When President John L. Hennessy launched The Stanford Challenge in October 2006, he called upon the university’s groundbreaking researchers to contribute to multidisciplinary initiatives targeting some of the world’s most pressing challenges in human health, the environment, and international peace and security. Tackling complex problems has indeed inspired scholars and students to forge paths beyond traditional academic disciplines.

Their ability to exchange ideas across seven schools on one contiguous campus is a tremendous advantage. Researchers in medicine can tap the expertise of engineers and biologists; law scholars can collaborate with environmental scientists and business leaders; and education experts can glean insights from political scientists and economists.

And Stanford possesses another critical asset: entrepreneurial spirit. As a seedbed of innovation in a pioneering valley, the university is more than just an incubator of ideas. It is a world-renowned leader in translating discovery into practical solutions.

“Bio-X Investment Paying Off,” below, and “Building Bridges to Inform Economic Development in India,” opposite, zero in on the ways in which Silicon Valley venture capitalists, known for their technological savvy and affinity for promising ideas, are helping Stanford leverage its creative thinking in the laboratory and the global economy.

Bio-X Investment Paying Off

The twin engines driving Bio-X—Stanford’s interdisciplinary biosciences program—are the same two things venture capitalists invest in: innovative ideas and talented people.

Bio-X researchers work across boundaries to transform human health and health care. For example, investigators from chemical engineering, ophthalmology, and materials science pooled their knowledge to create artificial corneas with the potential to restore sight. Another team found a way to put thousands of valves on a single tiny chip, leading to a prenatal test for Down syndrome that produces results in hours rather than weeks.

But these high-risk projects also transcend the boundaries of traditional funding categories, so they rely on an alternative source of support: Bio-X’s Interdisciplinary Initiative Program (IIP), which provides grants of up to $150,000 over two years to about two dozen interdisciplinary teams from schools and institutes across the university.

The program has already fueled big dividends. The first $6 million in seed funding allowed teams to prove the feasibility of their projects and then win $70 million in grants from government and other outside sources.

“That is a great return. I wish all my ventures were that good,” says Sam Colella, MBA ’71, cofounder and managing director of Versant Ventures, a health-care and biotechnology venture capital firm.

Colella, who also chairs Bio-X’s Interdisciplinary Biosciences Advisory Council and is a member of The Stanford Challenge Leadership Council, knows innovation when he sees it. He and his wife, Nancy, recently invested their own money, making a gift of $1.2 million to support both IIP grants and a graduate fellowship for a student conducting interdisciplinary research. Their gift to the Bio-X Stanford Interdisciplinary Graduate Fellowships moves the program closer to its goal of securing endowed funds to support 30 students at a time.

“One of the inaugural fellows, neuroscience student Leslie Meltzer, PhD ’08, aims to help the 50 percent of people with depression who fail to respond to existing medications. Using high-speed cameras and a special dye, she and her colleagues in bioengineering, electrical engineering, and psychiatry have taken real-time images of how neural circuits behave in depressed and normal rats.

“We employed classical and novel methods to look at brain activity in a new way,” she says.

They discovered that one neural circuit, in the brain’s hippocampus region, changes due to depression. The team further found that antidepressant medications, in addition to reversing depressed behavior, change that circuit back to normal. By pinpointing what forces a normal circuit into a depressed state, scientists hope to develop medications that directly undo negative changes and restore mental health.

The prospect of attaining huge payoffs in human well-being inspires everyone involved in the Bio-X endeavor—researchers and funders alike.

“I haven’t seen a project or a student I wouldn’t personally fund myself. The Bio-X people have raised a very high bar,” Colella says.

For Sam, MBA ’71, and Nancy Colella, Bio-X is a smart investment.

“I’m passionate about health-care entrepreneurs, start-ups, and Stanford,” he says.
### Building Bridges to Inform Economic Development in India

India is on the rise. It boasts one of the world’s fastest-growing economies, ticking up at an average of 8 percent a year of late, and an expanding, tech-oriented middle class. The poverty rate has been cut in half over the last few decades. Yet prosperity threatens to bypass many of India’s 1.1 billion people, particularly the two-thirds who live in rural areas. Transportation and power networks are not keeping up with the boom. Educational and health-care systems urgently need reform. Such complex problems are easy to see but often difficult to resolve.

