The John H. Pace, Jr. '39 Center for Civic Engagement dedicates this annual report in memory of John C. Bogle '51, (1929–2019), founding supporter of the Pace Center.
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 “Princeton in the nation’s service and the service of humanity,” but also strengthen and expand upon the University’s long-standing tradition of service and civic engagement. Fueled by this call to action, John H. Pace Jr. ’39, John C. Bogle ’51, Carl Ferenbach III ’64, Peter Ochs ’65 and many other contributors joined the movement, forging a path to create the John H. Pace, Jr. ’39 Center for Civic Engagement in 2001.

The Pace Center’s mission is to make service and civic engagement part of the Princeton student experience. We are guided in this work by four core values:

**Engaged Discovery**  Students can learn how to serve, why to serve and from service.

**Community Focus**  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.

**Student Leadership**  Students learn that leadership is multidimensional, iterative, and collaborative.

At the Pace Center, we help students learn to serve well and have a positive impact in the community. Through the Pace Center, students can learn alongside the community, help others, explore pressing societal issues, engage with faculty, advocate for change, and connect service to their academic pursuits. With staff advisement, students learn to be well-prepared for service, to be intentional about the work they do, and to reflect thoughtfully about the service in which they engage.

*Above*  Volunteers with The Petey Greene program provide tutoring and support for incarcerated individuals in New Jersey.
“Starting community service from ground zero is not an easy thing to do. Although anybody can do it, there’s a lot of inertia in our lives and we tend to let it go. The best thing to do is get involved in your community.”

John C. (Jack) Bogle ’51

Above  Professor João Biehl speaks with Service Focus students and Service Focus Director Yi-Ching Ong.
Connection is at the heart of service and civic engagement. Jack Bogle was emblematic of this core belief at the Pace Center.

His presence, encouragement, and curiosity were a gift to us. Students marked their conversations with him as a highlight of their Princeton experience. It was certainly a highlight for me to understand the depth of Jack’s convictions and his insatiable passion to be an advocate. I often held him up as an example for Princeton students—a perfect example of what it means to have a lens of service in the choices you make and how you can serve humanity. Jack used his Princeton education to serve others. He made that connection. We honor him when Princeton students explore how their values, interests, and experiences connect to the world.

In this annual report, we celebrate a few of the ways we’ve made strides in fostering connection in 2018-2019. As you read further, you will hear from students and partners about the power of connecting service and learning at Princeton; about connecting to the larger community; and about connecting passion to action. Such connections would not be possible without our many partners and supporters. Thank you for helping to make service and civic engagement a meaningful and substantive part of the Princeton student experience.

In service,

KIMBERLY DE LOS SANTOS
John C. Bogle ’51 and Burton G. Malkiel ’64 Executive Director
80% of Pace Center students say service helps them feel like they belong at Princeton.

2/3 of Pace Center students say the service they engage in impacts their future coursework and professional interests.

More than 50% of Pace Center students say service helps them grow and develop as individuals.

70% of community partners surveyed say Princeton students have a high impact at their organization.
Our 2016–2019 Strategic Plan focused on four key goal areas to enable the Pace Center to evolve from a hub of service activity into a center where service and learning are intertwined. Our goals were to:

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

As we closed out the third year of our plan in 2019, we have achieved a multitude of milestones and successes. We implemented center-wide learning goals to support intentional learning; created a set of conversation cards to facilitate reflection as a companion to our Field Guide to Service, one of our main resources to campus; welcomed our second community partner-in-residence to foster greater inclusivity in service; and developed a set of partnership principles to develop and guide purposeful community partnerships. In addition, Service Focus brought together more than 70 sophomores to explore the connection between service and learning by combining summer service internships, faculty mentorship, courses, and dialogue with peers. We look forward to building on these and other achievements as we head into the next academic year and set forth our next strategic plan.
COMMUNITY PARTNER HIGHLIGHT

“The young people that come here to El Centro from University, they get it. Some of them may never have been exposed to some of the things that they’re going to be exposed to here, but they come in with open arms; they come in willing to learn. They come in not with discrimination, but with enthusiasm. If you come in with an open mind, you’re going to learn. You’re going to be part of that fiber, that is what I call the thread that we’re all part of here at El Centro. We all contribute to that quilt, and [the Princeton students] are the orange thread.”

