe even perceived as evidence of unconscious bigotry or racism.

In the polarized political climate in which we currently live, it is not surprising that there is anxiety about engaging in potentially difficult conversations. Yet we need to create environments where such conversations can take place if we want to prepare the next generation of leaders.

One thing I have learned over the course of my career is that the most effective learning environments function with the ABCs in mind. What do I mean by those ABCs?

“A,” affirming identity, refers to the fact that students need to see themselves—important dimensions of their identity—reflected in the environment around them, in the curriculum, among the faculty and staff, and in the faces of their classmates, to avoid the feelings of invisibility or marginality that can undermine student success. “B,” building community, refers to the importance of creating a campus community in which everyone has a sense of belonging, a community in which there are shared norms and values as well as a sense of common purpose which unites its members. “C,” cultivating leadership, refers to the role of education in preparing citizens for active participation in a democracy, and the assumption that leadership must come from all parts of our community.

However, leadership in the 21st century requires the ability to interact effectively with people from backgrounds different from one’s own—an ability that requires practice to develop. Translating the ABCs into action requires us to ask each other important questions regularly: Who is reflected in our environment? Who is missing from the picture? What opportunities exist for building community, for encouraging dialogue across difference? How are students involved so that they are honing leadership skills in a diverse context?

In the effort to foster student capacity to connect with others across lines of difference as a critical component of leadership development, we must remember that timing is important. Students need time to practice these skills—and because their time on a campus is relatively short, we should begin from the moment they arrive.

For example, if students could get exposed to multicultural perspectives in their first year, perhaps as part of a first-year seminar, their new learning might help provide context for the interactions they will have with students from communities different from their own. Students who have these early experiences often become the ones who initiate dialogue groups on campus, bring a multicultural perspective to their student organizations, and expand their own horizons by seeking out friendship networks more diverse than those they had at home—taking full advantage of the years higher education uniquely provides to practice those skills before moving on to the next phase of their lives.

Courses that actively encourage cross-group dialogue, such as the *Stanford Intergroup Communication* course, taught by Hazel Markus and Dereca Blackmon, and Cardinal Courses designed to support cross-cultural community service outreach, are examples of such learning opportunities, offering maximum benefit if they occur early in a student's college experience.

When we consider curricular and programmatic interventions, we must keep in mind that breaking down the barriers to meaningful cross-racial dialogue is not done well quickly. You can't bring a complex conversation about race to closure in the two hours of a single afternoon workshop, for example. Too often what is accomplished in short periods of time is just enough to generate anxiety, and anxiety often leads to avoidance. Put simply, "I don't want to talk about it" can become a common response. If we really want to have these conversations, and have them in ways that help us, we must make space for ongoing dialogue.

It may seem that implied in my comments is the assumption that educators—faculty, staff, administrators—know how to facilitate these conversations. The reality is that a lot of us don't. But we can learn. And we can support each other in the process. When I first began teaching about racism in 1980 I was a novice instructor, and I know I made mistakes. But even in my inexperienced state,

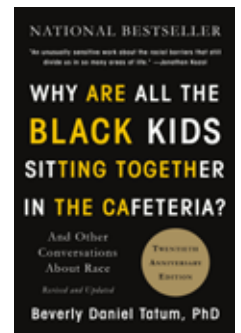
my students told me that I was changing their lives by giving them permission to talk about race—powerful feedback for a then-young instructor! Those conversations are still needed, perhaps now more than ever.

Though undoubtedly racial progress has been made in my lifetime, our social context still reinforces racial hierarchies, and still limits our opportunities for genuinely mutual, equitable, and affirming relationships in neighborhoods, in classrooms, or in the workplace. As someone born in 1954, I know that change is possible, even if sometimes slow and not easily made permanent. Dialogue-driven action can help us to build bridges across divided communities and meet the educational needs of all students. We owe it to ourselves and the generations that follow us to try. *Can we talk about race?*

**Spelman President Emerita Beverly Daniel Tatum was the 2017 Mimi and Peter E. Haas Distinguished Visitor. The program provides an opportunity for students and faculty to connect with individuals whose lives and careers have had significant public impact and who have distinguished themselves in public service.**

**A 2013 recipient of the Carnegie Academic Leadership Award, Tatum served as president of Spelman College from 2002 to 2015, a period of innovation and growth at the institution. Tatum holds a BA in psychology from Wesleyan University, an MA and PhD in clinical psychology from the University of Michigan, and an MA in Religious Studies from Hartford Seminary.**

**The 20th anniversary edition of her bestselling book, "*Why Are All the Black Kids Sitting Together in the Cafeteria?*" and *Other Conversations About Race*, is available in fall 2017.**



Beverly and Travis Tatum (center front and back) at the Office of the Vice Provost for Graduate Education (VPGE) Leadership Dinner. (Photo courtesy of VPGE.)





## Decades of Service in Africa

**M**ina Shah, '16, MA '17, comes across as serious, thoughtful, and a little reserved. But get her talking about her experiences in Ghana, and her passion is obvious.

Shah spent two summers serving with Haas Center support at the West Africa AIDS Foundation—an experience she found humbling.

