

2016-2019  
STRATEGIC PLAN



 **PRINCETON UNIVERSITY**

## FROM THE PACE CENTER DIRECTOR

*“ Service is an attitude.  
It is a way of moving,  
observing, acting in the  
world in which one is  
responsible for not only  
their own liberties, rights,  
justice but for those of  
the collective whole. ...  
Service is that attitude or  
outlook that seeks always  
to deepen relationships—  
and only from these  
relationships can true  
acts of service  
and justice follow.”*

—Emma Coley  
Class of 2020

Every day at the Pace Center for Civic Engagement we are inspired by students’ “ah-ha” moments. Through service and civic engagement students discover more about themselves, about communities and about how they can make a positive difference in the world. We strive to make each service and civic engagement experience an opportunity for students to learn, to question and to reflect on their own values, knowledge and path.

At the Pace Center, we envision a university where every student has their own service-inspired “ah-ha” moments. A university where service and civic engagement are integrated into the student experience. A university where service and learning are intentionally connected. Earlier this year, Princeton University reaffirmed its long-standing commitment to service and civic engagement by putting forth a strategic planning framework that directly links service and civic engagement with the University’s core teaching and research pursuits. We know students are at the frontier of this effort. We already see how students’ service experiences can shape their academic path, spark precept dialogue, inspire junior paper research and senior thesis development. At the same time, what students explore in the classroom leads to new service projects, student organizations and community activism.

At Princeton, there are many ways to serve and engage. Princetonians, now and historically, are volunteering their time in their local community, serving in the military, making art that brings community values to light, advocating for social justice nationally, leading nonprofit organizations that address global societal issues and sustaining enterprises that address systemic social and economic issues. As President Christopher L. Eisgruber recently shared: “Service is an ideal that one can pursue in almost any profession, vocation or role; it is not about what role one chooses, but about how one lives it.”

Our role is to help Princeton students learn how to do service well and have a positive impact in the community. Through this strategic plan, we outline what it will take to make this happen over the next three years. To create this plan we talked with students, community members, campus partners and peer centers at fellow higher education institutions. We listened, learned and closely examined our current practices and programs.

The end result? We identified four key goals that will enable us to achieve our mission and make service and civic engagement part of the Princeton student experience. We aim to make learning from service more intentional, to foster inclusivity in service, to be a resource to campus and develop purposeful community partnerships.

As you read this plan know that we, both staff and students, will use this plan to guide our efforts, to make decisions and to act. It will help us enhance and expand programs, better support students and advance partnerships with communities. As we move forward, we recognize this plan is but the start of our journey. The next three years—and beyond—will certainly be exciting and invigorating for the Pace Center and Princeton University as we live into the University's motto: "In the nation's service and the service of humanity." We welcome the challenges and the work ahead.



Kimberly de los Santos

*John C. Bogle '51 and Burton G. Malkiel \*64 Executive Director  
Pace Center for Civic Engagement*



*"... [Put] most ambitiously,  
service and civic  
engagement are  
activities that aim to heal  
the world."*

*—2015 Service and Civic  
Engagement Self-Study  
Task Force Report*

# 01 PLAN CONTEXT



*The Pace Center continues to play a leading role in the University's strategic planning process as Pace Center Executive Director Kimberly de los Santos co-leads the Service and Civic Engagement Steering Committee.*

Before engaging in service, it's vital to understand the context of the issue involved and the work to be done. The same holds true for our strategic plan. Here we outline the underlying premise of our strategic plan, influencing factors and our role in service at Princeton.

## **Our Premise**

We believe that if we prepare students to do service well and we help students to learn from service, students will grow as individuals and benefit communities. Students' service experiences at Princeton will support their lifelong value of service and their ability to positively shape society.

## **Influencing Factors**

### ***University Strategic Plan***

In 2016, Princeton University issued a strategic planning framework that identifies key goals and major priorities for the University and serves as a guide for allocating University resources and prioritizing new initiatives. Within this framework Princeton University President Christopher L. Eisgruber asked four key questions about challenges and opportunities facing the University, including: What must we do to make service central to the mission of the University? In reinforcing Princeton's commitment to service, the framework outlines an approach based on connecting service to the University's core teaching and research mission, where service is defined broadly. The framework states: "The commitment to service is not ultimately about what vocation or avocation one pursues, but about how one pursues it. Princeton should reinforce in its students an appreciation for the value of service as well as the skills and habits of mind needed to serve effectively."