The Stanford Center for International Development (SCID) is well positioned to help. For nearly a decade, it has produced in-depth research driven by pressing policy questions: What is the most effective way to restructure specific sectors such as energy, agriculture, and finance to help sustain India’s momentum? How can policy makers leverage affirmative action and primary schooling reform to drive more inclusive growth? Increasingly, the answers are framed by India’s expanding role in the global economy.

Annual conferences at Stanford and in India provide forums in which to weigh scholarly expertise against the local knowledge of government ministers, business leaders, and Indian researchers. SCID, which is part of the Stanford Institute for Economic Policy Research, reaches beyond Delhi and Mumbai to bring data and analyses to India’s states including Bihar, Kerala, Punjab, and West Bengal. Ongoing interaction and collaboration often grow out of the meetings—a far-reaching benefit for all involved.

Support from leaders of Silicon Valley’s Indian community has been an integral factor in SCID’s success. Kanwal Rekhi, a high-tech entrepreneur turned venture capitalist and mentor, joined the effort early on and encouraged fellow venture capitalists Kumar Malavalli and Vinod Khosla, MBA ’80, to enlist. Together, the three have pooled more than $3 million in funding for SCID’s work in their native land.

“Reform has to happen from the inside out,” Rekhi says. “But we can provide ideas and encouragement to help move the country forward.”

That encouragement, in the form of both intellectual and financial contributions, means that SCID can bring the best minds to the table, says its director, Nick Hope. “We have been able to invite experts from across campus and across the U.S. to offer different perspectives to the debate,” he says.

The impact of the research program, co-directed by Senior Researcher Anjini Kochar and Senior Fellow T. N. Srinivasan of Yale University, is measurable in places such as Bihar, one of India’s poorest economies. Kochar’s research there revealed that reform has to happen from the inside out. But we can provide ideas and encouragement to help move the country forward.”

That encouragement, in the form of both intellectual and financial contributions, means that SCID can bring the best minds to the table, says its director, Nick Hope. “We have been able to invite experts from across campus and across the U.S. to offer different perspectives to the debate,” he says.

The impact of the research program, co-directed by Senior Researcher Anjini Kochar and Senior Fellow T. N. Srinivasan of Yale University, is measurable in places such as Bihar, one of India’s poorest economies. Kochar’s research there revealed that government policies to provide schools within walking distance of every rural household have compromised school quality. Her timely insights underscored the need to reexamine proposed reforms and reinforced calls for a more effective approach. Srinivasan, meanwhile, is helping officials derive accurate numbers on poverty across the state, calculations on which the central government bases critical monetary transfers.

Their work is just one facet of Stanford’s efforts to build bridges to the world’s largest democracy, notes Kochar, who also co-directs Stanford’s Center for South Asia. The benefits flow in both directions: SCID scholars bring what they know to India and bring back what they learn there to faculty and students.

“Reform has to happen from the inside out,” Rekhi says. “But we can provide ideas and encouragement to help move the country forward.”

That encouragement, in the form of both intellectual and financial contributions, means that SCID can bring the best minds to the table, says its director, Nick Hope. “We have been able to invite experts from across campus and across the U.S. to offer different perspectives to the debate,” he says.

Kumar Malavalli agrees that the two countries are intertwined—both in India and in the U.S. “Our program of research and teaching and have an even greater impact—both in India and in the U.S.,” she explains.

Kumar Malavalli agrees that the two countries are intertwined—both in India and in the U.S. “With the right people and the right research,” he says, “Stanford can articulate how both countries can benefit from their synergy.”

Kanwal Rekhi, managing director of Inventus Capital, has been the leading force behind more than $3 million of support for the Stanford Center for International Development’s work in India.

---

**Table: Campaign Progress**

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Raised</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiative on Human Health</td>
<td>$321.3 M</td>
<td>$500 M</td>
</tr>
<tr>
<td>Initiative on the Environment and Sustainability</td>
<td>$217.0 M</td>
<td>$250 M</td>
</tr>
<tr>
<td>International Initiative</td>
<td>$147.5 M</td>
<td>$250 M</td>
</tr>
<tr>
<td>Multidisciplinary Research Across the University</td>
<td>$277.9 M</td>
<td>$400 M</td>
</tr>
</tbody>
</table>

---

**Above:** Kumar Malavalli, co-founder of Brocade Communications and Pulsar Ventures, is a pioneer in fiber channel technology and storage area networks. PHOTO: Courtesy of K. Malavalli.