“I was more changed by my experience there than I could ever hope to change anything by being there,” says Shah.

Shah first went to West Africa in 2014, during the time of the Ebola outbreak. As the epidemic deepened, Stanford brought all of its students home for their safety, and Shah found herself back in the United States a few weeks early.

“I was upset when I returned to Stanford that fall,” she says. “I had been doing a lot of learning, but I hadn’t been able to give back to the organization.”

So, the following year, Shah applied for a Cardinal Quarter fellowship to return and complete her work.

The Haas Center’s connection with Africa dates back over 20 years, beginning with the Amy Biehl Fellowship. Amy Biehl was a Stanford graduate and Fulbright Scholar working in South Africa in 1993, during the transition from Apartheid to democracy, when she was killed by several youths on their way home from a political rally. Working with the Biehl family and African Studies faculty, the Haas Center used funds donated in Amy’s memory to create a summer fellowship. The first Amy Biehl Fellowship was offered in 1998, when fellows traveled to Cape Town to work for programs run by the Amy Biehl Foundation Trust.

Early champions of these efforts included Kelly Moylan, '77, and David Abernethy, a Stanford political science professor from 1965 to 2002. Support for this work continues to grow. In 2016, the Haas Center supported over 30 students through various Cardinal Quarter fellowships in ten African countries.

The fellowship application process is somewhat challenging. All applicants submit an essay and a letter of recommendation. Finalists undergo an interview in which panelists grill them on the work they have done to prepare for their experience. Laura Hubbard, associate director of anthropology at the Center for African Studies, is a faculty mentor for the African Service Fellowship.

Undergraduate Fellowships Program Director Hilary Douglas says, “Laura and the selection committee push the students not only to think through the realities of serving in a particular country in Africa, but also why they want to go and how they will prepare academically, logistically, and emotionally.”

Applicants must also find an organization that will host them, and have it approved by program staff. “Finding an organization to work with is a fair amount of work,” says Undergraduate Fellowships Program Director Valerie Chow. “Students have to be persistent about it.”

The best matches are where both the community and the student will get the maximum benefit.

“We prioritize established nonprofits or NGOs that are rooted in service, have a long-term commitment to a community, and can provide a substantive internship with a designated mentor or advisors,” says Senior Program Director Jon McConnell. “We encourage students to look for a position that will further their academic or professional goals.”

Photo (l-r): Peace Edem, '19 (Human Biology), Priscilla Agbeo, '18 (African and African American Studies; Science, Technology, and Society), Brian Fleischer, '19 (Human Biology), Nashwa Khalid, and Opemipo Akerere, '18 (Science, Technology, and Society) in Ghana in summer 2016. (Photo courtesy of Brian Fleischer.)

Once the fellows are chosen, they participate in a thorough orientation and training on international travel as well as the Principles of Ethical and Effective Service. If possible, students are also “matched” with Stanford alumni living and working in African countries to meet for a meal and an informal mentoring session.

Africa has long been a destination of interest for students, and there has been an increase in the last few years of students from Africa who apply for fellowships to return to their home countries to work for the summer. One obvious advantage is that students can save on living costs if they stay with parents or relatives. They are also often familiar with the service landscape in the area and may already have connections with suitable organizations, making it easier to find a position for the summer.

Brian Fleischer, '19, traveled to his home city of Accra the summer after his freshman year. He and a fellow student had a desire to challenge young people in their community to realize their own ideas and innovations, something he wished he had had growing up. Fleischer received a Donald Kennedy Public Service Fellowship and worked with design challenge organization Innovate Ghana to bring the idea to fruition.

In helping high school students develop solutions to problems they identified in their communities, Fleischer gave students an outlet for their innovations and ways to solve community issues. At the same time, he found purpose in his own life.

“I realized I was there to find myself,” he says.

Mina Shah says her fellowship experiences changed her trajectory.

“When I came back to Stanford, I followed up with classes that informed my lived experience,” she says. “Those classes led me to the Center for African Studies graduate program.”

She completed her MA in African Studies this year, and is serving with Princeton in Africa, a one-year service fellowship for graduates. This experience has also given her valuable life skills.

“I learned that listening is really important—finding out what someone actually needs versus what I think I should provide,” Shah says. “I’m still strong-headed, but better at listening to others and taking advice with a grain of salt.”

What advice would she give students considering a Cardinal Quarter in Africa? “Do it!” she says. “Remember to breathe ... slow down and listen to your workmates and community members. And walk to work—you can talk to people on your way. That’s awesome, because people are awesome.”



Mina Shah (left) with a friend. (Photo courtesy of Mina Shah.)

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## Making International Service Possible: Why One Parent Gives Back A Conversation with Austin Ligon

### What do you find most exciting about Cardinal Quarter?

I was drawn to supporting the Cardinal Quarter program because of the excellent feedback about it I received when a student serendipitously worked for my daughter’s social enterprise, Ubongo Kids, in Tanzania. I am thrilled that my gift brings together the extraordinary bright minds, high energy, and social consciousness of Stanford students from a variety of disciplines with “on-the-ground” experience in East African social enterprises providing high-value, cost-efficient educational enhancement to some of the world’s most economically challenged, but eager, students.