With the potential for service to be a more central part of the Princeton experience, we are asking: What does it mean to do service well? How can we prepare students to do service well? What do students learn from service? How can service be integrated into the student experience? How can we be a resource to campus?

### ***National Service Landscape***

Many colleges and universities across the U.S. are committed to service and civic engagement. In talking with and visiting several of our peer service and civic engagement centers, we've learned that approaches vary. Students might come to these centers not just to do community service, but to embark on social entrepreneurship, take service-related courses and get career advice. Service can be led by staff, students, faculty or in combination. These centers can be the central gathering space for service on campus, fostering a cohesive community for service, bringing campus and community together to enhance student learning and effect positive change.

With Princeton University's renewed commitment to service as a core value of the institution we are asking: How does our student-driven approach set us apart? What can we bring to the greater national conversation and share with others?

*“The first time I walked into a classroom in Trenton NJ, and saw the opportunity gap right before my eyes was fundamentally life-changing. ... Service helped change my posture toward learning and knowledge —by transforming it from something to be acquired to something to be experienced and by teaching me that I had a lot to learn from the people and communities surrounding the University, not just from the University itself.”*

—Kristen Kruger  
Class of 2014

## FIGURE A: LEARNING THE PACE CENTER WAY

*The Service and Civic Engagement Self-Study Task Force described how service and civic engagement could be used as an embedded and pervasive lens to generate a “positive learning spiral” throughout the arc of an undergraduate or graduate student’s education. Through such a spiral students would learn why to serve, how to serve and from service. Here is how our center aligns with the greater University’s learning objectives around service and civic engagement.*

What Students Learn with the Pace Center		
WHY TO SERVE	HOW TO SERVE	FROM SERVICE
<ul style="list-style-type: none"> <li>• Identify motivation</li> <li>• Establish vision, goals, purpose and objectives with community</li> <li>• Understand history, context and stakeholders</li> <li>• Determine if service is needed, if it’s sustainable and if it will benefit society</li> <li>• Identify partners, allies and assets</li> </ul>	<ul style="list-style-type: none"> <li>• Enter community with respect and humility</li> <li>• Learn from community members</li> <li>• Develop impact measures</li> <li>• Challenge assumptions and biases</li> <li>• Value community knowledge</li> <li>• Practice thoughtful communication</li> </ul>	<ul style="list-style-type: none"> <li>• Use reflection to process, grow and improve</li> <li>• Examine how personal values align with community values</li> <li>• Utilize information to improve and learn</li> <li>• Connect service to academic theories and learning</li> <li>• Share gratitude</li> </ul>

### Our Role at Princeton

At Princeton, service and civic engagement comes from students. With staff and faculty advisement, students run projects, lead organizations, host events, organize drives, advocate for change, coordinate trips, rally support, stand up for social justice, teach others and more. Student interest and demand drive the development of new programs and initiatives.

Service and civic engagement at Princeton is also diffuse and embedded across campus, across disciplines and across student life. For example, students can experience service learning through the Community-Based Learning Initiative and get career advice at Career Services. Students can take part in service through athletics, eating clubs, residential colleges and on their own. Students can engage in activism with student organizations. They can discover more about themselves and advocate for social change with the LGBT Center, Women\*s Center and Carl A. Fields Center for Equality + Cultural Understanding. Students can apply to service and civic engagement-related internships, international experiences and break trips with the Princeton Environmental Institute, the Center for Jewish Life and the International Internships Program. And as students graduate, service and civic engagement-related fellowships are available through a number of University affiliates. The Pace Center is just one of several entities on campus advising students and connecting students, staff and faculty with the surrounding community.

With service and civic engagement as our center’s sole focus and responsibility, the Pace Center is uniquely positioned to help students understand what it means to do service well—in all its broad forms—and how to integrate service into their overall Princeton experience. As we help students to learn from service intentionally, serve as a resource to campus, embrace inclusivity in service and cultivate purposeful community partnerships, our work will not only impact the students who connect with our center, but ripple across Princeton’s broad service landscape.

## 02 PACE CENTER THEN + NOW

*“[The new center for community service] will show that community service is not simply a useful add-on, a discretionary extracurricular activity, but rather an essential part of a liberal education. ... Experiences in service to communities will not then be peripheral to the academy but rather directly connected to learning and to the full possibilities and promises of education.”*

—Burton G. Malkiel \*64  
Charter Day Address  
1996

### Pace Center History

As Princeton University celebrated its 250th Anniversary on Charter Day in 1996, economics professor Burton G. Malkiel \*64 announced plans to form a new center for community service at Princeton University—an endeavor that would not only pay homage to the University’s informal motto at the time “Princeton in the nation’s service and the service of all nations” but strengthen and expand upon the University’s longstanding tradition of service and civic engagement.