**Right:** Vinod Khosla, MBA ’80, (left) founder of Sun Microsystems and Khosla Ventures, and John Shoven, the Wallace R. Hawley Director of SIEPR, the Charles R. Schwab Professor of Economics, and the kleinerheinz Family University Fellow in Undergraduate Education PHOTO: Steve Castillo.
In addition to energizing innovation in laboratories and research centers across campus, The Stanford Challenge is redefining what happens in classrooms and libraries. Initiatives aimed at integrating the arts and creativity into all fields of study, reinventing graduate education, extending the renaissance in undergraduate education, and improving K–12 education are preparing students at every level to lead change in a complex and interrelated world.

Farsighted programs that promote original thinking and multidisciplinary problem solving are taking root, as are new facilities designed to support curricular innovations. Campus planners and architects have created blueprints that answer today’s needs and yet take into account the pace of discovery in the 21st century.

“Breaking Ground on the Future of Medicine,” below, spotlights the Li Ka Shing Center for Learning and Knowledge, one of several facilities now under construction that reflect the university’s cross-disciplinary approach to training students. These students, tomorrow’s leaders, possess the passion and ambition—but not always the financial means—to achieve their dreams. “Scholarship Opens Vast Horizons,” opposite, explains how a scholarship unlocked new opportunities for one undergraduate, and the accompanying sidebar, “A Bold New Commitment to Financial Aid,” outlines recent changes that will help make a Stanford education even more accessible.

The new Li Ka Shing Center for Learning and Knowledge will be the nexus for medical education and training at Stanford and a critical link between the school, the medical center, and the rest of the university. On April 25, the school celebrated the groundbreaking for the building, which is named in honor of its major benefactor, Hong Kong entrepreneur Li Ka-shing. The five-story limestone and glass structure will face Campus Drive West where Fairchild Auditorium used to stand.

A strong believer in synergy, Mr. Li anticipates that the project will encourage collaboration with many other academic and professional disciplines.

“I am pleased to continue our support of Stanford University, particularly with these innovative approaches of combining medical education with multidimensional simulation experience,” he says. Mr. Li, chairman of Cheung Kong (Holdings) Ltd. and Hutchison Whampoa Ltd., has given more than $30 million to the university and we both feel there is a lot of untapped potential there,” says Joseph Goodman, MS ’60, PhD ’63, former chair of electrical engineering and the William Ayer Professor, Emeritus. He and his wife, Honmai, committed $10 million to the immersive learning center to advance medical education and to honor their parents, three of whom were physicians. A few years ago, the couple gave $2 million to help create a surgical simulation center near the Stanford Hospital operating rooms.

In the Li Ka Shing Center, students will dedicate themselves to practice in addition to learning from lectures and textbooks. Advanced, teaching technologies, many of them initiated at Stanford, will benefit learners at all levels, from preclinical medical and research students to residents, practicing physicians, and other health-care professionals. It is all part of the school’s profound new approach: Incorporate hands-on learning from the beginning of a student’s education and continue that experience throughout his or her career.

When the doors open in 2010, the building will be equipped to train scientists who turn laboratory discoveries into new therapies and to educate physicians, policy makers, and humanitarians who will lead the way to better health care around the world. And to give students a chance to absorb all that learning, the center will even include places to catch a well-deserved nap.

“Farsighted programs that promote original thinking and multidisciplinary problem solving are taking root, as are new facilities designed to support curricular innovations. Campus planners and architects have created blueprints that answer today’s needs and yet take into account the pace of discovery in the 21st century.”
**Scholarship Opens Vast Horizons**

Amy Briggs, ’08, had to go far away from the Stanford campus—and civilization—to realize her intellectual passion. Sailing 3,200 miles from Hawaii to the Line Islands and back on a 134-foot brigantine, the biological sciences major immersed herself in marine biology, oceanography, and the natural wonders of Palmyra Atoll, a tiny national wildlife refuge.

Her journey, which began in the classrooms of Hopkins Marine Station, was the culmination of Stanford@Sea, a 10-week program led by Barbara Block, the Charles and Elizabeth Prothro Professor in Marine Sciences; and Robert Dunbar, the W. M. Keck Professor of Earth Science, Victoria P. and Roger W. Sant Director of the Earth System Program, and J. Frederick and Elisabeth B. Weintz University Fellow in Undergraduate Education. Briggs returned to Palmyra in the summer to examine the nutrient cycling of the atoll’s ecosystem and the role of marine predators in reef community structures alongside Stanford graduate students.

“...I had no limits,” she says. “With the guidance of many great and accomplished individuals, I have figured out my place in the world and a meaningful way I can contribute.”

