

Service and Civic Engagement Self-Study Task Force

Final Report, June 2015

Melissa Lane, co-chair

Kimberly de los Santos, co-chair

Kristin Appelget, secretary

Sandra Bermann

João Biehl

Emily A. Carter

Laura Harder '15

Kelly LaRue *15

Benjamin Morison

Dallas Nan '16

Pulin Sanghvi

Trisha Thorme

TABLE OF CONTENTS

REPORT **1-29**

CHARGE	1
EXECUTIVE SUMMARY	2
PREFACE	3
HERE AND NOW: IMPORTANCE OF OUR CHARGE AT PRINCETON TODAY	4
DEFINING OUR APPROACH	6
STRATEGIC VISION FOR SERVICE AND CIVIC ENGAGEMENT AT PRINCETON UNIVERSITY	10
PRINCETON IN SERVICE: ILLUSTRATIVE TACTICS TO REALIZE STRATEGIC GOAL	17
CONCLUSION: RESPONDING TO QUESTIONS IN OUR CHARGE	28

APPENDIX A

FIGURE 1: PRINCETON IN SERVICE LEARNING SPIRAL

FIGURE 2: PRINCETON IN SERVICE LOGIC MODEL FOR THE STUDENT EXPERIENCE AT PRINCETON UNIVERSITY

FIGURE 3: PRINCETON IN SERVICE: THE PRINCETON STUDENT EXPERIENCE

APPENDIX B: EXTERNAL BENCHMARKING

APPENDIX C: BASELINE

OPPORTUNITIES AND PARTICIPATION

SURVEY DATA

PACE CENTER 2014-2015 ENTRY SURVEY

PACE CENTER 2014-ANNUAL SURVEY

PRINCETON UNIVERSITY INCOMING FRESHMAN SURVEY, CLASS OF 2015 TO CLASS OF 2018

PRINCETON UNIVERSITY SENIOR ENROLLED STUDENT SURVEY, CLASS OF 2011 TO CLASS OF 2014

PRINCETON UNIVERSITY/COFHE ALUMNI SURVEY, 2013

APPENDIX D: BACKGROUND MATERIAL

APPENDIX E: TASK FORCE, SUBCOMMITTEE AND CROSSWALK MEETINGS.

Service and Civic Engagement Charge

The University has a longstanding commitment to service, and many Princetonians live the motto both during and after their time on campus. A new chapter in the University's service history began in 2001 with the founding of the Pace Center for Civic Engagement, and the establishment of initiatives such as the Bridge Year Program and Breakout trips has provided new opportunities for students to serve the common good. The desire to broaden, emphasize and enhance the University's public service commitment is expressed by one of the four key questions that the Trustees of Princeton University and President Christopher L. Eisgruber '83 have asked to guide the University-wide strategic planning process:

“What must we do to make service central to the mission of Princeton University?”

To answer this question, and its important subsidiaries, this task force is charged with conducting a self-study of service and civic engagement opportunities for students at the University. It is expected that the committee's work will include an analysis of the service and civic engagement initiatives that the University currently supports for students; an exploration of national and international trends, including benchmarking with peer institutions; and the identification of challenges and opportunities to make service central to the University's mission. While the primary focus of the task force will be on non-curricular programs, initiatives, challenges, and opportunities, the task force is also asked to explore the extent to which and how our departments, centers and programs provide opportunities for student service and civic engagement and in what ways such opportunities might connect to the academic programs of those units.

Informed by its self-study findings, the task force is asked to develop a set of recommendations for how the University can create an environment that will make service and civic engagement central to the Princeton student experience. In particular, the task force is asked to consider the following questions:

- How best can Princeton cultivate an ethic of civic engagement among its students, both during their time here and after they graduate?
- Can we make existing service and civic engagement initiatives better and more visible? What new initiatives should we add?
- How can we 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?
- To what extent and how should our departments, centers and programs provide opportunities for student civic engagement? In what ways might such opportunities connect to the academic programs of those units?
- How can we do a better job of helping students translate their educations into meaningful lives and careers connected to a larger purpose?
- How can we help students develop into citizens and leaders who will contribute to the greater good?

Executive Summary

Service and civic engagement are central to Princeton's informal motto, and to the experiences of many of our students and alumni, yet at present they are not fully integrated into the core of the Princeton education or experience in its broadest sense. Understanding service and civic engagement as contributions to the common good, we see them as integral both to the education that Princeton provides its students and to the realization of the University's own mission in society. We propose that service and civic engagement should be a core value that becomes an *embedded and pervasive lens* within a Princeton education, and that this be done by fostering a *positive learning spiral*, enabling students to learn why to serve, how to serve, and to learn from serving. In this way, both students and society can be meaningfully shaped by realization of a vision that we call *Princeton In Service*.

We define the ideal of service as “responding to those needs in the world around you with which you can engage in a responsible way and with ever-widening concern and attentiveness,” and the ideal of civic engagement as “responding to those needs in the world around you with which you can engage by scaling up your understanding of the structural dimension of those needs and responding to them by connecting to (and in some cases, challenging) civil and political institutions and organizations, in a responsible way,” thus understanding the latter as one modality of the former. In these definitions, both “needs in the world,” and the ways in which one “responds,” are meant not as solely personal or individual needs and one to one responses, but as covering a very wide range both of arenas and of kinds of action -- including for example social service, entrepreneurship, military service, policy work, government involvement, and community activism. In preparing this report, we took stock of the baseline of service and civic engagement at Princeton at present – marked by student-led initiatives that we find distinctive and valuable. We also took stock of the landscape of peer institutions, in relation to which, on the most common existing metrics, Princeton emerges with some distinctive strengths as well as some comparative weaknesses. Rather than focus our attention on those incremental comparisons, however, we argue for a systematic approach developing new metrics to measure the value as well as the volume of service, directed at the full scale of urgent needs in the world. We believe that Princeton can break new ground by directly linking service to a broader understanding both of learning and of impact. By taking a rigorous approach to focusing on and assessing the impact of service and civic engagement, Princeton can emerge as an innovative force in higher education, developing a body of vital knowledge about how people and organizations can creatively mobilize to move the needle on social and political change.

Preface

The Service and Civic Engagement Self-Study Task Force (SACE) has met in plenary session seven times since its establishment in October 2014, and has also pursued its work through subcommittees on academics and the sophomore year; community partners; metrics; space and visibility; and meaningful work. A sub-group made a presentation to the Student Life, Health and Athletics Committee of the Board of Trustees in November 2014; other sub-groups met once or more with members of the Task Force on the Residential College Model (RCTF); Committee on International Teaching and Research; and Task Force on the Future of the Graduate School. Information and ideas were also shared, in some cases through overlapping membership, with the Princeton Entrepreneurship Advisory Committee, Campus Planning Group, School of Engineering and Applied Science Task Force, and Task Force on General Education. Members consulted informally with leading figures in related fields; we would like to make special mention of a valuable conversation held by the metrics subcommittee with Michael E. Porter '69, the Bishop William Lawrence University Professor at Harvard Business School, who is also a former Princeton Trustee. The task force reviewed data from various sources, including the student focus groups that were convened in January incorporating questions from the RCTF and from SACE, and consulted a range of published and online materials as noted in Appendix D.

We are grateful for the consistently thoughtful and engaged guidance of our executive sponsor, Treby Williams, together with that offered by Cynthia Cherrey and Hilary Parker; and for the additional staff support provided by Jessica Talarick of the Office of Community and Regional Affairs; Gwen McNamara of the Pace Center for Civic Engagement; and Andrea D'Souza '16, an intern in the Pace Center in 2014. The co-chairs are grateful for the tremendous dedication and enthusiasm with which each member of the task force contributed to our collective work, with special mention of the energy and vision of its secretary. We could not have had a better group of colleagues with whom to do this work.

This Final Report does the following:

1. Here and Now: explains how we see the importance of our Charge at Princeton today
2. Defining Our Approach: defines our approach to the key terms in our Charge
3. Strategic Vision: lays out comparators, goal, objectives, parameters, and metrics
4. *Princeton In Service*: presents illustrative tactics toward realizing the vision
5. Conclusion: responds to the questions put in our Charge
6. Appendices: provide supporting materials, including characterization of the baseline at Princeton and at peer institutions

1. Here and Now: Importance of our Charge at Princeton today

To answer the guiding question of our Charge – “What must we do to make service central to the mission of Princeton University?” – it is helpful to take a step back, in order to underpin consideration of *what* must we do, by consideration of *why* must we do it, and indeed, why we must do it *now* (referring to the academic year 2014-15 in which we did our work).¹

Service and civic engagement have been brought to the forefront of the campus consciousness this academic year not only by the strategic planning exercise, but also by a number of important events. These include the conversations sparked by the Pre-Read book by Susan Wolf, *Meaning in Life*; the visit of the Dalai Lama in October 2014, which galvanized a group of students to reflect on what service means and how Princeton might deepen its, and their, engagement with service understood through compassion; the campus (and national) activism in response to the events in Ferguson, Missouri, and in New York City, including the Black Lives Matter campaign and student activism on issues of diversity; a series of editorials and opinion pieces in the *Daily Princetonian* about the importance of service and how the culture of service could usefully change on campus; the report of the Princeton Entrepreneurship Advisory Committee, which treats entrepreneurship as ideally oriented to the common good in ways connecting to our understanding of service; and confidential data comparing students’ participation in service at various universities, including Princeton, from the Consortium on Financing Higher Education (COFHE), that was made available to the task force.