Fueled by this call to action, John Pace Jr. ’39, John C. Bogle ’51, Carl Ferenbach ’64, Peter Ochs ’65 and many other supporters joined the movement, forging a path to create the Pace Center in 2001. In its early years, the center evolved into a hub of service activity with the addition of programs from other units on campus and the development of new service opportunities. More recently, staff and student leadership have focused on a cross-program team approach with greater synergy and parity amongst programs, student leadership structures and collaborative work.

### Pace Center in 2016

As part of the Office of the Vice President for Campus Life at Princeton University, the Pace Center sits outside the academic sphere, yet we play an important role in educating students. We guide students in their learning—about themselves, about the community and their role in the world around them. We provide students with the skills, understanding and opportunities to meaningfully engage in societal issues.

### Center Organization

The Pace Center is led by an executive director and a team of full and part-time staff members who advise students, coordinate and manage programs, connect with community partners and support the operations of the center. However, it is students who are truly at the heart of service and civic engagement at the Pace Center. Service opportunities and experiences are based on and guided by student interest and demand. With staff guidance and advisement, students propose and lead service projects, programs, organizations and trips. Students are involved in the process to select and approve new student service opportunities. Students support other students and connect students to service at Princeton. Students work directly with staff to build out experiences and opportunities, conduct research, and carry out the operations of the center.