Roberto Hernandez
Executive Director, El Centro, Trenton, NJ

El Centro is a trusted resource in the Spanish-speaking community in Trenton, NJ for those seeking help with basic needs, job training, English as a second language, parenting classes, and immigration services.

Reflection from Gabriela Rivera ’20

“El Centro is important to me because of the experience that I have had both in the classroom and on campus. In the classroom it has introduced me to a wonderful community of people that I have greatly enjoyed teaching and learning from for the past two years. On campus, I am grateful for the project leaders and volunteers that I have gotten to know and learn from. Our students and our teachers all show such dedication and interest in learning from each other. Every week at El Centro reinforces how important it is to me. I tutor an eating club employee on campus each week and through this relationship I have better understood the importance of the work that we do.

More than just the language skills that we are practicing, I have found that class has created the space to share our lives and experiences. This has changed the way I think about the Princeton community, and I have come to think of it being so much bigger than just students and professors. Every part of El Centro has been a learning experience for me thus far. I have learned primarily through the experience teaching with my students at El Centro in Trenton.”
Community House is such a place of love and unconditional support....Personally, the youth at Community House After School Enrichment (CHASE) remind me of myself. Coming from a low-income background, my mom hustled to find free extracurricular programs so that I never felt I was missing out on anything because of our economic status. I’ve always been incredibly grateful for the people who volunteered their time to mentor me, and I see CHASE as a way to pay their kindness forward.

Krystal Cohen ’21
Community House After School Enrichment (CHASE) project leader

partner with the Pace Center to make service and civic engagement part of the Princeton undergraduate and graduate student experience.

Ares Alivisatos ’21 teaches an English as a second language lesson with students at El Centro, a Student Volunteers Council (SVC) service project.

Krystal Cohen ’21 gives a tour of Princeton’s campus with local high school students.

"Community House is such a place of love and unconditional support....Personally, the youth at Community House After School Enrichment (CHASE) remind me of myself. Coming from a low-income background, my mom hustled to find free extracurricular programs so that I never felt I was missing out on anything because of our economic status. I’ve always been incredibly grateful for the people who volunteered their time to mentor me, and I see CHASE as a way to pay their kindness forward."

Krystal Cohen ’21
Community House After School Enrichment (CHASE) project leader
Reflection from Kelton Chastulik ’21

“At Alan B. Shepard Elementary School in Old Bridge, NJ, six children stood in front of me, tri-fold displays open to show off schools like Princeton, Monmouth, Texas A&M, Dartmouth and more. I immediately welled up with emotion and pride. I constantly think about my family and their sacrifices. About my twin brother at Indiana University of Pennsylvania; about my little sister and what she can accomplish; about how my parents worked 50- to 60-hour workweeks at times, just so we could have a roof over our heads. As I took questions from the young, ambitious fifth-graders, my eyes began to well up with tears as a student asked me the following: What does it mean to you and your family to be at such a prestigious school as Princeton University? In that moment, I told the students the truth: Princeton, the Pace Center for Civic Engagement, and the opportunities that are at Princeton mean the world to me and my family, and they are changing my life. As a Community Action Fellow, I create the small-group experiences for the first-year students [during orientation to Princeton]. I research the Central Jersey community, meet with organizations and visit the area—but to me, my position is much more than that. I see it as a time to be close and intimate with service and my own personal beliefs. Just as Alan B. Shepard hopes to plant a seed of inspiration for their students, through Community Action I hope to plant a seed for first-years here at Princeton.”