These events and discussions have highlighted the fact that many students are challenging themselves, and the University, to find ways to make the commitment to meaningful service and civic engagement central to their lives – to honor them as a “core value” rather than seeing them as an optional “extracurricular activity.”^{2,3} And many feel themselves to be doing so against the

¹ While the events of this year have been our immediate frame, we have learned a great deal from consulting previous efforts in this area at Princeton; we would particularly like to call attention to the Student Task Force on Civic Values that reported in November 2004 on the basis of substantial comparative analysis of efforts at peer institutions, and anticipated a number of our key themes, including the need for a central space for service at Princeton; the importance of integrating civic values into teaching and learning; expanded summer internships; and a forum for students to present research related to civic values.

² Amantia Muhedini, et. al. “Expanding Civic Service”, *The Daily Princetonian*, May 10, 2015: <http://dailyprincetonian.com/opinion/2015/05/expanding-civic-service-3>.

grain of a campus culture that they perceive to be in certain respects unsupportive of this aim. Pressures to succeed and perform can lead students to believe, in the voice of one recent *Daily Princetonian* columnist, “that civic engagement just isn’t as important as everything else.”⁴ This perception may explain the results of the 2014 Princeton Senior Survey in which 40 percent of respondents reported actively participating in volunteer service one or more years, 23 percent reported participating in civic engagement activities; and 16 percent reported participation in political activism or advocacy.⁵ Those frustrated by such relatively low figures charge that the number of Princeton students who engage in service is too low; that the campus culture is too apathetic, lacking in civic engagement with the pressing issues of the day; that the University talks about service without doing enough to challenge the perceived peer and career pressures that lead many students to neglect it; that it is open to some students to frolic in the campus as a bastion of privilege without ever being challenged to put someone else’s needs before their own. Those criticisms are, to our minds, far from painting a fully accurate picture of campus life. Nevertheless, we take seriously the kind of judgment expressed by one student participant in a January 2015 focus group about the place of service at Princeton: “It’s in our unofficial motto, but I don’t see it in the campus culture.”

In reflecting on whether and how service and civic engagement could be made more central to campus culture and education, we found ourselves repeatedly returning to a remark made by a Young Alumni Trustee at a Student Life, Health, and Athletics committee meeting, in response to the presentation of the task force’s work in progress: that (to paraphrase), “there is only so much room at the center of the Princeton experience.” This insight means that the choice we face is actually stark. For so long as service and civic engagement are not made genuinely integral to every aspect of the University – a challenge that we believe requires the kind of transformative commitment outlined in this report – the likelihood is that they will remain in the final analysis essentially marginal. For this reason, we have taken our Charge to entail consideration of how to transform campus culture and institutions so as to put the pursuit of ways to serve others and to advance the common good absolutely and recognizably at the core of the Princeton institutional DNA. To do so requires pursuing service and civic engagement with the

³ Burton G. Malkiel *64 noted his hope that the “Community Service Center” would “show that community service is not simply a useful add-on, a discretionary extra curricular activity, but rather an essential part of a liberal education” in his remarks on Charter Day, October 25, 1996.

⁴ Reva Abrol, “A vicious cycle of weak civic engagement,” *The Daily Princetonian*, March 31, 2015: <http://dailyprincetonian.com/opinion/2015/03/a-vicious-cycle-of-weak-civic-engagement>.

⁵ Princeton University Office of Institutional Research, 2014 Senior Survey.

same rigor and passion for excellence that marks all of Princeton's other fundamental commitments.

2. Defining Our Approach

“Before Bridge Year, service was something that I thought people did in their free time — after work, after class, as some kind of nonessential supplement. But that whole conception of service changed on Bridge Year. Working at Guria, I was exposed to people who risk their lives every day to save the lives of the most vulnerable, exploited members of society. I saw how that kind of passion for service could be your whole life.” - Shaina Watrous '14⁶

Our goal is to encourage and support all students, and all members of the Princeton community, to experience a *positive learning spiral* (Appendix A, Figure 1) of the kind that this student describes, becoming genuinely “service-minded,” to borrow a term from a plea made by a group of graduating seniors (Class of 2015) who were active in service through the Pace Center.⁷ To spell out that goal more fully: it is to develop service and civic engagement as an *embedded and pervasive lens* through which the values of a liberal arts education can be advanced and enhanced, enabling students to contribute to the common good by being a part of initiatives to serve others in worlds near and far.

In this goal, how are “service” and “civic engagement” to be understood? We began with a skeletal definition of service, as “responding to needs in the world around you,” and then built on that skeleton in order to propose the following as working ideals of service and civic engagement at their best:

Service is responding to those needs in the world around you with which you can engage in a responsible way and with ever-widening understanding, concern, and attentiveness.

⁶ Shaina Watrous '14, one of the inaugural class of Bridge Year students, quoted in Emily Aronson, “Bridge Year alumni: Where are they now?” May 26, 2015: <http://www.princeton.edu/main/news/archive/S43/21/46I90/index.xml?section=topstories>.

⁷ Amantia Muhedini et al., “Expanding Civic Service”, *The Daily Princetonian*, May 10, 2015, cited earlier. Note that this builds on an earlier column by the same group of seniors on May 7th: <http://dailyprincetonian.com/opinion/2015/05/expanding-civic-service-2>.

Civic engagement is responding to those needs in the world around you with which you can engage by scaling up your understanding of the structural dimension of those needs and responding to them by connecting to (and in some cases, challenging) civil and political institutions and organizations, in a responsible way.

In these definitions, both “needs in the world,” and the ways in which one “responds,” are meant broadly. Rather than meaning only personal or individual needs and one to one responses, we see the needs in the world to which one responds through service and civic engagement as covering a very wide range both of arenas and of kinds of action -- including for example social service, entrepreneurship, military service, policy work, government involvement, and community activism. Thus, “the world” in each definition will be in some cases very local, as in the service of students to their fellow students in the role of Residential College Advisor (RCA). In other cases it will extend to the local community off campus, with students going into local schools and state prisons. And it will include students involving themselves in regional, national, and international communities, movements and organizations. Equally, the “responding” in each definition will also take many forms, that may include: helping to meet the immediate needs of others in a hands-on way; advocating for policy reform or political causes, moving into the realm of “civic engagement” in connecting to and/or challenging the institutions of the political status quo; social innovation and social entrepreneurship; sharing and creating knowledge and ideas – that is, through teaching and research, which we view as themselves vital kinds of service and civic engagement. In each case, the idea of “responding to needs in the world” involves understanding, some kind of care, and an intention to effect positive change in relation to other people or the world more broadly. Often, but not always, this care will be expressed in an individual’s direct relationship to another individual. Service at its most capacious is a response to the needs named by harms such as injustice, inequality, and unsustainability – to the felt absence of flourishing at every scale from the local to the global. To put it most ambitiously, service and civic engagement are activities that aim to heal the world: encompassing the very broad and manifold goals - from poverty to health to education to environment to international relations, to name only a few - that define the service-relevant community in the broadest sense.

In our approach, service names a continuum, of which civic engagement is one modality. Therefore, when at certain points in the report we use the language of service, we also mean to include civic engagement. Both include an inherent challenge to travel outward on that continuum, to come to see the relevance of wider and wider relationships beyond one’s own immediate sphere. While service and civic engagement may be expressed among those very close to “home” – so that

on-campus service, for example of one student to another, is included in our definition – they also invite one to move beyond the ease of already close relationships, to recognize one’s connectedness to needs that arise in a wider and less immediately familiar world. This will sometimes lead to what one Trustee in an early meeting with members of the task force termed “discordant service”: challenging aspects of the status quo in the name of the needs that one comes through service itself to see and understand. Civic engagement too may range from the more concordant to the more discordant, insofar as “connecting” to civil and political institutions and organizations may mean working through them, or alternatively, challenging them, calling for their reform or replacement, pointing out their failures, or engaging in activism to prod reform.