FIGURE B: STUDENT + STAFF ROLES

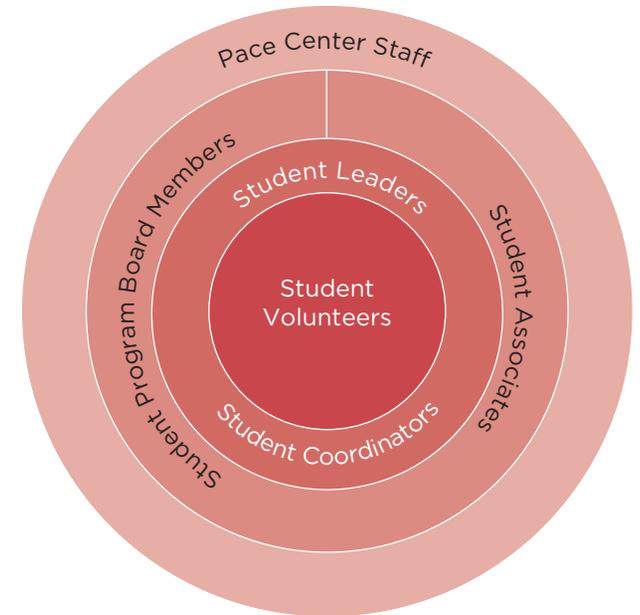
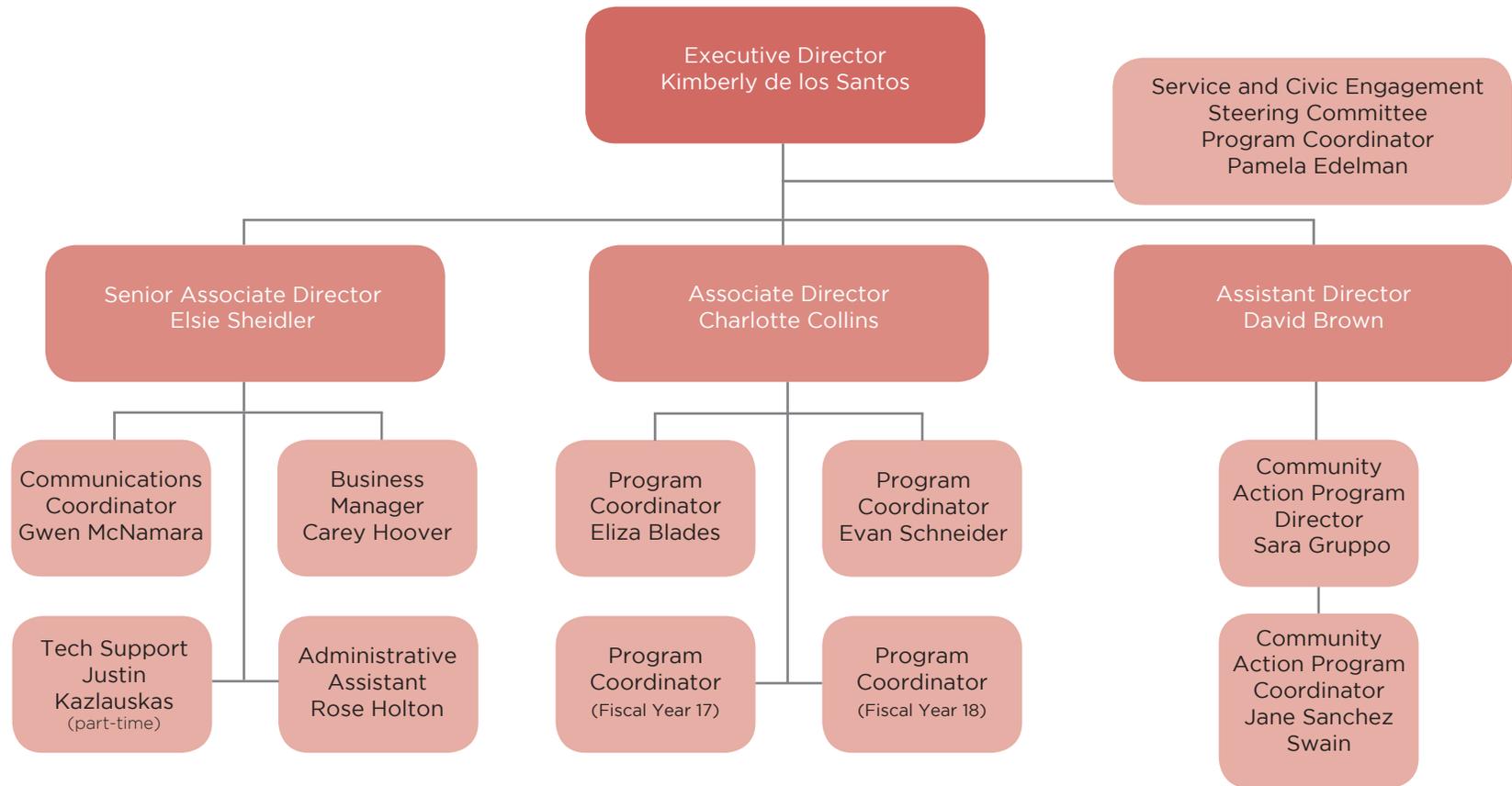
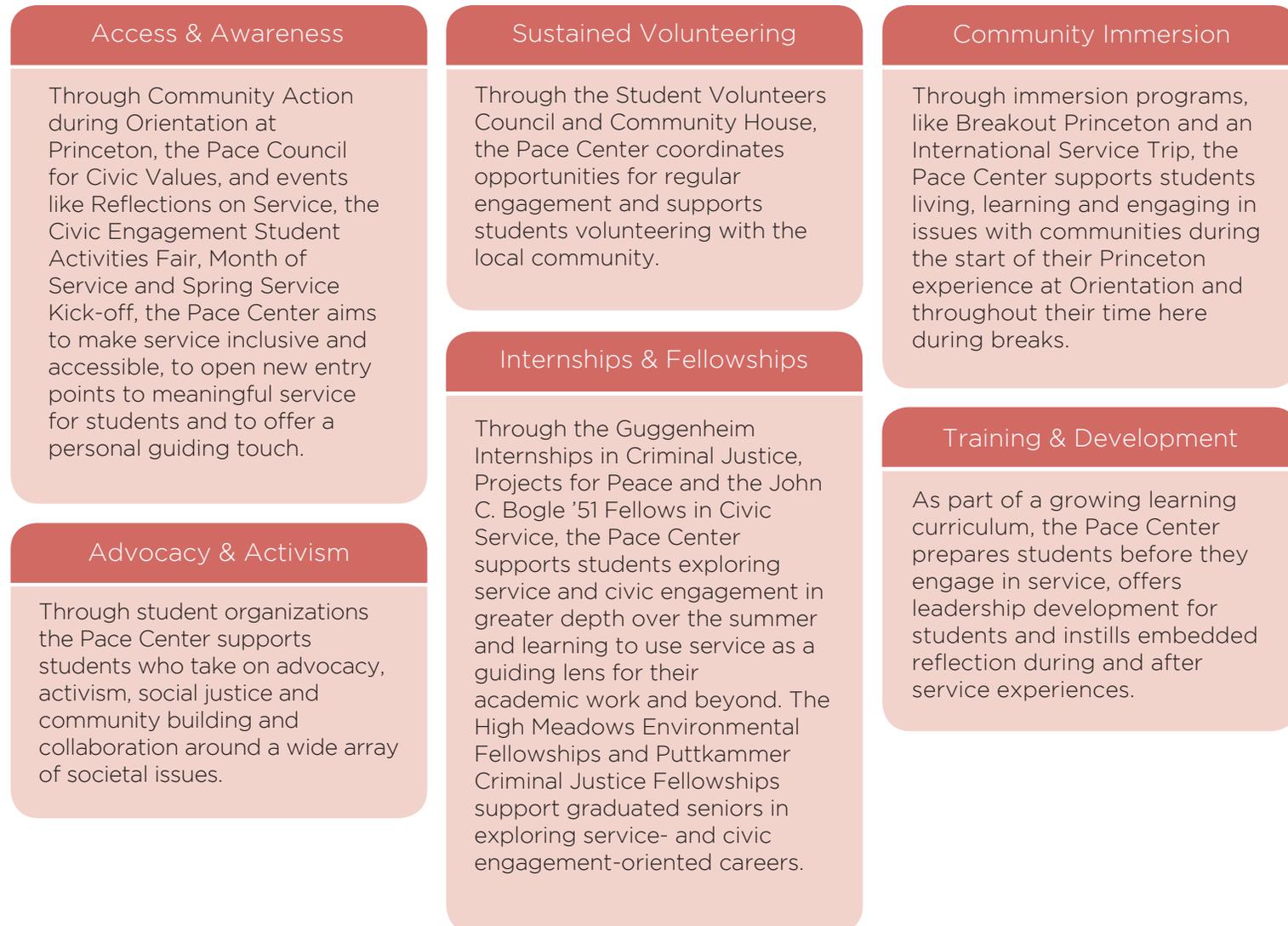