Scholarship support made that happen, she notes. Briggs is the recipient of one of four scholarships funded by a $1.6 million gift from Jeanne Vander Ploeg, ’78, and Mark Vander Ploeg (Parents ’06, ’08, ’10), co-chairs of Stanford’s Parents’ Advisory Board and members of The Stanford Challenge Bay Area Major Gifts Committee. Coupled with matching funds, their support will total nearly $3 million.

“Stanford encourages its students to discover their passions, to be who they are meant to be,” says Jeanne Vander Ploeg. “This generation of Stanford students is really interested in their life paths benefitting the world around them. It gives us confidence our contributions are making a long-term difference. We want everyone who belongs at Stanford to be able to go there.” Mark was the first in his family to attend college. “I know how a scholarship can shape someone’s life,” he says.

Justin and Marlo Kahn Kitch, members of the Class of 1994, also understand the transformative power of scholarships. Marlo Kitch is a teacher at Eastside College Preparatory School in East Palo Alto, California, which serves students historically underrepresented in higher education. “I work with students who could achieve great things at a school like Stanford, but without a scholarship they will never get the chance,” she explains.

The couple pledged a percentage of their stock holdings to Stanford shortly after Justin co-founded Homestead Technologies Inc. in 1997, because they view giving as a responsibility rather than a choice. When Intuit acquired the company in 2007, the Kitches donated $1.9 million to Stanford through a donor-advised fund and directed the first $500,000 to lower-income scholarships. A one-to-one match from the university will bring their scholarship fund to $1 million. “It’s very fulfilling to be able to measure your giving by the impact on someone’s life,” he says.

Back on campus for her senior year, Amy Briggs watched her tan fade while she analyzed Palmyra samples to determine how the marine nutrient input from seabirds and marine wash affect terrestrial life on the atoll’s islets. She hopes to publish her findings, toss her cap at graduation, and then what? A few years in the workplace, a Ph.D. and a career in biogeochemistry and marine ecology—a direction that she never imagined while growing up in landlocked Oklahoma.

As Mark Vander Ploeg says: “Creating an ongoing opportunity for students to attend Stanford—who knows where that leads in their lives? It’s an amazing opportunity all around.”

Endowed scholarship funds like those established by Mark and Jeanne Vander Ploeg, ’78 (Parents ’06, ’08, ’10), and Marlo, ’94, and Justin Kitch, ’94, (right) will provide an enduring foundation for Stanford’s new commitment to financial aid (see sidebar).
Sustaining a Foundation of Excellence:

As The Stanford Challenge steers learning and research in new and exciting directions, it relies on people—some of the brightest minds in the country—to drive this process. In core departments across campus, outstanding professors push the frontiers of knowledge. Curious students barely answer one question before raising another. Together, they hold the key to discovery and innovation.

Partnerships lie at the core of Stanford’s excellence. Endowed professorships and graduate fellowships ensure that distinguished and rising scholars will encourage each other to do their best work. The story below, “Hamamoto Family Professor Unravels Mysteries of the Universe,” illustrates the importance of endowed support in winning the global competition for top researchers.

Annual gifts also fill a fundamental need by expanding the pool of financial aid available to all deserving students. In addition, these essential gifts uphold innovative programs and generate a critical source of unrestricted dollars to seize new opportunities as well as meet unseen challenges. “Curiosity: The Engine of Exploration,” opposite, highlights the impact of giving to The Stanford Fund for Undergraduate Education. And on page 8, “Philanthropic Wisdom from a ‘Numbers Guy’” illustrates how one long-standing professor has leveraged planned giving to support students, faculty, and research across the university—and provide for his children.

Hamamoto Family Professor Unravels Mysteries of the Universe

Theoretical physicist Savas Dimopoulos tackles the biggest puzzles in the universe. Are there new dimensions? Are there universes with different physical laws? Why is gravity so much weaker than other universal forces?

Ever since Isaac Newton realized that terrestrial and celestial gravity are one and the same, physicists have tried to give a unified explanation of all forces. But gravity’s extreme weakness—a small magnet easily overcomes the gravitational pull of the entire planet to lift a paper clip—remains a roadblock.

During 29 years at Stanford, Dimopoulos has been a pioneer in the search for answers. One of his solutions, crafted with fellow scientists at Harvard and NYU, is the theory of large extra dimensions. Picture our universe as a billiard table. All the known forces and particles stay on the table except gravity. Gravity spreads into the surrounding multidimensional space the same way that sound waves from colliding billiard balls propagate in three dimensions. Gravity appears weak only because we’re not seeing all of it.