While service and civic engagement can be addressed to the whole spectrum of pressing societal needs, they often have a special connection to issues of diversity and inequality. Service sensitizes students to the life situations of others in ways that ideally draw the student closer to those situations, and to those others, through respectful, caring and productive interaction.⁸ Because service and civic engagement must involve efforts to build and to strengthen relationships, acknowledgement of the differences in the experiences, powers, and aspirations of each party to a relationship – and of how these factors shape the possibilities of change emerging from a relationship -- is essential. In a report produced by the Trustee Ad Hoc Committee on Diversity in 2013, Deborah Son Holoien reviewed research supporting the idea that “[i]nteracting with diverse others and taking diversity-related courses may spread awareness of group inequalities and consequently lead people to engage in collective action on behalf of others,” and that one mechanism for this effect is that “at a minimum, awareness of group disparities is needed to trigger people to take action on behalf of others.”⁹ Because service responds to a flaw or trouble in the world, to ossified, violent or absent structures, it can serve as a lens in a literal sense: for those who lack it, certain aspects of the world – such as how a power structure is seen and experienced from below, for example – will be difficult or impossible to perceive.

So understood, service and civic engagement as ideals exist on a continuum with several different axes: aspect of the world / nature of responding / distance / intensity / frequency / kind of relationship. Nevertheless, wherever they fall on these axes, service and civic engagement at their best – in order to achieve their goals of responding to needs in the world and helping to make the world better – must involve *learning*. This is because the world and the people whom one seeks to

⁸ Larry D. Roper, “Strengthening the Connection Between Community Service and Diversity,” *Journal of College and Character*, Vol. 13, No. 1, February 2012.

⁹ Deborah Son Holoien, “The Effects of Diversity on Learning, Intergroup Outcomes, and Civic Engagement”, Trustee Ad Hoc Committee on Diversity, Princeton University, 2013.

serve, or to engage with, are at once diverse and dynamic. The fullest response to needs demands the cultivation of both caring, on the one hand, and understanding, on the other. Caring and understanding require an ever-deepening awareness, infused with an empathy that can be gained only with humility, and involving the ability to contextualize and connect effects to causes. This is why personal relationships forged through service and civic engagement must be understood as intrinsically, and not merely instrumentally, valuable. Indeed, during Alumni Day in 2014, United States Supreme Court Justice Sonia Sotomayor '76 proposed the expansion of Princeton's informal motto to read: "Princeton in the nation's service, in the service of all nations, *and in the service of humanity, one person and one act at a time.*"¹⁰

We posit that the value of service and civic engagement at the center of the Princeton experience is always composed of two dimensions that are in fact inseparable. Picture the seemingly two sided unity of a Möbius strip: a surface that appears to be two-sided, but in fact has only a single side, as for example a loop produced by twisting a single sheet of fabric 180 degrees and then joining its ends. So we can envision two apparently different sides that are actually part of a continuous single whole. One "side" is the impact of service and civic engagement on the world: the ways in which they contribute to positive social change. The other "side" is the impact of service and civic engagement on those who are part of the relationships through which they are practiced: the ways in which those parties, or partners, learn more about the world, about themselves, and about each other, so as to be better able to serve and engage in the future. In reality, these two "sides" are indissolubly united.

These intertwined forms of learning are at their best hypothesis-driven, experiential, and iterative, as students pursue paths of change, assess their value, and work with partners to plan new paths to create greater impact. We believe that 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. At the same time, while we support the development of such a rigorous and reflective approach to service and civic engagement, we also simultaneously highlight their non-quantifiable dimensions of personal and social transformation. Rooted simultaneously in research and in relationships, service and civic engagement can be paths to meaningful lives and to 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

¹⁰ United States Supreme Court Justice Sonia Sotomayor, Woodrow Wilson Award Lecture at Princeton University, February 22, 2014, Princeton, New Jersey. Emphasis original.

blaze those paths, generating new ways of instilling, enacting, and measuring practices of service and civic engagement as forms of social change.

3. Strategic Vision for Service and Civic Engagement at Princeton

Comparators

In developing a strategic vision for service and civic engagement at Princeton, we do so having found that if there is some distance to travel from reality to aspirational ideal here, the same is true at other peer institutions. To be sure, there are important initiatives at a number of institutions that have reaped valuable fruit already, and others that promise further innovation; a set of notable practices and initiatives at peer institutions is in Appendix B. Nevertheless, our sense is that nowhere has the full potential of embedding service and civic engagement at all levels of a university's learning, teaching, and research efforts been realized, or arguably even attempted. To do so would require an institution-wide commitment at every level, including the systematic development of opportunities for students to engage in service and civic engagement in rigorous ways, to integrate this learning from service into teaching and research, to develop equally rigorous assessments of the social and academic impact of these engagements, and to ensure this is part of the positive learning spiral for students. Such an approach would not only transform our University's own contribution to the common good, but it could also provide a model for both the higher education sector and for advancing the quality of efforts at social change made by organizations. This is the aspiration that our Charge has stimulated us to envision.

Goal and Objectives

To reiterate: the goal that we propose is to develop service and civic engagement as an *embedded and pervasive lens* through which the values of a liberal arts education can be advanced and enhanced, enabling students to contribute to the common good by being a part of initiatives to serve others. Three learning objectives can advance this goal: *learning why to serve, learning how to serve, and learning from service*. If students fail to learn any of these, to that extent they will leave Princeton with an imperfect and incomplete education. Each of these objectives interacts with the others, and all need to be addressed in order to cultivate a *positive learning spiral* (Figure 1) to advance service and civic engagement.

(i) Learning why to serve

“I walked into a classroom on my very first day with a tutoring program in January of my freshman year. It was inner-city Trenton. I was floored, which I’m embarrassed to say almost, because I knew nothing about the education achievement gap. I did not know about the issues surrounding urban education. From that day forward, I was just really intrigued. I couldn’t believe that there was this glaring problem right in front of our eyes and nothing was being done about it.”

- Kristen Kruger ’14¹¹

Service and civic engagement are invaluable in cultivating the sensitivity, fine-grained perception, and empathy that are simultaneously aspects of good character and aspects of better modes of understanding. Service and civic engagement test students in encountering the world as a messy and complex system. In learning to figure out this world, and in order to better attend to existing problems and needs, service and civic engagement can develop skills that are essential to a deep and critical education, and to life and work beyond the University. Aspects of these insights and skills can be learned only by doing. And such learning takes place best in the context of relationships, which supports learning about oneself and about others, especially in contexts of greater difference and inequality than may often be encountered within the classroom. For the value of service to be best understood, it needs to grow out of a provisional analysis of relevant aspects of the world, an analysis which can then be tested (even shaken) and refined in light of the experience of serving. Without the practice of service and civic engagement, there are aspects of the world (not to mention, of themselves) to which students will simply remain unaware or indifferent, lacking the sensibility to recognize their importance and being ill-equipped to understand or address them.

(ii) Learning how to serve

“For me, Bridge Year involved a lot of self-reflection about being humble in terms of my potential impact, and the necessity of my service. Too often, volunteers with good intentions can recklessly assume they know what’s best, and end up being at best unhelpful, and at worst harmful. To properly “serve” others, there has to be a collaborative process respectful of the

¹¹ Quoted in an online alumni profile: “Kristen Kruger ’14, alumna, Calabasas, Calif.” June 18, 2015. <https://admission.princeton.edu/whatsdistinctive/alumni-profiles/kristen-kruger-14-alumna>.

community's needs and goals. That humility was essential to my time on Bridge Year, and will always be a part of my consciousness.”

- Shaina Watrous '14¹²

Learning how to serve – and how continually to seek to serve better – involves a multifaceted set of understandings and practices, prompted by first of all recognizing just how difficult it is to do service well. To be most valuable, each service effort will involve a cycle of planning, preparation, engaging, and iterative improvement – with reflection infusing every stage. Students need to prepare by understanding their own strengths and weaknesses; by recognizing the assets in communities and among the community partners with whom they will build relationships in the course of service; by setting out their goals for service and their plan for how those goals can be realized in concert with partners and peers; by cultivating the cognitive and emotional skills and dispositions to support those relationships; and by developing ways and measures to assess their contributions and seek to improve upon them. By becoming aware of each of these steps, integrating curricular study with perspectives, questions, and challenges born from engagement, and continually practicing this cycle, students can integrate their curricular learning with the learning that can come only from experience (both about themselves and about the world). This integrated cognitive and emotional understanding is essential to developing their holistic capacity to be contributing citizens and responsible human beings in addressing urgent societal needs.

(iii) Learning from serving

“The ability to return to Princeton each year with more ethnographic material and experiences and process them with the support of a close faculty mentor and in my classes, and to engage my experiences with a critical depth without losing my commitment to service, fieldwork and health equity was tremendously formative, intellectually and personally. I came away from Princeton with a love and appreciation for the interdependence of “doing” and “thinking”, of service leading to a critical education that then informs more thoughtful service... attuned to the way global health programs can be simultaneously motivated by a desire to rectify global inequities but also engaged with the complexities of the communities and individual people we seek to serve”

- Raphael Frankfurter '13

¹² Quoted in Aronson, “Bridge Year alumni: Where are they now?” May 26, 2015, cited earlier.