COMMUNITY PARTNER HIGHLIGHT

“In a world as diverse as we are, and with so many intersectionalities, we really don’t know each other. It’s only after having relationships that the walls come down and we realize how much we have in common. When Princeton students have quality, intimate, concentrated relationships and focus their time with people that they may never have encountered before, all their presuppositions disappear and they learn more about the issues that are affecting their lives. Whether it’s about returning citizens, mass incarceration, or the poor quality of public school education, students learn a lot more by meeting people that are being affected by these issues.”

The Rev. Karen Hernandez-Granzen
Westminster Presbyterian Church, Trenton, NJ

Westminster Presbyterian Church is a multiracial, multicultural, and intergenerational congregation committed to seeking shalom in the city of Trenton by providing a wide range of educational programs.
Community Action participants search for small stream organisms in the Stony Brook in Hopewell, NJ to help the Watershed Institute measure the health of the waterway.

“I arrived with a preconceived notion of cancer, regarding genes as the only factor. However, my narrow perspective was quickly expanded through meeting patients, cancer treatment directors, patient navigators, and realizing we as a society can always do more in breaking socioeconomic and racial barriers in any capacity we are able.”

Sara Lee ’22
“Inequalities in Access: Cancer Screening, Prevention, and Treatment” Breakout Princeton trip participant, Fall 2018

70% of Pace Center Community Partners said Princeton students had a high impact at their organizations in the 2018–2019 academic year.

Breakout Princeton trip participants get a tour of the Hell’s Kitchen Farm Project, which the Metro Baptist Church uses to cultivate and donate produce in New York City.
Special Olympics Rowing, a Student Volunteers Council (SVC) service project, rows on the waters of Lake Carnegie.

Trenton youth participating in the Learning Enrichment through the Arts Program (LEAP) at the Catholic Youth Organization (CYO) create self portraits with University undergraduate volunteers.
Members of Princeton University’s Army Reserve Officer Training Corps (ROTC) program hike across Streicker Bridge as part of a morning drill.

Service Focus students meet with Princeton Mayor Liz Lempert to discuss issues related to gun violence with Professor Heather Howard and Service Focus Director Yi-Ching Ong.
Student organization Princeton Student Climate Initiative organized a New Jersey Climate Policy Stakeholder Forum in September 2018, which brought together legislators, regulatory agencies, environmental groups, and businesses to discuss concrete policies to mitigate the consequences of climate change. Sessions focused on transportation, building efficiency, emissions reduction, solid waste, coastal resiliency, and economic transition.

Reflection from Micah Herskind ’19

“Students for Prison and Education Reform (SPEAR) is a student organization that educates, advocates, and agitates against systems of criminalization through legislative campaigns, campus activism, direct service, and community education. Our projects address many of the consequences of the carceral state, including the disenfranchisement of formerly incarcerated people, juvenile justice, prison conditions and oversight, pervasive post-incarceration barriers to re-entry, solitary confinement, and more. SPEAR has taught me so much about injustice in the United States, and has taught me why continually learning to challenge our assumptions is crucial to the fight for justice. It’s taught me to be radical, and to think beyond what we’re told is achievable. I’ve learned how to organize while being a student, research in the service of activism, mobilize people on campus to show up for causes, articulate what I’ve learned as I continue to learn, and co-lead with others on campaigns for change. I’ve learned that knowledge doesn’t matter if it’s not put toward the mission of improving lives and fighting for justice. SPEAR is an incredible community of people who care not just about dismantling the carceral state; it’s through SPEAR members and those from whom we take our cues that I’ve learned and grown immensely in the last four years.”

WE SUPPORT STUDENTS WHO TAKE ON ADVOCACY, ACTIVISM, SOCIAL JUSTICE, AND COMMUNITY BUILDING AROUND A WIDE ARRAY OF SOCIETAL ISSUES.
"The Princeton Student Climate Initiative (PSCI) is the most impactful, exciting and growing experience I have had in college. [My] favorite part of PSCI is that it supports student initiative and encourages bold thinking and execution. As part of PSCI, I planned and designed the NJ Climate Policy Stakeholder Forum, a conference convening a broad and diverse set of stakeholders from environmental justice, labor, business and government to discuss concrete policies for New Jersey. [As a result of PSCI, I have become] better at delegation, communication and empathy skills, leadership, organization, and public speaking. Above all, I’ve developed a firm commitment to meaningful impact in my career going forward. It’s now a value to me as a researcher to make sure my research translates into a real-world problem.”