### Have you had a life-changing service moment?

Yes. Living, studying, and working in Lima, Peru during my senior year at the University of Texas completely transformed my life. Peru then had a left-wing, “anti-imperialist” military government; it was the final years of the Vietnam War; and America was intensely unpopular. I was forced to become truly fluent in Spanish and to survive and prosper in a very different culture. It gave me the opportunity to teach English to very poor Peruvian students whose families had migrated to Lima from the mountains and for whom English language acquisition could be the path to a much brighter economic future.

### How do full-time summer service experiences inform or alter students’ academic or career trajectories in meaningful ways?

Many Stanford students have not had the opportunity to step out of their comfort zones and be challenged in ways far outside those that academia presents. A Cardinal Quarter tests and challenges them in completely new ways. It helps students discover how the totality of their skills can be integrated to tackle something they have no real knowledge of or training for—and often discover a lot about what they want to learn and skills they want to develop in order to pursue a path in life that has been made clearer by this experience ... whatever it may be.



(Photo courtesy of Austin Ligon.)

**Austin Ligon is an angel/venture investor; co-founder and former CEO of CarMax, Inc.; and the proud parent of Aaron Ligon, '06, MS '07; and Nina Ligon, '16.**

## 2017 Haas Center Awards



### Friends of Haas Award

Deland Chan, assistant director of the Urban Studies for Community-Based Learning and the Human Cities Initiative (pictured right), and Michael Kahan, senior lecturer in Sociology and acting director of the Program on Urban Studies, were honored for their commitment to the mission, values, and principles of the Haas Center. They teach Cardinal Courses, serve as Cardinal Service Connectors, and provide invaluable support to Cardinal Quarter programs and participants.



**Kennedy-Diamond Award for Excellence in Community Engaged Learning & Research**  
Rebecca Niemiec (left), a PhD candidate in the Emmett Interdisciplinary Program in Environment and Resources, was honored for building strong relationships with community partners as part of implementing and evaluating community-based interventions to motivate stewardship of natural resources. Also pictured is former Haas Center Faculty Co-director Julie Kennedy, for whom, with Larry Diamond, the award is named.



### Walk the Talk Service Leadership Award

(Clockwise from top left) Libby Scholz, '17; Oscar Sarabia Roman, '17; Kelly Jude Gomez, '17; and Ameena Tawakol, '17, 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.



### 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. William "Bill" Koski (center) is the Eric and Nancy Wright Professor of Clinical Education at Stanford Law School, and the founder and director of the Youth and Education Law Project, through which law students work on behalf of disadvantaged children and their families for educational equity, disability rights, and school reform. Koski also launched the Stanford Center for Public Research and Leadership, a partnership with Columbia University, to bring together Stanford graduate students across disciplines to consult with public education organizations such as school districts and nonprofits.



## Creating the Future of Service at Stanford

### Embedding Service in the Culture of Stanford

This year, we turned our attention to exploring how Cardinal Service, and more broadly embedding service into the culture of Stanford, can become part of Stanford's long-range planning.

With support from faculty, National Advisory Board members, staff, alumni, and students, we submitted a series of provocative and innovative proposals as part of the university's long-range planning process. Each proposal outlines a mechanism to deepen the connection between public service and the academic enterprise, and continues to build on Stanford's leadership in this area. They include everything from supporting student gap- and bridge-year experiences, to rethinking the time people spend at Stanford and the places where education happens, to ways to deepen Stanford's role as an anchor institution and a national leader in community-engaged scholarship.

### Building Momentum for Cardinal Service

Today, more than ever, our complex social, political, and environmental issues call for Stanford University to contribute to the public good and to weave public service more deeply into our rich tapestry of tradition and culture.

As we continue to build Cardinal Service, gifts from alumni and friends catalyze new efforts, sustain excellence, and support outreach. Annual and reunion gifts provide an opportunity for alumni and friends to have a powerful and direct impact on the development of public service leaders.

We invite you to learn more about the defining characteristics and ambitious five-year milestones for each of the Cardinal Service elements: [bit.ly/cs2020milestones](http://bit.ly/cs2020milestones).

An anonymous donor has provided a University matching program to encourage gifts for endowed support for the Cardinal Service program. Donors can target their support for current and future generations of Stanford students to serve on issues they care about at the local, national, and international levels.

For more information, please contact Deputy Executive Director Megan Swezey Fogarty, [megan.fogarty@stanford.edu](mailto:megan.fogarty@stanford.edu) or 650.725.2870.

You can also give at [haas.stanford.edu/give](http://haas.stanford.edu/give).

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## Join us for Reunion Homecoming Weekend

### Haas Center for Public Service Reunion Homecoming Weekend Breakfast

Sunday, October 15 | 9:00–11:00 a.m.

Enjoy a buffet breakfast and learn about Cardinal Service, Stanford's initiative to make service a distinctive feature of a Stanford education. Join us to connect with fellow alumni, students, and staff; and hear from Peter E. Haas Faculty Director Deborah Stipek. Short program at 10:00 a.m.

RSVP at [haas.stanford.edu/alumni](http://haas.stanford.edu/alumni)