To learn the most from serving, and to be able to give the most through doing so, is again not an automatic capacity. It too requires interplay between practice and reflection. In part, what can be learned from serving is a deepened understanding of how (and why) to serve better – a point addressed in the paragraph above. But in addition, what can be learned from serving are new perspectives on the world and on how to engage with people and organization to create change – and these in turn should prompt further study and research as well as renewed service efforts. By providing channels for students to integrate all of their learning, and to push boundaries in bringing ideas sparked in one setting into another, the value of a Princeton education will be deepened substantively, methodologically, and critically, and made more holistic. This insight is validated by the reflections quoted above of Raphael Frankfurter '13, who completed a service internship as a rising sophomore with a small healthcare nonprofit called Wellbody Alliance in rural Sierra Leone. Back at Princeton, he volunteered for the organization in the US and returned each summer to continue his research. He wrote his senior thesis based on his summers of service and research, and after graduating, assumed the position of executive director of the nonprofit. Wellbody became one of the major healthcare providers in Sierra Leone during the 2014-2015 Ebola outbreak. As this student confirms, to learn from serving requires that multiple channels of reflection and “debriefing” be built into the Princeton experience, and that these feed into one another. Without training in the language and concepts for critical reflection on their experiences of service, without the exposure to histories, cultures, and analyses of social change that can inform and guide their civic engagement, students are likely to find themselves stymied in understanding and being able to respond to urgent needs in the world as richly and impactfully as they might.

Parameters

Here we consider three broad parameters relevant to our Charge. The first is whether service should be mandatory or voluntary. We have taken this question seriously, as it is prompted in part by student views like the following, reflecting on the University’s informal motto: “It is time to give meaning to these words by mandating that all students perform a total of 40 hours of community service before graduating.”¹³ This line of thought is undoubtedly powerful. Nevertheless, our view is that because service and civic engagement, to be meaningful, must

¹³ Adam Bradlow '11, “You’ve gotta serve somebody,” *The Daily Princetonian*, October 17, 2007: <http://dailyprincetonian.com/opinion/2007/10/youve-gotta-serve-somebody>.

emerge from genuine interest, and because we want to avoid fostering a view of service as simply a box to be checked, it would likely be counterproductive to make it mandatory.

Nevertheless, while we don't think service should be mandatory, we believe that learning why to serve and learning how to serve should be part of every Princetonian's education. And our hope would be that the participation in service itself would then grow out of a positive feedback mechanism, in which service becomes so self-evidently attractive that students will flock to it. By embedding reflective exposure to service and civic engagement at every turn in a student's Princeton career, students will be challenged to take the initiative to pursue it and to lead the activities that introduce it in turn to younger generations of students. The success of the University's commitment can be judged in large part by how self-sustaining the students' own commitments become.

The second parameter is the extent to which service should be organized by the University versus being initiated by students. Here, we wish to reframe the usual understanding of this choice. To begin, we affirm the distinctive value of the bottom-up, organic culture of students leading service at Princeton. By taking the lead in establishing and organizing service efforts themselves, students act as leaders who learn the skills and dispositions necessary to sustain the relationships that they forge. This kind of leadership, however, requires support and guidance; and if students are to be actively learning from service, that requires support and guidance as well. Our proposal then is that these student-led initiatives can be tremendously enhanced by being cultivated within a learning environment that orients them in a more systematic way to achieving the positive societal changes that they seek. This learning environment will support a positive spiral of learning, integrating classroom and experiential dimensions that introduces students to methods of analysis, practices of inquiry, and iterative improvement in their efforts. Those efforts in turn can best be tested against sensitive and well-chosen metrics within a culture of reflection. By creating such a culture and institutional ecology, we believe that the student leadership of service at Princeton – and the continued impact of students as alumni – can make an even more powerful contribution to healing the world and to the well being of all people.

The third parameter is whether service at Princeton should be directed locally, regionally, nationally or internationally. Our view is that all of these are important. Many of society's problems are simultaneously felt locally and globally, and so service needs to be pursued on multiple levels in order to address them. More specifically, Princeton can build upon student-led volunteer efforts in Trenton, serving in its local and regional area lest it become a cut-off ivory tower. And it can also connect in meaningful and productive ways to the needs of the national community, for example, by connecting to national and international institutions in New York City

and Washington, D.C. At the same time, as we continue to internationalize the Princeton experience, we must continue to find ways to make service central to students wherever in the world they are. Our illustrative tactics later in this report suggest some ways of doing so, for example, through a suite of dedicated internship opportunities for rising sophomores that could include both domestic and international placements. These could leverage Princeton's increasing student body diversity and growing suite of international experiences in concert, such as by giving special attention to enabling some students to serve in or near their hometowns wherever in the world those are, acting in partnership with community organizations and acting as leaders and guides for other students serving alongside them.

Value and Metrics

There are a number of standard measures of the volume of service and civic engagement, some of which we survey for Princeton (see Appendix C) and peer institutions (see Appendix B). However, in reviewing these, we have concluded that it is vital not to measure volume alone, but only insofar as it is also linked to impact and value – the value to students as well as the value to society. Appendix B again provides some data on the value of service to current Princeton students, though the bottom-up nature of the service landscape here makes such data hard to collect comprehensively.

Rather than focus future efforts on existing metrics, we believe that a new suite of metrics needs to be developed to match the scale of the larger picture: that what we care about is not simply service and civic engagement at Princeton, but more broadly, advancing the role and impact of service in society. There are needs in the world ranging from domestic and international conflict, to environmental degradation, to health catastrophes, to increasing inequality and entrenched poverty, to name only a few. And while there are many organizations and activities directed at those needs, efforts can be unorganized, undisciplined and ineffective. If we are going to do this work, we suggest that our service should actually have results; there should be a positive social impact. We thus recommend defining, pursuing, and evaluating service with rigor - a rigorous understanding of the issues and a rigorous approach to addressing them with service.

The Möbius strip we described earlier in the report has a seemingly dual but actually unitary impact, on students and on society. We believe that Princeton can break new ground by directly linking service to a broader understanding of student learning. Rather than solely measuring service by the number of hours that students serve, or counting the number of internships offered, we are recommending that Princeton seek to measure what students learn from service, and simultaneously, what value their service creates. This means that we need to be

thoughtful about the service activity itself. When students are serving, they are engaging with community partners, understanding the needs of those partners, coming up with a plan to serve those needs, and then acting with purpose. All of this is part of a chain of value creation. The set of steps in this chain might include students coming to service with their own passions; staff advising students around aligning with community needs and preparing for service by developing knowledge and tools; students and community partners jointly planning for service that will positively impact those being served; and afterwards, through reflection, students determining what they learned, what went well, and what was more of a challenge, while also hearing from community partners about whether the service was helpful or not. After this reflection, a sustained relationship may lead to even more service with greater student learning and greater societal impact.

This systematic approach to service means that no single metric can be taken to tell the whole story. Rather it is our belief that if we can foster this full set of ongoing activities and assessment, service at Princeton will become more meaningful for communities and thereby also for students. We propose six types of metrics: 1) service metrics; 2) learning metrics; 3) societal metrics; 4) temporal metrics; 5) narrative metrics; 6) overall effort metrics.

The *service metrics* touch upon the effectiveness of the service. Both students and community partners would be surveyed, and questions would include “What went well?” and “What could have been improved?” *Learning metrics* would be drawn from the logic model outcomes (Appendix A, Figure 2, introduced more fully in the next section) and students would be surveyed about their knowledge, attitudes, and behaviors. For the *societal metrics*, we can consider using an analogue to what business managers call “net promoter score” as a proxy for societal impact. In business, net promoter score measures the extent to which a relationship generates loyalty by asking customers how likely they are to recommend the company’s services to a friend.¹⁴ Asking community partners whether they would be willing to recommend students’ service to other peer organizations would be a comparable way of evaluating the impact of students’ service. Both the learning metrics and the societal metrics involve the student determining if and what he or she learned, alongside the community partners determining whether, and the extent to which, the service helped them. This dual outcome focus, acknowledging service as a partnership, maintains appropriate humility while assessing impact in a holistic way.

¹⁴ Frederick F. Reichheld, “The One Number You Need to Grow,” *Harvard Business Review*, December 2003: <https://hbr.org/2003/12/the-one-number-you-need-to-grow>.

Temporal metrics would go beyond the moment of the service activity and track students over time, giving us a sense of student development while also determining whether the university was making progress in making service more central to its mission. Incoming freshmen would provide a baseline, being asked whether service was something that drew them to Princeton and how committed they were to engaging in service at Princeton. Sophomores would offer an evaluation of the systemic approach to service. Surveying graduating seniors would tell us what percentage of students were doing service while at Princeton, and surveying alumni would indicate whether Princetonians had truly developed a lifelong lens of service. This would be a synergistic evaluation, with one stage feeding into another. Throughout, we would want to be surveying students engaging in service as well as students not engaging in service.