Johnathan Lu ’19
Founder of the Princeton Student Climate Initiative
Reflection from Tobi Ayeni ’20, John C. Bogle ’51 Fellow in Civic Service and Service Focus student

“My experience as a Bogle Fellow has provided a lot of clarity in terms of what I see myself doing in the future and the ways in which I can positively impact the lives of those around me. For a long time, there’s been this duality to my educational experience where I’ve felt jostled back and forth between engineering and social justice work. However, this past summer, conducting Bogle-backed research at my high school about educational disparity, I felt reassured that no matter my age or experience, I have the capacity to impact positive social change, and I couldn’t have done that without being a part of the Bogle Fellowship. It’s given me a lot of confidence going forward and it’s motivating how I orient my career trajectory.”
Service and civic engagement are a central part of what it means to be a Princetonian. Service Focus bridges service and learning across the first two years of the undergraduate experience. It consists of a funded summer service internship, service-related courses, and opportunities to engage with faculty and peers to learn what it means to be “in the nation’s service and the service of humanity.”

78 students participated in Service Focus in its first year.

Service Focus students enrolled in 39 service-related courses spanning the humanities, social sciences, natural sciences, and engineering.

Service Focus students connected in eight faculty-led cohorts focused on diversity and bias, education, food justice, gun violence, health/care, political polarization, sustainability, and visuality and representation.

For me, service meant three weeks on the opposite side of the world, in Vietnam, where I taught English and basketball to primary school students. When I was playing basketball with all of the kids, it did not matter that we spoke two completely different languages. Basketball acted as the bridge that connected our two worlds. I discovered that to me service meant finding that bridge that can connect people, so that we can learn and understand each other, and eventually work together toward change. The political theory class that I took for Service Focus led me to explore this idea in the classroom—inequality in gender, knowledge, opportunity and income. From Aristotle to Douglas, Rousseau to Tocqueville, theorists tried to find ways to bridge the gaps they saw in their lives and throughout history. I found that they are not so different from the ones we see today. These thoughts were in my mind during my Political Polarization Cohort meetings, which focused on difference. Our group held many opposing views on the world but over time we found that what was once a source of division became our point of connection and growth.”

Mackenzie Meyer ’21
Service Focus Student
Reflection from Cherry Oakley, 2018 Community Partner-in-Residence

“A Community Partner-in-Residence is still an emerging role within the Pace Center that uses the ‘boots on the ground’ experience of the partner in the thinking, planning, discussion, resource development, and reflection on the work that the center is trying to strengthen....Work related to social justice issues in the community is something I feel very called to do. When I was offered this opportunity, I saw it as one way to continue the work I love to do and collaborate with people with the same values. I also had a shared curiosity, as some of the things the Pace Center looks into are some things I am interested in. These include figuring out how we hold onto the information that you get when orientated in a new group, so that people that come after you don’t have to reinvent the wheel, and so that you can build on it....The uniqueness of the incubator atmosphere the Pace Center creates sparks endless possibilities for service on Princeton’s campus. Big ideas and little ideas can find a home to germinate here....I always think it’s good to learn not just a concept or theory, but to sit with someone who is directly affected by what it is you do because this leads to a deeper understanding of the impact of what you are doing, clarity on why you are doing it, and what is the optimal way to plan your next step(s).”
Princeton Engineering Education for Kids (PEEK) brings science, technology, engineering, and math education to local youth.

Pace Center Learning Goals

As we connect students to experiential opportunities to sustain meaningful and lasting change, we feel it is important to ensure they have the knowledge and skills that support meaningful work and positive impact. Throughout all our programs, we aim to foster a culture of social responsibility that inspires students to create systemic change in order to build an equitable and just world.