FIGURE C: PACE CENTER 2016 STAFF ORGANIZATIONAL CHART



## FIGURE D: PACE CENTER 2016 SERVICE SNAPSHOT

The following offers a summary of the areas of work we engage in 2016:



## 03 STRATEGIC PLAN APPROACH



*82 percent of student leaders at the Pace Center say service helps them learn more about themselves and how to become a better mentor and leader.*

*—2015 Pace Center Annual Student Survey*

To chart our course for the next three years, the Pace Center has employed a year-long collaborative process with our staff, students and partners. We examined survey data, met in person with community and campus partners, talked with student leaders and volunteers, assessed our operations and developed an understanding of what we do well, and where we can improve. This has laid the groundwork for the direction of our strategic plan.

From students we learned that the Pace Center provides a diverse range of leadership opportunities and that leadership through service is transformative. That the Pace Center feels like “home” and fosters a sense of community both on campus and off. And that the role staff play as advisers to students is an important one that students value. We also learned that students are looking to us to make the center more visible and to make getting involved in service simple, straightforward and more accessible. That students want to do good in the community and value learning, yet sometimes find it challenging to reconcile the two. And that students are looking for greater consistency in resources and information from the Pace Center and connection across programs, organizations and experiences.

*“Within the first weeks of my freshman year, there were two places on campus that felt like home: my residential college and also the Pace Lounge in Frist. ... Service and civic engagement has consistently given me three crucial things: a sense of belonging in a greater community, a feeling of groundedness, and the opportunity to immerse myself in the work I care about.”*

*—Andrew Nelson  
Class of 2016*

From community partners we learned that it's vital for the Pace Center to have a clear understanding and knowledge of both organization and community needs. That volunteer reliability and open access to the Pace Center are important. And that Pace Center students engaging in service with community partners are respectful, fully engaged and positive. We also learned that bringing partners together sparks new collaboration and inspiration. That our partners have valuable insights, skills and knowledge that benefit and inform students engaging in service. And that staying in touch on a regular basis can forge even stronger partnerships.

These discoveries and insights have reinforced our vision, mission and values and set the stage for what we aim to achieve through our goals and strategies.

*“With our organization the students have a huge impact in the community. ... The students come with humble attitudes, ready to learn from community leaders and we get to learn from them through their fresh eyes and probing questions.”*

—Rev. Karen Hernandez-Granzen  
Westminster Community Life Center  
Trenton, NJ

FIGURE E: PACE CENTER VISION, MISSION + VALUES

**Vision:**

Students will use service as a guiding lens for their educational experience and beyond.

**Mission:**

The Pace Center makes service and civic engagement part of the Princeton student experience.