As we find out what our students can actually achieve, what they learn and how they grow, we would want to do case studies to help create *narrative metrics*. The case studies could both identify and address trends and help us determine whether the set of activities around service were really enhancing student learning and improving society. Case studies on service would illustrate success and challenges and give students a sense of what has worked and what hasn't worked, which would help maximize the experience of learning from service. Finally, supporting the full continuum of the service value chain would be a testament to the university's commitment to service, itself to be assessed in the form of an *overall impact metric*.

We need to devise metrics and qualitative methods that can ensure institutional reflexivity and adjustment and that can guide future action and investment. Princeton can use its unique resources to invest in the infrastructure and organization of how service is delivered. Our belief is that by developing and deploying all six kinds of metrics in tandem, systematic assessment would create a body of knowledge that could open a new field for student learning from service linked to the broad societal impact of service. Princeton approaches research and teaching with rigor, aspiring to excellence, and we can approach service in the same way, aspiring to the same excellence. Helping organizations to create positive change and achieve a broad range of societal impacts is one of the main challenges of our time. We believe that Princeton can make an original, even path-breaking, contribution to this effort.

4. *Princeton In Service*: illustrative tactics to realize strategic goal

Here we illustrate ways in which aspects of the fundamental projects of Princeton University – learning, student life, teaching, research – could be transformed by a rigorous

connection to service and civic engagement. What follows in this section is summarized in Appendix A, Figure 3 and in the Logic Model (Appendix A, Figure 2).¹⁵

Learning In Service

Service and civic engagement could be made an embedded and pervasive lens, generating a positive learning spiral throughout the arc of education at both the undergraduate and graduate levels, in ways that include the following.

Freshman Year: The freshman year is a time to expose students – ideally, all students, though not necessarily all in the same way – to the meaning and value of service and civic engagement. Interests can be awakened through dedicated writing seminars, freshman seminars, and an expansion of Community Action and Breakout trips. For example, those students who do not participate in Community Action could be strongly encouraged to join dedicated freshman Breakout trips, during fall, intersession or spring breaks. Student-led Breakout trips enable students to identify and pursue their own passionate questions, while enabling them to spark the same passion in other students, and we would encourage expanding such opportunities with the resources and support to grow them by an order of magnitude.

At the same time, explicit reflection on what it means to serve and on models of civic engagement could be incorporated into the freshman curriculum through designated “S” writing seminars and freshman seminars: as part of a broader suite of courses labeled “Learning In Service”. These courses would contain a significant dimension of reflection on, and in most cases also practical experience of, service and civic engagement, which could be offered in disciplines across the humanities, social sciences, natural sciences, and engineering. By having a suite of such courses available to them, freshmen will be prepared and primed to pursue further opportunities in later years. Indeed, we are delighted that in response to a proposal put forward by Sandra Bermann as Master of Whitman College, a pilot program of Freshman Seminars in Service and Civic Engagement is being developed by the Office of the Dean of the College through the Community-Based Learning Initiative (CBLI). These and other introductory courses can build on existing models supported by CBLI: examples of recent successful courses at the introductory

¹⁵The “Logic Model” format is adopted from a widely used tool in program planning and evaluation, defined as follows: “A logic model is a systematic and visual way to present and share your understanding of the relationships among the resources you have to operate your program, the activities you plan, and the changes or results you hope to achieve.” W.K. Kellogg Foundation 2004, cited at <http://toolkit.pellinstitute.org/evaluation-guide/plan-budget/using-a-logic-model/>.

level include Urban Studies 202 (Documentary Film and the City), taught by Purcell Carson, and Psychology 252 (Introduction to Social Psychology), taught by Nicole Shelton. By being offered these opportunities for learning why and how to serve, and to reflect on initial opportunities of serving and engaging as part of their class community, freshmen will be prepared for the intensive immersion in service and civic engagement that we propose should characterize the sophomore year.

Sophomore Year: We see the long sophomore year – including the preceding summer – as the potential centerpiece of the University’s efforts to embed the service and civic engagement lens in the outlook of every undergraduate. Why the sophomore year? It is pivotal in both academic and social growth for Princeton students. It is the year in which students are exploring their identities in relation to wider communities – deciding where they will live and eat, choosing a major. We urge that students be challenged to declare their service passion at the same time that they declare their major.

To bring this about, we suggest that a suite of dedicated and intensive summer service internships for rising sophomores – students who often find it difficult to compete with upperclass students for internships – be established and accompanied by rigorous planning, structured debriefing and reflection sessions. These internships would build on academic initiatives that link service internships to research and are accompanied by methodological training and structured mentoring and reflection. The “Summer In Service” would bring the sophomore class back to campus with a widely shared experience of learning how to serve that will inevitably spark questions, conversations, and the desire for further learning about why and how to serve better, and what the value of service and civic engagement is. Dedicated visionary speakers addressing sophomores throughout the year – on the model of the inspiring visit by the Dalai Lama in autumn 2014 – could further fan these interests and keep a sense of community alive around these questions.

We would note here a potential role for graduate students as well. One graduate student who led a group of undergraduates in a Breakout trip to Maine reflects:

“My experience with the kids totally changed my perspective on undergraduates and how thoughtful and wonderful and passionate they can be...That trip was the catalyst for me

*making my career decisions... It was those labs we met with and those people that started to build the connections and networks for my career search in doing science education”.*¹⁶

– Kelly LaRue *15

Those graduate students for whom such engagement would make sense for their own research and professional development) could be supported and encouraged to follow this lead, accompanying undergraduate groups on their summer internships and be employed in guiding their associated reflection. We have discussed with members of the Task Force on the Future of the Graduate School the possibility of revising the funding model for university-supported graduate students to decouple two months of the summer, making such involvement possible for those students for whom this would be a sensible use of their time. As an experience of mentoring and professional development, this could be valuable for the graduate students as well as beneficial to the undergraduates.

Some sophomores will return from their summer experience eager to seize another academic opportunity: to design a Student-Initiated Seminar to pursue academic questions and research arising out of their experience. While this is an existing model in the Princeton curriculum, we propose to encourage students to pursue it by establishing a prize competition for such seminars, to be designed in the course of the sophomore year and taught either in the sophomore spring or in the junior fall. For students who seek more exposure and experience in thinking about service more broadly, we suggest that each department be encouraged to mount at least one 200 “S” course each year, and that funds and support be provided to help them develop these courses (and other courses that could also be “S” designated, involving service either through theoretical analysis, practical engagement, or both). Taking an “S” course could eventually be incorporated into the General Education curriculum, for example (on the present General Education model) enabling students to choose an “Ethical Thought and Moral Values – S” course to fulfill their “EM” requirement. A Service Forum could then bring together students enrolled in the variety of “S” courses. The Forum, which could be convened every semester, might be led by eminent faculty, feature a visionary speaker, and recognize important student service efforts. Producing a publication such as *Service Choices* would be a culmination of “S” work and would showcase student stories of service and civic engagement – comparable to the existing

¹⁶ Quoted in Gwen McNamara, “Stories of Service: Discovering a New Path.” <http://pace.princeton.edu/news/stories-service-discovering-new-path>.

publication on *Major Choices* – helping to inform and inspire students about the value and range of the service opportunities available to them.

Being able to deepen their understanding of service while fulfilling other curricular requirements and exploring a potential concentration choice, would bring service absolutely to the center of the sophomore experience. While students may awaken to the urgency and value of service at different times – some on Bridge Year, some freshman year, some on break-out – making service central to the academic as well as experiential dimension of the sophomore year stands the best chance of making it a platform on which students will be able to build for themselves as they move into independent work and upperclass experiences. As a whole, this initiative could transform the experience of the sophomore year, making it more cohesive, integrated, challenging, and impactful in shaping the aspirations of Princeton students in a civic direction, and so shaping the overall arc of the Princeton educational journey. It may be that the sophomore class would also be moved to adopt a unifying service cause as a class, one that could continue into their later years and beyond graduation. The Class of 2016, for example, has recognized a passion for youth and education across the class, and representatives from the class government worked together to develop a partnership with three of the elementary schools in Princeton this year.

Junior and Senior Years: Building on such a sophomore year, we would expect that many undergraduate students will be inspired to continue to make exploring and practicing service central to their Princeton identities. To support independent work in these areas, methodology workshops, modeled on what the Global Health Program offers to students before field research or internships, could be developed by other departments and programs. These workshops might focus on qualitative approaches like ethnography that could strengthen a student’s preparation for carrying out meaningful and impactful service, as well as build upon a service experience and potentially lead towards the independent work of the junior and senior year. Students doing junior papers and senior theses that address social issues through the lens of service and civic engagement could be part of the aforementioned Service Forum. The most committed students could be recognized as Service Scholars at the start of the senior year, enabling students to meet on a regular basis (perhaps monthly) with inspiring guest speakers, committed faculty, and each other, on the model of the Behrman Undergraduate Society of Fellows of the Council of the Humanities. Service Scholars might be given special access to apply for a new suite of dedicated post-graduate fellowships in service and civic engagement.