Cultivating Relationships
Through service, students acquire a deep awareness of social issues and an appreciation for community that leads them to cultivate relationships with others rooted in empathy, humility and respect.

Value Alignment
Through service, students learn to align their values with their positive contributions to the common good.

Social Responsibility
Through service, students come to know a broad definition of service, which they can apply to the many spheres of their lives.
AS WE PREPARE STUDENTS TO FORM EFFECTIVE RELATIONSHIPS WITH OTHERS AND DEVELOP PURPOSEFUL AND INTENTIONAL PARTNERSHIPS IN SERVICE, WE HAVE IDENTIFIED FOUR GUIDING PARTNERSHIP PRINCIPLES:

**Preparation as Continual Practice**
Take the time to get to know one another. Start small and build. Ask each other what knowledge, skills, perspectives and self-reflection might support your partnership. Work toward an increased understanding of each others’ needs and assets.

**Communicate Early and Often**
Practice active listening with humility and respect to hear and connect with each other. Acknowledge your own positionality, assumptions and perspectives. Strive to reach a shared understanding about the nature of the work you are doing together through clear and consistent communication.

**Approach Service with Integrity**
Show up for each other and be fully present. Practice follow-through and commitment to your shared mission and mutual growth. Be candid about challenges that arise and be accountable to each other. Celebrate things that work well and share in the successes.

**Cultivate Equity in Partnerships**
Recognize that in any relationship there are going to be power dynamics. What’s important is to understand, acknowledge, and leverage them in ways that ensure positive impact. Do no harm, make sure your efforts are promoting the strengths or best interests of the community.

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**Samuel Vichez Santiago ’19**

**Priscilla Glickman ’92 Memorial Prize**

The Priscilla Glickman ’92 Memorial Prize is given to a Princeton senior who has demonstrated independence and imagination in the area of community service, seeks knowledge and purposeful adventure in unfamiliar cultures, and maintains strong academic work. Samuel received the prize for his political activism in his home state of Florida and commitment to Princeton Latinos y Amigos, an organization committed to strengthening Princeton’s Latinx community and educating others about it. “I feel very honored,” he said. “No one does service to be recognized, but it does feel good when one is recognized. More than anything this prize humbles me. The prize is a result of the sacrifices of many people in my life. My friends who have been there, my family members who are still in Venezuela...and my mentors and advisers. I feel honored, but I recognize that the prize recognizes more than just me.”
Lou Chen ‘19
A. James Fisher, Jr. Memorial Award

Given in honor of A. James Fisher, Jr. ’36, the A. James Fisher, Jr. Memorial Award is given to a Princeton senior who best exemplifies the qualities for which Mr. Fisher is remembered, including an entrepreneurial spirit, zest for life, love of people, and loyalty to Princeton through their work in the realm of civic engagement. Lou founded the Trenton Youth Orchestra, a string orchestra composed of students from the neighboring city of Trenton to provide youth with the opportunity to expand on their musical talent. “I realized I might be able to leverage my musical knowledge and experience for the benefit of youth in Trenton,” he said.

Professor Arcadio Díaz-Quiñones and Professor Alan Kaplan
Faculty Service Award

The Faculty Service Award is given to two Princeton University faculty who in the past year have demonstrated an extraordinary commitment to service and social justice that transcends the classroom, and especially recognizes faculty who have inspired others on campus to join their efforts and who through their service to humanity have responded to needs in the world. Professor Díaz-Quiñones was honored for his work helping to lead the University’s response to Hurricanes Irma and Maria, which hit Puerto Rico in 2017. Professor Kaplan received his award for leading a service trip to Puerto Rico over the summer of 2018, during which he and four undergraduates assisted in hurricane relief efforts as well as taught a computer science course at the University of Puerto Rico, Mayagüez.
We recognize service as a powerful exchange where we have as much to learn as we have to give. To make service and civic engagement part of the Princeton student experience, we rely on a wide range of partners in the local, state, national, and international community. We are grateful for their collaboration, expertise, and commitment to service at Princeton and beyond.