Dimopoulos’s far-reaching work embodies the mission of the School of Humanities and Sciences. “The school aspires to be the most creative and the most influential generator of new knowledge in the world,” says Richard Saller, the Vernon and Lysbeth Warren Anderson Dean of the school. “To move forward, we rely on having the best faculty in the world—they are the foundation.”

Marty and David Hamamoto, ’81 (Parents ’10), endowed a chair in the School of Humanities and Sciences. “The school aspires to be the best creative and the most influential generator of new knowledge in the world,” says Richard Saller, the Vernon and Lysbeth Warren Anderson Dean of the school. “To move forward, we rely on having the best faculty in the world—they are the foundation.”

Marty and David Hamamoto, ’81 (Parents ’10), seized the opportunity to support the dean’s vision. The couple, high school sweethearts who grew up in Hawaii, gave $2 million to endow a professorship, trusting Saller to apply their contribution wisely. “We believe in empowering university leaders who have the knowledge to direct these funds for the best possible use,” David Hamamoto says. Their gift earned matching funds from the Hewlett Foundation.

Saller appointed Dimopoulos to the new Hamamoto Family Professorship at a time when the physics star was being courted by an Ivy League university. Awarding endowed chairs to extraordinary scholars and teachers is a vital tool for recruiting and retaining faculty in the face of escalating competition from other universities.

“This is a great honor,” says Dimopoulos. “It’s wonderful to know that individuals outside the scientific community appreciate our quest.”

The Hamamotos are vice chairs of the Stanford Parents’ Advisory Board, and David is a member of The Stanford Challenge Regional Major Gifts Committee. They live in New York City, where David is CEO, president, and director of NorthStar Realty Finance Corporation, and Marty is on the board of St. Bernard’s School.

The appointment of Dimopoulos resonated with the science- appreciating couple. “I have my own black hole theory I wanted to get into with him,” David Hamamoto jokes.

Dimopoulos’s scientific theories will be tested in the coming years at the largest experimental facility ever built, a new particle accelerator near Geneva. “One of my theories could turn out to be true,” he says. “And it could be that nature works in ways completely unexpected and strange.”

“In the 1600s people thought that the entire universe consisted of a single solar system. The world turned out to be a much richer place.”

“Intellectual capital is the biggest asset,” says David Hamamoto. “’81, who with his wife, Marty (Parents ’10), endowed a chair in the School of Humanities and Sciences.”
Curiosity: The Engine of Exploration

When he entered Stanford, Greg Bruch, ’82, was a man ahead of his time, though he is reluctant to admit it. Brimming with ideas, he was determined to skip the march into Dinkelspiel Auditorium for large lecture classes. Instead, he knocked on Professor Paul Robinson’s door to ask permission to enroll in the renowned historian’s upper-division intellectual history course. Bruch would become one of a handful of freshmen in a room of upperclassmen.

“These wonderful professors were readily available in small-group settings,” he says. “It was a way to get the best of the research university without giving up the classroom experience of a smaller liberal arts school.”

Today, Bruch, who ended up majoring in history, wouldn’t have to go knocking. Through Stanford Introductory Seminars, incoming students can choose from nearly 200 classes small enough to let them delve into questions with top scholars. (Among them is Robinson, now the Richard W. Lyman Professor in the Humanities, Emeritus, and a winner of the Dean’s Award for Excellence in Teaching and the Dinkelspiel Award for Outstanding Service to Undergraduate Education.)

More than 1,800 freshmen and sophomores each year jump on this launch pad for intellectual exploration, challenge, and growth. Many carry on their quest by conducting original research in laboratories, libraries, and studios across campus. Stanford’s ambition to help students identify their intellectual passions early is one of the reasons Bruch recently answered a 25th reunion campaign appeal and pledged $10,000 annually for the next five years to The Stanford Fund for Undergraduate Education (TSF).

“The role of the research university is to pursue pure knowledge for the sake of knowledge, to foster intellectual curiosity for its own sake,” he says. “Making that pure research and pure thinking available to undergraduates—so they understand critical thinking—is absolutely vital. But,” he notes, “this is expensive and takes widespread support.”

Last year, annual gifts to TSF from more than 28,000 alumni, parents, and friends added up to almost $20 million. A portion of those gifts are used each year to help sustain academic programs by bridging the gap between program expenses and endowment. The bulk of TSF dollars, however, go toward need-based financial aid, support that will be more critical than ever as Stanford meets its expanded financial aid goals (see “A Bold New Commitment to Financial Aid” on page 5).