Graduate Students: Models of service and civic engagement in academic careers could be built into training provided in tandem with the courses in “responsible conduct of research” that

graduate students in many departments must complete. The fact that evidence of service and civic engagement count in the tenure and promotion criteria of many institutions of higher education is alone good reason to expose graduate students to learning about what these mean and ways in which they might be pursued. Incorporating service and civic engagement into orientation (and potential re-orientation) programs for graduate students – highlighting faculty, for example, who integrate these into their own teaching and research -- would signal the value placed on them by the University from the outset.

Student Life In Service

Advising: For undergraduates, we propose that a service and civic engagement thread be tracked from the admissions application (on which a question about this could be made mandatory), through every advising relationship. All advisors (Residential College Advisers (RCAs), Resident Graduate Students (RGSs), Peer Advisers, College Deans, Faculty Advisers) could be trained to ask about whether students have engaged in service and what they have learned from doing so. An advising database, in which students are prompted to enter their own reflections on service at regular intervals (even if their entry is “null”), and on which advisors can then comment and draw, would be a valuable means for students as well as advisors to chart and recognize engagement in these areas, so developing narrative and temporal metrics of the kinds described above. A similar incorporation of service could be encouraged for graduate student advisors and directors of studies.

Residential Colleges: We see vital roles for the residential colleges at multiple junctures of this vision. On the one hand, we have concurred with members of the Task Force on the Residential College Model that service opportunities are better deployed and organized through other campus centers and activities – in large part because student service initiatives have consistently tended to emerge along other lines of shared identity, affinity, or interests. On the other hand, we also agree that the residential colleges are natural homes for the reflection components that we see as critical to making service and civic engagement maximally meaningful and effective. Such reflection could be guided by the Resident Graduate Students (RGS) and Residential College Advisers (RCA) at each college – a task made easier to the extent that most sophomores, for example, would come to share a common experience of a service / civic engagement internship the previous summer. Both the visibility of service and the role of reflection could be further supported by the development of residential college leadership teams, which we understand are under consideration by the Task Force on the Residential College Model, to be composed of student peer advisors and ambassadors from a wide range of campus centers.

We hope that among these, a team of “service ambassadors” could be formed in connection with each college, perhaps provided with modest funds for these students to hold “coffee dates” with freshmen and sophomores in the colleges (on the model of a successful program of the Center for Jewish Life). This would open and deepen channels of communication among different generations of students about their experiences of service and civic engagement. The residential colleges could also play host to alumni, community and faculty speakers about service and civic engagement over meals, to extend those channels of communication across even further generations of the Tiger family.

Visibility: The Pace Center has become a robust presence on campus despite an inconspicuous physical location. We advocate further strengthening its infrastructure and developing a visible, central space for Pace’s support of service, comparable to the stand-alone buildings at Harvard, Yale and Stanford. At Princeton, this space would be the campus hub for service, support community-building, be easily accessible, and feel approachable. This is literally where students would go when they want to get involved in service. It would make service central to the physical experience of Princeton.

In addition to making service visible in space, we suggest making service visible in time, and in person. Creating an event such as a “Princeton In Service” Awards Banquet honoring student volunteers and leaders – with prestige and participation of senior administrators comparable to the Phi Beta Kappa or Athletics banquets -- would help to create connections between students operating in different areas of service.

Teaching in Service

We begin this section not with faculty, but with students – whose education can itself be crucially advanced by the service of teaching others. We believe that both undergraduate and graduate students could be involved in much more extensive and focused university initiatives to share what they are learning with people outside the standard student community. There are already successful Princeton models: for example, Physics 104 (Electricity and Magnetism), taught by Chris Tully, has for the last three years deployed approximately a hundred students to do science demonstrations at local and regional schools, afterschool programs, and educational centers. Likewise, the Department of Molecular and Cellular Biology is a standout as far as graduate student service is concerned, with a group of graduate student volunteers working with local and regional schools for the past four years to enhance their science curriculum.

Such initiatives would form natural parts of “S” level courses. Students at various levels could be enlisted to lead discussion precepts in a range of settings, for constituencies such as the following:

- community auditors, who at present attend Princeton course lectures but have no access to dedicated discussion precept
- alumni, on the model of a recent Graduate School collaboration with Alumni Affairs, in which graduate students taught precepts to alumni volunteers on the Pre-Read
- University staff, who could be encouraged to attend certain lectures and invited to participate in precepts following them, perhaps also on the subject of the Pre-Read (led in some cases in the languages staff speak most readily, by students studying those languages)
- various people in the wider community, on the model of a recent “inside-out” precept led by Benjamin Morison and graduate student Sukaina Hirji, that combined joint participation of Princeton undergraduates and prisoners participating in the Prison Teaching Initiative¹⁷

For graduate students particularly, involvement in such service and civic engagement initiatives would be an excellent way to build and demonstrate professional development, with skills and insights valuable both within the academy – especially at the many institutions that themselves require civic engagement as part of their tenure and promotion criteria, as mentioned above – and also outside it. But this is not merely of instrumental value. One graduate student elsewhere recently wrote in the *Chronicle of Higher Education* that, “service may offer a sense of purpose, perhaps sustaining graduate students, who, like myself, may sometimes struggle with understanding the larger impact of our day-to-day academic activities.”¹⁸

We believe that Princeton could do a great deal to benefit its graduate students (and the wider community) by fostering and valuing opportunities for them to incorporate service and civic engagement, both in practice and in teaching, alongside research. Of course, involving Resident Graduate Students actively in fostering reflection on service and civic engagement in the residential colleges would be a natural way to advance awareness of these as values for graduates and undergraduates alike; so would building mentor relationships between graduates and

¹⁷ The Stanford University Hope House Scholars Program, in which faculty members teach courses for which undergraduates help lead discussion and writing sessions at a local halfway house, is another model of this kind. See: <https://ethicsinsociety.stanford.edu/beyond-the-farm/hope-house-scholars-program>.

¹⁸ Sarah N. Lang, “Let’s Give Service a Real Role,” *Chronicle of Higher Education*, February 17, 2015: <http://chronicle.com/article/Lets-Give-Service-a-Real-Role/190087>.

undergraduates with common ties, for example, among international graduate students and undergraduates planning to study or intern in those graduate students' home countries. More broadly, developing service-related courses for graduate students to precept in or to co-teach would be of great pedagogical benefit especially to those graduate students in departments that because of enrollments can offer them little if any preceptorial experience.

Turning to the teaching that the University offers to its enrolled students: the embedding of a service orientation and practical dimension in a wide suite of courses will require significant commitment from the faculty. To work with faculty in developing and offering such courses (especially for the relatively short planning time-horizons of Student-Initiated Seminars), we suggest that the University build cohorts of postdoctoral fellows with experience and commitment in integrating a service lens into their academic pursuits. Offering dedicated "S" postdoctoral fellowships in the Writing Program, the Society of Fellows in the Humanities, and other existing programs, would enable Princeton to attract practitioners of the best new ideas and cutting edge experiences; grow our own community of academics committed to service; and also contribute to fostering young academic professionals who will in turn pursue and inculcate these values wherever they eventually teach worldwide.

Faculty interest and engagement could be rewarded with University honors and grants, building on the model of the Fund for Innovation in Undergraduate Education administered by the Office of the Dean of the College. The University could also support faculty applying for national and international awards and grants to do with service and civic engagement. Faculty interest could be further sparked and supported by establishing new Visiting Professorships of Distinguished Teaching of Service and Civic Engagement, who could model and disseminate best practices during their stay on campus.

Research In Service

Once again, we begin with the student experience, in this case of research. Students can apply the skills and knowledge developed in their courses to pressing issues facing communities, thus making research a form of service. Already, CBLI facilitates community-based research projects in courses (working with about ten courses a semester), as a summer research internship, and as part of students' junior paper or senior thesis. Working with local nonprofits, students develop research projects, collect and analyze data, and share their results and conclusions, not just with their professors, but also with organizations and agencies that can make use of the information. This may take the form of an ethnographic fieldwork, review of the literature on promising practices or recent scholarship on an issue, detailed data analysis, or all of the above.

For example, students in PSY 400, Developmental Origins of Life Outcomes, taught by Casey Lew-Williams, worked with Prevent Child Abuse New Jersey on the issue of emotional abuse. The students used their training in psychology to assess emerging practices and determine which were evidence-based. Another example is of a recent senior thesis, *Workplace Design for the Disabled: Modifying an Assembly Sequence*, written by Mechanical and Aerospace Engineering concentrator Buse Atkas '14, who worked with Easter Seals New Jersey on modifications to a latch assembly system used at one of their workshops. While the workshop provides supported employment opportunities, the experience of using the previous latch mechanism was frustrating and sometimes painful for the employees. Buse's design increased the efficiency of latch production and solved the problem of the mechanism pinching the fingers of the employees.