2018–19 Community Partners

**NEW JERSEY**

Abiding Presence Lutheran Church, Ewing
Acorn Glen, Princeton
Alan B. Shepard, Jr. Elementary School, Old Bridge
American Friends Service Committee, Newark, NJ Office, Newark
American Red Cross, Central New Jersey, Princeton
Anchor House, Trenton
Emeth Memorial Temple, New Brunswick
Archdiocese of Newark, NJ, Newark—Archdiocesan Youth Retreat Center, Kearny Arm In Arm, Trenton
Arts Council of Princeton, Princeton—The Witherspoon-Jackson Stories Project
Ascend Hospice, Cranford
A-TEAM Artists of Trenton, Trenton
Barat Foundation, Newark
Be The Change NJ, Union
Best Buddies New Jersey, Flemington
Bethel-Hosanna AME Church, Pennsauken
Beverly United Methodist Church, Beverly
Big Brothers Big Sisters of Mercer County, Trenton
Boys & Girls Clubs of Mercer County, Lawrence
Brandywine Living at Princeton, Princeton
Brookdale Hamilton, Hamilton
Burlington-Riverfront YMCA, Burlington
Camden County Habitat for Humanity, Pennsauken
Camden County Historical Society, Camden
Camden FireWorks, Camden
Camden Sophisticated Sisters, Merchantville
Camp Kesem at Princeton, Johnsonburg
Capital Area YMCA, Trenton
Cathedral Soup Kitchen, Inc., Camden
Catholic Charities, Diocese of Camden, Camden
Catholic Charities, Diocese of Trenton, Trenton—El Centro
Catholic Youth Organization of Mercer County, Trenton—East State Street Center, Trenton
Center for Environmental Transformation, Camden
Center for Faith Justice, Lawrence Township—Convent at Saint Ann Retreat House, Lawrenceville
Center for Health Care Strategies, Inc., Hamilton
Centro Comunitario CEUS, Union City Children’s Specialized Hospital, Mountainside Community
Climate Central, Princeton
CONTACT of Mercer County, NJ, Pennington
Corner House Behavioral Health, Princeton
D&R Greenway Land Trust, Princeton
Capital City Farm, Trenton
Drug Policy Alliance, New Jersey Office, Trenton
East Trenton Collaborative, Trenton
Elijah’s Promise, New Brunswick
Fair Share Housing Development, Inc., Mount Laurel
First Friends of New Jersey and New York, Kearny
First Presbyterian Church of Bordentown, Bordentown
First Presbyterian Church of Haddonfield, Haddonfield
GlassRoots, Newark
Goodwill Rescue Mission, Newark
Grace Episcopal Church in Haddonfield, Haddonfield
Grace-St. Paul’s Episcopal Church, Hamilton
Greater Newark Conservancy, Newark
Grounds For Sculpture, Hamilton
Habitat for Humanity of Burlington County and Greater Trenton—Princeton, Maple Shade Hamilton
Area YMCA (John K. Rafferty Branch), Hamilton
Historical Society of Princeton, Princeton
Hamilton Township School District, Hamilton—Nottingham High School—North, Hamilton
HiTOPS, Princeton
HomeFront, Lawrenceville
Illumna, Fort Lee
Interfaith-RISE, Highland Park
International Rescue Committee in New Jersey, Elizabeth
Islamic Society of Central Jersey, Monmouth Junction Isles, Inc., Trenton
Kids in Need of Defense, Newark, NJ Field Office, Roseland
Kingston United Methodist Church, Kingston
Latin American Legal Defense and Education Fund, Trenton
Legal Services of New Jersey, Edison LifeTies, Inc., Ewing
Loaves and Fishes, Cathedral of Saint Mary of the Assumption, Trenton
McCarter Theatre Center, Princeton
Meals on Wheels of Mercer County, Ewing
Medina Community Clinic, Trenton
MedShare, Northeast Region
Volunteer & Collection Center, Secaucus