**Values:**

**Engaged Discovery**

**Students can learn how to serve, why to serve and from service.** Students explore the context and complexity of societal issues and use that knowledge to inform their discussions in the classroom, their experiences outside the classroom and their own research. By doing so, students make an intentional difference at Princeton and beyond as they explore their relationship to the world.

**Community Focus**

**Service is a powerful exchange where students have as much to learn as they have to give.** Partnerships with communities should be respectful and purposeful. Students' humility and accountability yield equality, inclusion and understanding. Students learn to listen to communities, understand community needs and build community on campus and beyond.

**Impactful Programs**

**Service is meaningful when students both grow as individuals and respond to the needs of the world.** Done well, service makes measurable contributions toward communities' long-term goals. When students plan, prepare and engage thoughtfully with issues that matter, they learn how to effect change with others and within themselves.

**Student Leadership**

**Students doing service lead in ways that go beyond position, title or role.** When engaging in service with communities, students have many opportunities to lead. Whether interacting with the community, modeling behavior for other students or adapting to change, students learn that leadership is multidimensional, iterative and collaborative.

## 04 VISION, MISSION + VALUES

At the Pace Center, we believe that service is most powerful when viewed less as an activity or box to check, and more as a guiding lens to shape decision-making and pursue a meaningful life. We believe that learning and service go hand-in-hand. That supporting student ideas leads to self-discovery. That students can make an intentional difference at Princeton and beyond when they explore their relationship to the world. We believe in humility and accountability. We believe in community partnerships that are respectful and purposeful. And we believe in the multidimensional nature of student leadership.

These beliefs have shaped the vision and mission for the Pace Center and helped us develop a set of four core values to guide us—and our students—in our work.

**Our Vision:**

*Students will use service as a guiding lens for their educational experience and beyond.*

## 05 GOALS, STRATEGIES + INDICATORS

To actualize our vision and fully realize our mission of making service and civic engagement part of the Princeton student experience, we have identified four key goals for the Pace Center to pursue over the next three years.

Our strategic goals are to:

- Support **intentional learning**
- Be a **resource to campus**
- Facilitate **inclusivity in service**
- Develop **purposeful community partnerships**

In this section we explore each goal, identify key strategies and pinpoint indicators of progress toward achieving each goal.

FIGURE F: INTENTIONAL LEARNING

GOAL		
<p><b>Intentional Learning</b> Through preparation, engagement and reflection, learning is a part of service and civic engagement for students.</p>		
STRATEGIES		
<p><i>Best Practices</i></p> <p>Best practices are employed across the Pace Center to ensure that students learn how to do service well.</p>	<p><i>Learning Curriculum</i></p> <p>A robust learning curriculum anchors Pace Center programming, training and student development. The curriculum includes different levels and modes of learning to help students learn about themselves, about community, and their role in community.</p>	<p><i>Connecting Service &amp; Learning</i></p> <p>Advising across the Pace Center is purposeful in helping students to do service well and learn from service. Advising helps students integrate their service experience into their overall Princeton experience and beyond.</p>
INDICATORS OF PROGRESS		
<p>The process for the development of new service opportunities is guided by best practices.</p> <p>Each type of service experience (e.g. sustained volunteering; immersion) has a set of safety and risk management protocols and practices.</p>	<p>Each service opportunity has a set of clear learning goals and a learning plan. Students develop goals and plans specific to their projects and measure community benefits.</p> <p>A model for how to serve well is developed and used to train students and campus partners.</p> <p>Students, faculty, staff and community partners come together to showcase and spotlight student learning through service.</p>	<p>Key questions are asked during student advising to help students identify how to do service well and what they learn from service.</p>

## Intentional Learning

The Princeton University Board of Trustees recently approved a mission statement describing Princeton as a university that “advances learning through scholarship, research and teaching of unsurpassed quality ... with a pervasive commitment to serve the nation and the world.” And as the Service and Civic Engagement Self-Study Task Force noted in its report: “Challenging students to think about, propose, reflect on and iterate ways of understanding and measuring the impact of their service and civic engagement is itself central to the learning that these foster ... Service and civic engagement can be paths to meaningful lives and the greater flourishing in a better world. And the University can be a better Princeton by making a concerted effort to help students learn how to blaze those paths.”

In service, learning is a process where knowledge is created through experience. It involves the whole person: thinking, feeling and reflecting before, during and after engagement. Research from experts studying the impact of student service and engagement shows that students who reflect get more out of a service experience. To fulfill the University’s mission and our own, learning must be an intentional part of service.