With these models in mind, we believe that there are enormous opportunities to further develop a whole panorama of research at Princeton that incorporates a dimension of service or civic engagement, including relationship building with community partners in order to pursue shared goals for societal benefit. The Global Health Program co-directed by João Biehl and Thomas Shenk exemplifies the connecting of research, teaching, service, and civic engagement in mutually supportive and illuminating ways. A further dimension of such research would be the development and deployment of the kinds of metrics recommended above, in order to demonstrate the impact of service and civic engagement and iterate for continual self-reflective improvement and self-reflection.

A broader research initiative in service and civic engagement – such as a new Princeton In Service Grand Challenges Initiative – would mark Princeton as a pioneer in taking these commitments seriously in the round, in every aspect of the University's pursuit of excellence. Such an initiative would build on the doing of research relevant to pressing societal needs, by bringing relationships with community partners into dialogue with that research, shaping its further development and its eventual deployment. The learning experiences of faculty and students alike in service projects with such partners, or in civic engagement efforts to make research-informed policy and organizational changes, could both inspire and inform the research trajectory and its relevance. By identifying and supporting research programs linking faculty, postdoctoral fellows, graduate students and undergraduates in specific projects that are informed by a central commitment to service and civic engagement, the University would demonstrate the transformative power of its own commitment to the centrality of those values.

Community Partnerships In Service

“We might not talk explicitly about the educational role of our community partners, but it’s vitally important...While volunteering is a way to benefit a community in need, it is important to keep in mind why that need exists and how volunteering will help. With this knowledge from community educators, we can become more invested in their work, which leads to a more profound impact on our surrounding communities and ourselves.”¹⁹

- Jarron McAllister '16

For the reasons articulated by the student quoted above, we propose that it would be both fair and mutually beneficial for Princeton to recognize and formalize community partnerships where these have been enduring and extensive, and doing so with a streamlined set of contacts within the University, perhaps made visible through a flow chart. This could help support such partners by reducing their administrative burden, while at the same time encouraging them to integrate learning and reflection into the service and civic engagement opportunities that they facilitate. Naming key members of such partnerships “Community Fellows,” who could be given access to certain campus resources such as libraries and lecture auditing, and made visible on campus to students as part of the recognized wider university community, is one way in which the value of these relationships could be acknowledged and enhanced. (Under Master Harriet Flower, Mathey College has been a pioneer in naming key members of the wider community as College Fellows.) Students would be encouraged to see themselves as part of a community relationship that is larger and more enduring, connecting to past generations of students who have also worked with that partner and with the wider community.

As part of this wider university community, it is important to add that alumni can play many different and valuable roles for students interested in engaging in service, ranging from mentorship to sourcing of internship and full-time opportunities. Student-alumni interaction with respect to service and civic engagement can be enhanced by enabling more targeted connections based upon shared affiliations, shared interests, and shared intent.

¹⁹ Jarron McAllister, “Stories of Service: Community Partner as Community Educator,” *Pace Center for Civic Values*, 18 Feb. 2015. <https://pace.princeton.edu/news/stories-service-community-partner-community-educator>.

5. Conclusion: responding to the questions in our Charge

We have argued that service and civic engagement are inherently forms of learning. In this respect, they are integrally connected to the nature of a liberal arts education. The relationship between service and civic engagement, and classroom learning, is dynamic. Classroom education in the liberal arts cultivates the initial insights that can orient service and civic engagement in certain directions, along with some of the habits of mind – of perception and attentiveness – on which the human quality of these relationships depends. Engaging in service and civic engagement is, then, a way of cultivating such sensitivity and understanding further, and of doing so by evoking empathy, which is not always awakened in classroom work alone. And with adequate channels for planning, reflection and feedback, the insights gained by students and others through service and civic engagement can then feed back into the university’s priorities, shaping directions of learning, teaching, and research.

The intellectual and the moral virtues ideally grow in tandem, and feed each other in a spiral of positive growth, leading to an understanding of oneself in cosmopolitan terms as a citizen of multiple communities with a responsibility to contribute to their flourishing. By prioritizing service and civic engagement, and providing the appropriate support for the learning that these can engender, Princeton can most readily “do a better job of helping students translate their educations into meaningful lives and careers connected to a larger purpose” (please note that this and the other quotations in this section are taken directly from the task force Charge). And by supporting students in active inquiry and in taking the initiative in exploring what, precisely, the “greater good demands,” through the interplay of service, reflection, and systematic analysis and improvement, we can “best help students develop into citizens and leaders who will contribute to the greater good.”

The ideal positive learning spiral involving service and civic engagement will not come about automatically. It requires cultural norms and institutional ecology to support it, that together enable constructive reflection on and communication of the learning that service and civic engagement make possible, and their integration across the spectrum of teaching, research, student life, and community partnerships that collectively define Princeton University. We urge that service and civic engagement be treated by the institution as a central defining commitment of what it means to be a Princetonian of any description. In this respect, service should be viewed as a responsibility that is to be explored from as early as possible in the Princeton experience, that is a fundamentally shared experience, one central to the culture of the place, and one that is expected to be lifelong. 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.” As ever, this is a vision that our students express best:

“Just imagine, for a moment, that Princeton University, one of the top-ranked universities in the world, had almost 100% student involvement in civic engagement and extremely rigorous and high standards for doing so; that the students involved in these projects were learning the realities of the problems American [and global] society faces and the concrete skills to join with these communities and work towards constructive solutions; that they were combining high intelligence, unparalleled classroom knowledge, and a deep hunger to be challenged with real-world experience, familiarized empathy, and practical abilities to confront the heavy burdens weighing upon those outside the orange bubble.

Tell me that wouldn't change the world.”²⁰

²⁰ Kristen Kruger, “Rethinking How We Make a Difference,” *The Princeton Tory*, December 17, 2012: <http://theprincetontory.com/main/rethinking-how-we-make-a-difference>.

PRINCETON IN SERVICE LEARNING SPIRAL:

Learning Objectives

LEARNING WHY TO SERVE

- Cultivates sensitivity to people and communities to help students better attend to the world's problems and needs
- Helps students better understand the complexities of service and social issues as they learn by doing
- Enables students to build relationships to support learning about themselves and others

LEARNING HOW TO SERVE

- Helps students value community partners as experts in their fields
- Prepares students to identify and understand the assets of volunteers and community
- Facilitates the development of the skills or tools needed for effective engagement
- Gives students the ability to set clear goals and determine desired outcomes of service for themselves and the community

LEARNING FROM SERVICE

- Empowers students to understand themselves and others better
- Allows students to identify skills that can be developed to make service more effective
- Develops knowledge that can be used to improve social issues

PRINCETON IN SERVICE: LOGIC MODEL FOR THE STUDENT EXPERIENCE AT PRINCETON UNIVERSITY

Goals	Strategies	Outputs	Knowledge Outcomes	Attitude Outcomes	Behavior Outcomes
<p>At Princeton, service is connected to learning</p> <p><i>Develop service as an embedded and pervasive lens through which the values of a liberal arts education can be advanced and enhanced</i></p>	<p>Learning Spiral</p> <p><i>Students learn why to serve, how to serve and from service</i></p>	<ul style="list-style-type: none"> • Students engage in reflection • Students participate in service-related professional development • Students enroll in service-related classes • Students do service-related research 	<ul style="list-style-type: none"> • Students learn about themselves and others • Students develop tools to engage effectively in service • Students develop tools to address social issues • Students understand historical, structural and cultural dimensions of community issues 	<ul style="list-style-type: none"> • Students are passionate about service • Students value community perspectives • Students appreciate a diversity of perspectives 	<ul style="list-style-type: none"> • Students use the knowledge they've learned from service • Students recognize social issues and seek to make a positive impact • Students ask questions about the complexity of social issues
<p>Service is central to the mission of the University</p> <p><i>Make the sophomore year more cohesive, integrated, challenging and impactful in shaping the aspirations of Princeton students in a civic direction</i></p>	<p>Embedded into the student experience</p> <p><i>Service is part of the curricular and co-curricular Princeton student experience</i></p>	<ul style="list-style-type: none"> • Service experiences are available in the classroom and outside of the classroom • Students can access multiple channels of reflection • Students receive advising related to service • Faculty teach courses addressing topics that students identify through service • Students do service because of what they learned in the classroom 	<ul style="list-style-type: none"> • Students utilize reflective tools and techniques in multiple areas of their lives • Students transfer knowledge amongst curricular and co-curricular domains 	<ul style="list-style-type: none"> • Students recognize that service is relevant to what they learn in the classroom • Students recognize that the knowledge they learn from service is relevant at many points in their Princeton careers • Students recognize that service is an important part of Princeton's culture 	<ul style="list-style-type: none"> • Students identify a passion for a particular social issue • Students seek out service-related research, courses and other experiences • Students use their service experiences as a lens to make decisions in their lives