MEND, Inc., Moorestown
Mercer Street Friends Food Bank, Ewing Township
Merwick Care and Rehabilitation, Plainsboro
Middletown United Methodist Church, Middletown
Mount Carmel Guild of Trenton, NJ, Trenton
Mount Laurel Area YMCA, Mount Laurel
Municipality of Princeton, NJ, Princeton
—Civil Rights Commission
—Fire Department
—Health Department
—Human Services Commission
Nassau Christian Center, Princeton
Nassau Presbyterian Church, Princeton
National Junior Tennis and Learning Center of Trenton, Trenton
Newark Arts, Newark
Newark Community Solutions, Center for Court Innovation, Newark
New Jersey Agricultural Society, Bordentown–Farmers Against Hunger
New Jersey Courts, Mercer Vicinage, Trenton
New Jersey State Museum, State of New Jersey Department of State, Trenton
Penn Medicine Princeton Medical Center, Plainsboro
Princeton–Blairstown Center, Princeton
Princeton Community Housing, Princeton
Princeton Day School, Princeton
Princeton Family YMCA – Latinos en Progreso (in partnership with Princeton Public Schools)
Princeton First Aid & Rescue Squad, Princeton
Princeton Public Schools, Princeton
—Community Park School
—Johnson Park School
—Littlebrook Elementary School
—John Witherspoon Middle School
Princeton in Africa, Princeton
Princeton in Asia, Princeton
Princeton Nursery School, Princeton
Princeton Theological Seminary, Princeton–Farminary
Princeton United Methodist Church, Princeton–Cornerstone Community Kitchen
Raritan Valley YMCA, East Brunswick
Rescue Mission of Trenton, Trenton
Romero Center Ministries, Camden
Rutgers Robert Wood Johnson Medical Group, New Brunswick
Sand Hills Preschool, South Brunswick Township
SBP New Jersey, Wall Township
SAVE, A Friend to Homeless Animals, Skillman
Send Hunger Packing, Princeton, Princeton
Sierra Club, New Jersey Chapter, Trenton
Slackwood Presbyterian Church, Lawrenceville
South Camden Theatre Company, Camden
Special Olympics New Jersey, Lawrenceville
State of New Jersey Department of Corrections, Trenton
STEM Civics at PURPLEfect Palace, Ewing
St. Bartholomew Lutheran Church, Trenton
St. John's Soup Kitchen, Newark
St. Luke’s Episcopal Church, Ewing
Stonebridge at Montgomery, Skillman
Stone Hill Church of Princeton, Princeton
The African American Office of Gay Concerns, Newark
The Apostles’ House, Newark
The College of New Jersey, Ewing
The Garden State Community Kitchen, Monmouth Junction
The Heart of Camden, Camden
The Latin American Legal Defense and Education Fund, Inc., Trenton
The Neighborhood Center, Camden
The New Jersey Historical Society, Newark
The Petey Greene Program, Princeton
The Watershed Institute, Pennington
Trenton Area Soup Kitchen, Trenton
Trenton Children’s Chorus, Ewing
Trenton Circus Squad, Trenton
Trenton Health Team, Trenton
Trenton Public Schools, Trenton
—Board of Education
—Clara Parker Elementary School
—Grant Elementary School
—Trenton Central High School
Trinity Church, Princeton
Trinity Episcopal Cathedral, Trenton
Trinity United Methodist Church, Ewing
United Methodist Church at Milltown, Milltown
Urban Mental Health Alliance, Mercer County
Urban Promise, Pennington
Westminster Presbyterian Church, Trenton–Westminster Community Life Center, Inc.
West Windsor Arts Council, Princeton Junction
Womanspace, Inc., Lawrenceville
Young Scholars’ Institute, Trenton
YWCA Princeton, Princeton