Bruch applauds the enhanced aid program because he believes it will help more students understand that a Stanford education is truly accessible. “I grew up in Independence, Missouri, in a working-class community,” he explains. “Plenty of my classmates would have really flourished at Stanford, but they didn’t even consider applying.”

Stanford offered Bruch a financial aid package that he has never taken for granted. He feels enormously grateful to the alumni benefactors who transported him to a world of opportunity. “It was a time of tremendous intellectual growth,” he says of his undergraduate days. “I crammed eight years of curiosity into four years of school.”

**Stanford students are full of smiles, now (ABOVE) and then. PHOTO: Steve Gladfelter**

**RIGHT: Greg Bruch, ’82, with fellow residents of La Maison Française in 1981 and in his senior photo in 1982. PHOTOS: Courtesy of Stanford Quad, 1981 and 1982**

Greg Bruch, ’82, a former assistant director at the Securities and Exchange Commission, switched to the private sector in 2001. “The change led me to think about how I got where I was and what I could do to give back,” he explains. Bruch is currently a partner in the Washington, D.C., office of Willkie Farr & Gallagher.

**PHOTO: Phil Humnicky**
The following endowed professorships were established by the Board of Trustees between December 2007 and April 2008 through new gifts to the university.

**The California Science Education Professorship** was established in the School of Education with a gift from an anonymous donor. The chair is designated for a faculty member whose teaching and research are in science education.

**The Richard and Frances Mallory Professorship** was established in the Law School with gifts from Richard Mallory, JD ‘63. The chair will support a Law School with gifts from Richard Mallory, JD ‘63. The chair will support a faculty member working in public policy.

**The George L. Harrington Professorship** was created in the School of Earth Sciences through the conversion of a previously established fund for faculty support, and with additional gifts from Jane Harrington Jones, ‘41, and matching funds from the university.

**The Keith and Jan Hurlbut Professorship** was established in the School of Medicine with a gift from Jan Ellis Hurlbut, MA ‘51, and the late Keith H. Hurlbut, MS ‘54. The chair is designated for a faculty member working in urologic disorders.

**NEW PROFESSORSHIPS**

The following endowed professorships were established by the Board of Trustees between December 2007 and April 2008 through new gifts to the university.

**The California Science Education Professorship** was established in the School of Education with a gift from an anonymous donor. The chair is designated for a faculty member whose teaching and research are in science education.

**The Richard and Frances Mallory Professorship** was established in the Law School with gifts from Richard Mallory, JD ‘63. The chair will support a Law School with gifts from Richard Mallory, JD ‘63. The chair will support a faculty member working in public policy.

**The George L. Harrington Professorship** was created in the School of Earth Sciences through the conversion of a previously established fund for faculty support, and with additional gifts from Jane Harrington Jones, ‘41, and matching funds from the university.

**The Keith and Jan Hurlbut Professorship** was established in the School of Medicine with a gift from Jan Ellis Hurlbut, MA ‘51, and the late Keith H. Hurlbut, MS ‘54. The chair is designated for a faculty member working in urologic disorders.

**Philanthropic Wisdom from a “Numbers Guy”**

The IRS discount rate used to calculate the deduction for certain charitable trust gifts has reached a historic low, making this an ideal time to establish a charitable lead trust. Professor Emeritus Patrick Suppes offers his own positive experience—he’s established nine of them—as an example for anyone who wants to consider taking advantage of this option. In 2007, his lead trusts generated more than $650,000 in expendable funds for interdisciplinary research.

**Stanford Benefactor:** Let’s start with the basics. What is a charitable lead trust?

**Patrick Suppes:** Say you have cash or other assets that you intend to eventually give to your children. You also want to do something for Stanford. You place the assets into a lead trust, with Stanford as the trustee. The trust pays a fixed annuity to Stanford for the term of the trust—say 20 to 25 years, whatever makes sense. When the trust expires, the assets go to your children or whomever you’ve designated. (In the case of grandchildren, there are some additional tax considerations.)

**SB:** What are the advantages?

**PS:** Having Stanford Management Company manage the trust is one advantage. They do a fine job. For example, the trust I set up in 1993 just paid out two months ago. My three oldest children are the beneficiaries. As maturity, they received close to double the amount I originally put in, and that’s after Stanford received $105,000 a year for 15 years.