*“Though I had been an avid volunteer while in high school, it wasn’t until college that I really began to understand the commitment, the support, the perpetual learning that a life in service would add to my experience.”*

—Maria Perales  
Class of 2018

FIGURE G: RESOURCE TO CAMPUS

GOAL	
<p><b>Resource to Campus</b> Information, approaches and best practices to do service well are accessible to students and campus partners.</p>	
STRATEGIES	
<p><i>Training Workshops</i></p> <p>Training workshops focused on cultivating the skills, knowledge and mindset for meaningful service are available to students and partners across campus.</p>	<p><i>Service Tools</i></p> <p>The Pace Center has student-oriented service tools and clear delivery mechanisms to enable students and the wider campus community to learn to do service well—in concert with, or in the absence of, meeting with Pace Center staff experts.</p>
INDICATORS OF PROGRESS	
<p>A portfolio of trainings is offered each semester to support student learning and preparation.</p> <p>Students and campus partners use the Field Guide to Service.</p> <p>Referable best practices, policy and protocols, by type of service opportunity, are developed and shared with engaged students.</p>	<p>Referable checklists on available resources are readily available to support students and campus partners in developing and/or leading a service experience.</p> <p>Students and campus partners collaborate with the Pace Center when planning service opportunities.</p> <p>Appropriate technology solutions (such as mobile apps, online checklists, forms, etc.) enhance, communicate and deliver service resources.</p>

## Resource to Campus

Service at Princeton doesn't happen in just one place. It is diffuse and spread across the University landscape. As the sole center on campus devoted exclusively to service and civic engagement we have the responsibility to help students and campus partners learn to do service well. As the Service and Civic Engagement Self-Study Task Force noted in its report: "It is only by embedding service and civic engagement into each of the University's fundamental activities that Princeton can 'best support learning and growth outside of the classroom by providing students with meaningful opportunities to serve and lead others as engaged citizens and developing leaders.'"

We can do more to share tools, resources and knowledge to enable everyone at Princeton to learn how to do service well.

FIGURE H: INCLUSIVITY IN SERVICE

GOAL			
<p><b>Inclusivity in Service</b> Diversity is reflected in service through Pace Center students, service experiences, practices and staff.</p>			
STRATEGIES			
<p><i>Program Accessibility</i></p> <p>Opportunities and support are expanded to allow for greater participation across the entire spectrum of the student body.</p>	<p><i>Process Transparency</i></p> <p>Clear and open processes assess, select and guide student service opportunities so that students, faculty, staff and communities know how to use the Pace Center as a resource for doing service.</p>	<p><i>Space for Collaboration</i></p> <p>Space supports interaction with and between students, student groups, campus partners and communities. Space makes service more visible and creates a community amongst students who do service.</p>	<p><i>Active Learning</i></p> <p>Staff actively learn from peers, community partners and experts on a regular basis and share that knowledge with students and each other.</p>
INDICATORS OF PROGRESS			
<p>Service opportunities represent diverse student interests.</p> <p>Underrepresented students are recruited for leadership opportunities and roles.</p> <p>The Pace Center supports a variety of service experiences, including one-time efforts such as events, drives, and fundraisers, and guides students on how to do them well.</p>	<p>The Pace Center has a transparent process for approving and reviewing service initiatives.</p>	<p>At the Pace Center all identities and voices are welcomed and respected.</p> <p>The Pace Center's space is welcoming, comfortable and accessible.</p> <p>Multiple student groups have access to space at the same time.</p>	<p>Each Pace Center staff member participates in at least one professional development opportunity each semester and shares what they've learned.</p> <p>Staff from diverse backgrounds are sought to fill open positions.</p> <p>Community partners are representative of diverse populations and societal needs.</p>

## Inclusivity in Service

As stated in the Council of the Princeton University Community's Report of the Special Task Force on Diversity, Equity and Inclusion: "The positive value of diversity in creating an intellectually stimulating and vibrant University community is well understood, and diversity is not just about demographic composition." At the Pace Center, we echo this sentiment and can contribute to the diversity of the Princeton community in many ways. By offering a wide array of service experiences; by making service and civic engagement as accessible, welcoming and safe as possible; and by focusing on building a team with diverse talents and backgrounds, we can celebrate and champion inclusivity in service.