CALIFORNIA

826LA, Los Angeles
Clarke, Johnston, Thorp & Rice, San Diego
Draper Richards Kaplan Foundation, California Office, Menlo Park
Global Brigades USA, Fresno
International Rescue Committee in Los Angeles, Glendale
Letters to Strangers, Claremont
The Los Angeles Review of Books, Los Angeles
UnCommon Law, Oakland
Zaccho Dance Theatre, San Francisco

DISTRICT OF COLUMBIA

Black Women’s Congressional Alliance
Death Cafe (hosted by Nicole Heidbreder), The Potter’s House
District of Columbia—Fire and Emergency Medical Services Department
Edmund D. Pellegrino Center for Clinical Bioethics, Georgetown University
Environmental Defense Fund, Washington, D.C. office
Girl Up, United Nations Foundation
Joseph’s House
National Congress of Black Women, Inc.
Naturalista Expo
Office of Councilmember Mary M. Cheh (DC)
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<td>—Public Housing and Community Development, Miami</td>
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International

ARGENTINA
Asociación Civil por la Igualdad y la Justicia

CAMBODIA
People Improvement Organization

CHINA
Ivy Camps USA
Joint US-China Cooperation on Clean Energy

INDIA
Gabriel Project Mumbai

ISRAEL
Magen David Adom in Israel

JORDAN
Middle East Scientific Institute for Security

KENYA
Do Right

MEXICO
GENDES, A.C.

PERU
Bioversity International—Peru
Planeta Océano

RUSSIA
Russian International Affairs Council

TANZANIA
Levolosi Health Centre

UGANDA
Bayimba Cultural Foundation

VIETNAM
Coach for College

Below Elise Colter ’21, Christy Lee ’21, Lucy Norton ’21, and Shanila Shakil ’21, help cultivate seeds at la botica de la tierra, which focuses on sustainable farming practices in Puerto Rico.
In Gratitude

The Pace Center is extremely grateful for the generosity of our many alumni and donor supporters, particularly gifts made by: John H. Pace Jr. ’39, John C. Bogle ’51, Carl Ferenbach III ’64, Burton G. Malkiel *64, and Peter Ochs ’65. Thank you to all who support the Pace Center.

About John H. Pace, Jr. ’39

A member of the class of 1939, John H. Pace, Jr. (1917-2010) built a successful career in business, mostly in his home state of Florida. His lengthy resume included stints as president of Nelio Chemicals, Inc. and as chairman of the Bank of Orange Park, which he founded. A veteran of World War II, Pace was engaged in his community of Jacksonville, where he was a trustee of Baptist Memorial Hospital and Baptist Home for Children. Pace was also committed to protecting the environment, winning the Florida Outstanding Conservation Award in 1964. In 1995, while attending a Princeton alumni event, Pace heard Burton G. Malkiel *64 outline an idea for a community service center at the University. He immediately offered his support. Although Pace wanted to name the center for Malkiel, Malkiel believed that Pace and his wife, Augusta, were the rightful dedicatees. Today, the John H. Pace Jr. ’39 Center for Civic Engagement is named for his generosity.

Support of Service

The Pace Center for Civic Engagement has a budget that consolidates general operations and program areas reflecting diverse opportunities for students to engage in and learn from service in the community. In fiscal year 2019 (July 1, 2018 to June 30, 2019), the center had total expenses in the amount of $3.7 million, supporting 1,486 students participating in Pace Center programs.

Opposite In the New Jersey Historical Society's research library, Princeton first-year students view Princeton University papers, pamphlets and photos. The University traces its own roots to Old First Church in Newark.
Kimberly de los Santos
John C. Bogle '51 and Burton G. Malkiel '64
Executive Director

David Brown
Assistant Director

Charlotte Collins
Associate Director

Sourette Germain Tattegrain
Business Manager

Sara M. Gruppo
Community Action Program Director

Rosemarie Holton
Administrative Assistant

Maggie Hussar
Community Action Program Coordinator

Justin T. Kazlauskas
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Program Coordinator

Yi-Ching Ong
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Senior Associate Director

Geralyn Williams
Program Coordinator

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For more information:
pace.princeton.edu