**SB:** What about taxes?

**PS:** That’s the other key benefit. Even though you are making a gift to your children, you can arrange the trust so that there are no gift taxes when the trust is established or when it terminates in favor of the children. You do have to select an appropriate payout to Stanford and term of the trust. The lower the IRS discount rate, the lower the payout can be.

If the benefit to Stanford is sufficient in terms of years and rate of payout, no gift tax is due when the trust is set up.

**SB:** Sounds like a lot of variables. Do you need to be a math genius to do this right?

**PS:** (Laughing) No. The Office of Planned Giving will take care of the calculations for you. The main thing is that you’re making a significant contribution—and, at the same time, conserving assets for your children. I’m surprised there aren’t more people doing this with Stanford.

**SB:** Who do you think should consider a charitable lead trust?

**PS:** Those persons with cash or other assets intended to be given to their children. My son created a small trust for his daughter when she was six months old. But in some ways, it’s even better for older children than for younger ones. My oldest daughter, a medical doctor, says that she won’t need additional income while she is still practicing medicine, but in retirement it could provide real security.

**SB:** Why did you choose to make so many of your contributions in this way?

**PS:** Well, I’m a numbers guy. In short, it’s a way to preserve capital while making a very generous gift to the university.

**SB:** Illustration of a charitable lead trust. Many lead trust donors direct the annual payments to a specific purpose at Stanford. Designations such as scholarships, professorships, and graduate fellowships may qualify for Stanford Challenge matching funds.
The extraordinary leadership of alumni is one of Stanford’s greatest assets. Each year, their invaluable skills, knowledge, and energy advance the university’s mission. Alumni serve on advisory boards, task forces, and committees, engineer events and programs from homecoming class reunions to Stanford gatherings around the world; share their expertise as speakers, tutors, and mentors; and head up fundraising efforts.

Their contributions invigorate individual schools and centers as well as the broader university—no place goes untouched. This collective support strengthens the entire community and illustrates the excellence by which Stanford is defined.

Each spring, Stanford recognizes alumni who have demonstrated outstanding commitment to the university through volunteer service. The Gold Spike, Stanford Medal, Governors’ Award, and Award of Merit are presented by Stanford Associates, an honorary organization of 1,600 top alumni volunteers. On April 4 and 5, several exceptional and deserving alumni were honored on campus.

A display spotlighting current recipients of each award hangs in the Frances C. Arriallaga Alumni Center.

And the Winners Are...

In 1869, Senator Leland Stanford drove a gold spike in the last link of the transcontinental railroad, symbolizing foresight, perseverence, and accomplishment. Today, the Gold Spike Award is the university’s highest annual honor for volunteer service. This year’s recipients are Herbert M. Dwight, Jr., ’53, M.S ’59, and John M. Lillie, ’59, M.S. ’64, MBA ’64.

Herb Dwight’s ties to Stanford span multiple generations, beginning with his great-grandfather, a stonemason who helped build the Quad and Memorial Church, and extending to his father, mother, and son, who are all graduates. Today, the legacy endures through his work, as a volunteer and a philanthropist, in helping to build Stanford’s future.

Dwight’s distinguished record of service reflects both his wide-ranging dedication to the university and his keen judgment, technology and business acumen. He has served on the Board of Trustees; the Graduate School of Business and the School of Engineering Advisory Councils, the School of Humanities and Sciences Council; the Board of Overseers of the Hoover Institution, the Stanford Alumni Association Board of Directors, including a year as chair; and the Alumni Committee on Trustee Nominations. He is currently a member of The Stanford Challenge Steering Committee and Leadership Council.

Through his unstinting commitment to Stanford, John Lillie has endeared himself to countless colleagues and earned the respect, admiration, and gratitude of the Stanford community.

Lillie was fresh out of business school when he joined the first of many committees, councils, and boards. He has served as a member of the Board of Trustees, including five years as vice chair; co-chair of the university’s Presidential Search Committee; chair of the Ad Hoc Committee on Consolidation with the Lucile Packard Children’s Hospital; co-chair of the Transitions Task Force of Alumni Relations; and member of the Alumni Committee on Trustee Nominations. He also served on two dean search committees for the Graduate School of Business and has been involved with Class of ’59 events. Currently, Lillie is chair of the Board of Directors at Lucile Packard Children’s Hospital and a member of The Stanford Challenge Leadership Council.

The Stanford Medal, which honors volunteers whose service spans more than 20 years, was presented to Charles G. Armstrong, JD ’67, Bernadine Chuck Fong, ’66, MA ’68, PhD ’83, and Denise O’Leary, ’79.