*89 percent of Pace Center students say engaging in service makes them feel like they belong at Princeton.*

*—2015 Pace Center Annual Student Survey*

*“One thing to treasure about service is its versatility and broadness. ... Anyone can serve. There's no GPA requirement or particular major and there's a certain beauty in inclusivity. With many things that can divide us, civic engagement is one thing that can unify us.”*

*—Deana Hamlin and Daniel Rounds  
Class of 2017*

*Pace Center 15th Anniversary Celebration Remarks*

FIGURE I: PURPOSEFUL COMMUNITY PARTNERSHIPS

GOAL	
<b>Purposeful Community Partnerships</b> Partnerships with the community are based on strong relationships that foster a deeper understanding of community needs and assets and inform student learning.	
STRATEGIES	
<i>Leveraging Community Knowledge</i> Some community partners serve as fellows for the Pace Center, training students, participating in discussions and engaging with student organizations. The program bolsters student learning while creating opportunities for community partners to share and collaborate.	<i>Responsible Needs Assessment</i> Information and feedback are regularly collected from community partners, ensuring that the needs and assets of the communities they serve inform and direct opportunities for students.
INDICATORS OF PROGRESS	
Students and community partners know how community partnership is defined.  Community partners understand how to work with the Pace Center.  Community partners are convened in ways that welcome, recognize and celebrate them.	Community partner feedback and impact data is collected annually and used to inform programming.  Student passions and interests are matched with community needs and opportunities.

## Purposeful Community Partnerships

On Alumni Day 2014, Sonia Sotomayor, member of the Class of 1976 and an associate justice of the U.S. Supreme Court, offered a multidimensional view of service. “It is not just a professional pursuit,” she said. “It is about the relationships we build with families, friends and others in our communities.” Relationships, she argues, give us a foundation for service and remind us never to lose sight of the humanity in service. We too believe in the importance of relationships. Doing service well means doing more than just serving. When we connect with others in a meaningful way we begin to understand community need, to listen to community, learn from community and serve with community.

At the Pace Center, the relationships we develop are integral to making service a part of the Princeton student experience. When we foster strong community partnerships, the center, Princeton students and community flourish.

*“ I firmly believe that if you engage in service with a love of people you come to realize that service is a reciprocal, not a one-way, relationship, and that the best way to work with a community is to learn from the people within it with an open and curious mind, and try to help them leverage the incredible strengths they already have. ”*

*—Ari Satok  
Class of 2014*

## FIGURE J: GUIDING QUESTIONS FOR STUDENTS & STAFF

*Staff and students will use guiding questions like these to advance our goals and bring the strategic plan to life.*

How do we do service well?

- What is my role in helping others prepare to do service well?
- What resources do I have to offer to our campus community?
- How will I share my knowledge, insight or resources with others?
- What can I learn from others to improve the work I do?
- What have I learned from my work?

How does service foster inclusivity?

- What does it mean to be inclusive?
- How can I or my program be more inclusive?
- Am I welcoming to others?
- How do my words or actions impact others?

How can a service-minded community flourish at Princeton?

- Who can I learn from at Princeton?
- Who can I learn from in the community?
- When should I pause to reflect and review my work?
- How will I know if I have been successful?
- How do I do no harm?
- How will I know if I've achieved my goals?

How can service be integrated into the Princeton student experience?

- How does my work support or inform learning?
- What will it take to move my ideas into action?
- How can I elevate service and civic engagement for others?
- Who can I share my experiences with?
- How can I nurture connections between campus and the broader community?

## 06 LIVING INTO THE PLAN

So how will we achieve our goals? How will we bring this plan to life? Our strategic plan is meant to be a working document. A plan that we—both students and staff—will use to inform, guide and set the course for the next three years.

As we've shared throughout this plan, the University's commitment to service calls on us to ask important questions together with our students and partners: How do we do service well? How does service foster inclusivity? How can a service-minded community flourish at Princeton? How can service be integrated into the Princeton student experience? To ensure our strategic plan lives a life of action, we each have a responsibility to seek out answers to these questions. We must continually push ourselves to act, make changes, review our path and have a critical eye.

We will need to develop new practices and strengthen existing endeavors. We will need to test and pilot, reflect and measure and be intentional in our thoughts and actions. There will be challenges—but it is in these moments of challenge that we will also find the greatest opportunities for growth. As we shift from supporting the activity of service, to becoming a center where service and learning go hand-in-hand, we will all need to leverage our expertise, nurture the growing Princeton service community and carve out our path to live “In the nation's service and the service of humanity.”

While each of us will use the plan in different ways, our collective actions will enable us to fulfill our values and realize the Pace Center's vision, mission and goals. Together with our students and partners we will make service and civic engagement a central part of the Princeton student experience.



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