Armstrong is an avid Stanford ambassador, generously investing his time across the university. He has raised funds for the university and for law school reunion campaigns, and has served on the boards of the Law School, the Department of Athletics, and Stanford Associates. He and his wife, Susan, M.A. ’67, together served on the Parents’ Advisory Board. They continue to lead alumni activities in Seattle.

A steadfast fan of all things Stanford, Fong’s service ranges from the John W. Gardner Center and numerous class reunions to the Board of Trustees and the Task Force on Minority Alumni Relations. She is currently a member of The Stanford Challenge Leadership Council, the Graduate Diversity Steering Committee, and the Board of Directors of the Lucile Packard Children’s Hospital.

Upon graduating, O’Leary plunged right into volunteering for Stanford. She has served on the Stanford Commission on Investment Responsibility, the Board of Trustees, the Board of Directors of Stanford Hospital & Clinics, the Haas Center for Public Service National Advisory Board, the Parents’ Advisory Board, and the Presidential Search Committee in 2000. O’Leary is currently a member of The Stanford Challenge Steering Committee.

The Governors’ Award

The Governors’ Award, recognizing individual members for their exemplary service over a period of several years, was presented to:

- Marniee Cason, ’65
- Julia Hartung, ’82
- Bob Hellman, ’81
- Andrew Howard, ’88
- Carol Lee Namco Kovel, ’67
- Helena Barret Lankton, ’73
- James B. Rutter, ’86
- Marjoline Johnson Stein, MA ’70

The Award of Merit

The Award of Merit honors an individual or group for a single and significant volunteer achievement. This year’s recipients are:

Individuals

Peter D. Bowley, JD ’71
Christopher Bruner, ’04
Kathleen Christian, MBA ’73 (Parent ’86, ’06)
Christy K. Chung, ’97
Howard Culver, LLB ’66
Thomas DeFilippi, ’79, JD ’81
Susan Dressman Dennis, MA ’85
Sue Gioso, ’70
Jim Hartley, ’86 (Parent ’16)
Jack A. Holmes, ’57
James Kelland, ’67
Oonie Koleman, ’63
Donna Reed Martin, ’63
Michael R. O. Martinez, ’99
Jon Mewha, ’81
Jessica Seller Nielo, ’81
Dale Reed, JD ’64
Rene Thompson Spicer, ’67
Peter Starke, ’74, JD ’81
Harrison Stephens, ’68
Moni Teckhondhan, ’96
Jana Woodward, M.S. ’85, MBA ’87

Groups

Chicago Stanford Association
- Class of ’81 Campaign Co-Chairs
- MBA Class of ’86 20th Reunion Leadership Committee
- MBA Class of ’86 20th Reunion Leadership Committee

New York Cardinal Young Alumni Steering Committee

Stanford Women’s Club of the East Bay

2008 Gold Spike winners
Herbert M. Dwight, Jr., ’53, M.S. ’59, (left) and John M. Lillie, ’59, M.S. ’64, MBA ’64, (right)

PHOTOS: Steve Castillo
After completing his training, Dr. Wetmore established a private practice in Berkeley. His daughter remembers him as an old-fashioned, devoted family doctor. "Nothing was too much trouble, if somebody needed it. He made house calls anytime, day or night, and when patients had financial trouble, he'd let them pay over time."

Dr. Wetmore passed away in 1989 at the age of 103. His daughter decided to honor him by planning a bequest to the School of Medicine to provide financial aid to needy students. "I definitely enjoyed my own years at Stanford," she says. "But my father's experience is what made me appreciate how important scholarships are to young people who couldn't otherwise get through school."

Carol Kersten, director of planned giving for Stanford University Medical Center, worked with Wetmore to ensure her wishes were understood and recorded. She also helped her establish a charitable remainder unitrust and several charitable gift annuities. Also known as “life income gifts,” these planned giving arrangements provide regular payments to the donor during his or her life, and Stanford retains the remaining principal and appreciation after the donor passes away. With their tax advantages and reliable income potential, these giving options appeal to many Stanford donors.

"Trish is such a special person, and it's an honor to help extend her father's legacy at Stanford," says Kersten. "Her gifts to the School of Medicine aren't just monetary; they're a piece of its history."

Patricia Wetmore’s generosity will provide scholarships for medical students as well as funding for the neurosciences at Stanford. "It's not only what I want," she says, "it's what Daddy would have wanted."