Goals	Strategies	Outputs	Knowledge Outcomes	Attitude Outcomes	Behavior Outcomes
-------	------------	---------	--------------------	-------------------	-------------------

<p>Princeton University is known as the “service Ivy”</p> <p><i>Students who want to go to an Ivy League school and are interested in service choose Princeton.</i></p>	<p>Early introduction</p> <p><i>Students are introduced to service as they apply to Princeton and it is emphasized during their freshman and sophomore years</i></p>	<ul style="list-style-type: none"> • Service included in University messages • Students exposed to service experiences during orientation • Service-related courses are identified in the course catalog • Students committed to service are recognized with prizes and honors • Service is visible on campus through physical space 	<ul style="list-style-type: none"> • Students are aware of service opportunities • Students know how to access service experiences • Students know there are thematic, developmental and other service pathways • Students know how service at Princeton is unique 	<ul style="list-style-type: none"> • Students recognize that service is an important part of their experience at Princeton • Students find value in the sense of community that comes from a shared and dedicated service space 	<ul style="list-style-type: none"> • Students with a strong interest in service apply to Princeton • Students seek out meaningful and long term service experiences • Students seek out courses related to service • Student pursue independent work related to service
<p>Service and civic engagement is part of the ethos at Princeton</p> <p><i>Service and civic engagement ties together Princeton students and shapes the Princeton experience</i></p>	<p>Shared Experience</p> <p><i>Students initiate service, experience service in small groups and learn from service</i></p>	<ul style="list-style-type: none"> • Students initiate service activities • Service is experienced in small groups • Students learn through service • Physical space is created that allows students to form connections around service 	<ul style="list-style-type: none"> • Students learn about their roles in groups • Student learn about their roles in communities • Students know how to be leaders, positionally and through influence 	<ul style="list-style-type: none"> • Students recognize service as a way to connect to other students • Students recognize service as a way to connect with communities • Students recognize service as a way to make progress on the informal motto 	<ul style="list-style-type: none"> • Students connect with each other around their interests in service • Students find mentors and/or mentees through service

Goals	Strategies	Outputs	Knowledge Outcomes	Attitude Outcomes	Behavior Outcomes
<p>Princetonians are “in the nation’s service, and in the service of all nations”</p> <p><i>Princetonians contribute to meaningful and sustainable change in others’ lives</i></p>	<p>Lifelong Engagement</p> <p><i>Alumni continue to be engaged in service</i></p>	<ul style="list-style-type: none"> • Princetonians organize each other and communities around social issues • Students are engaged with alumni in their service experiences • Students embrace a wide variety of careers 	<ul style="list-style-type: none"> • Princetonians recognize and can address community needs • Princetonians are involved in communities in sustained and meaningful ways • Princetonians serve as positive mentors and role models 	<ul style="list-style-type: none"> • Princetonians recognize service as meaningful to their lives • Students recognize service as an important part of their lives after graduation 	<ul style="list-style-type: none"> • Service is a guiding principle for alumni’s lives after Princeton • Service is a reason for alumni to give back to Princeton • Alumni seek ways to serve

Logic model notes and assumptions:

1. “Service” rather than “service and civic engagement” is used throughout the model for simplicity.
2. There should be two outcomes of service and civic engagement at Princeton. There are outcomes for students and there are outcome for society. This logic model primarily covers the student outcomes.
3. The goals for the student experience of service and civic engagement at Princeton University are defined above. This model does not try to speak for communities in terms of defining the goals that communities might have from these programs and strategies.
4. It is our hope that this logic model can be used by academic and administrative departments as a map for how they can support or engage in service and civic engagement.
5. What is listed in this model under outputs and the variety of outcomes is meant to be illustrative, not all encompassing or directive.

Appendix B: External Benchmarking

Summary of peer benchmarking

Cohesiveness: many peer service centers bring together curricular, co-curricular and extra-curricular service experiences.

- Volunteerism, internships, service-learning and service-related career advising are organized as part of composite initiatives at Stanford, Brown, and Tufts.

Infrastructure: many peer service efforts use staff more extensively: to provide student advising, organize service experiences, teach workshops, encourage service-related research, and support metrics and evaluation.

- At Stanford, the Haas Center has 32 staff plus 5 affiliated staff, Tufts' Tisch College has 18 staff plus 8 research staff and Brown's Swearer Center has 14 (compared to 9 in Princeton's Pace Center. While our decentralized structure locates service-relevant staff in departments beyond Pace, the same is true for these other institutions).

Physical space: most service centers have a physical place of their own to create community.

- Students at Stanford frequent the Haas Center building, students at Harvard go to Philip Brooks House, and students at Yale look for Dwight Hall – all of these being highly visible campus landmarks.

Additionally notable practices and special initiatives at peer institutions identified during our review include:

Student Recognition Programs

- Penn Civic Scholars is a four-year experience in civic engagement and scholarship that includes a certification at graduation and designation as a Civic Scholar on the student's transcript.
- Stanford's Public Service Scholars Program supports students' efforts to write a service-related thesis.
- Stanford Public Service Honor Society recognizes students that have made a significant contribution through their service work.
- Tufts' *Honos Civicus* prize and honor society for students who have demonstrated high commitment to civic engagement.

Advising

- Brown University Swearer Center has staff that offer advising services for students, and has a University Community Academic Advising Program (UCAAP) that pairs students with an interest in service with advisors to provide guidance on course selection and extracurricular opportunities.

Internships

- Duke Engage provides one-time funding for Duke undergraduates who pursue an eight week immersion service experience (local, domestic, international).
- NYU Law School provides guaranteed funding for first and second year students to pursue summer public interest internships.
- Harvard Presidential Public-Service Fellowships provide funding for undergraduate and graduate students for summer service projects.
- At Stanford the “Cardinal Quarter” is a proposal to offer undergraduate students an intensive, immersive public service experience

Teaching

- According to the 2014 national survey conducted by Campus Compact, “Ninety-one percent of the 434 respondent institutions offer service-learning courses; campuses offered an average of 69 courses per campus in 2014, up slightly from 66 in 2012. In 2014, an average of 43 faculty members per campus were teaching academic service-learning courses, up slightly from 41 in 2012. Sixty-four percent require academic service-learning as part of the core curriculum in at least one major of the 62% in 2012.”¹
- Engaged Cornell is a \$150 million, 10-year initiative to have every Cornell student participate in “high quality community engagement”. The initiative includes community-engaged learning courses, hundreds of new community-university partnerships around the world, preparing faculty members to do this kind of research and teaching, university-wide learning outcomes, a leadership development program where students will receive special recognition upon graduation, and recognizing faculty who excel in community-engaged teaching and research.²
- The new strategic plan at MIT includes a new formal, Undergraduate Service

¹ Campus Compact, 2014 Annual Member Survey, “Three Decades of Institutionalizing Change,” <http://compact.org/initiatives/membership-survey/>

² <https://www.now.cornell.edu/engaged/>

Opportunities Program (USOP) to help students make service a meaningful part of their educational program and give them the opportunity to work closely with a faculty mentor, with a recommendation that the USOP experience not be required of all students, but that it could be taken for credit. The plan notes that the program could also include a social entrepreneurship aspect.³

- Stanford provides Service-Learning Faculty Development Seminars and funding for trips and supplies for courses that involve service learning.
- Tufts' Tisch College of Citizenship and Public Service offers secondary appointments to faculty from academic disciplines across the campus through the Center for Information and Research on Civic Learning and Engagement (CIRCLE) and the Tufts Community Research Center.
- Swarthmore has a rotating visiting professorship that brings to campus an activist or academic committed to social justice, civil liberties, human rights and democracy.
- The Alvin P. Gutman Public Scholar Lecture is an annual lecture hosted by Civic House. Each year we invite an engaged scholar or practitioner to bring new ideas and ask critical questions to help students and the University of Pennsylvania community be more effective in our work for social change.

³ Institute-wide Task Force on the Future of MIT Education, July 28, 2014. http://web.mit.edu/future-report/TaskForceFinal_July28.pdf

Appendix C: Baseline

OPPORTUNITIES AND PARTICIPATION

To describe our baseline, we have put Princeton's service and civic engagement opportunities into broad categories: 1) student groups; 2) other student organizations; 3) immersion programs; 4) internships and fellowships; 5) academics.

- 1) *Student groups* include community service organizations, advocacy organizations and “spontaneous” groups. Students learn how to serve by working directly with community members, by observing their peers, and through training from staff.
 - Community service organizations, which are primarily supported by the Pace Center, have service and/or civic engagement as their explicit and primary purpose may go out into communities, or bring communities to campus.
 - Student Volunteers Council supported more than 550 students doing 35 ongoing service projects with 35 community partners.
 - Community House involved 147 students serving 188 local youth in 9 ongoing service projects.
 - The Prison Teaching Initiative involved 71 graduate students, 11 undergraduate students, 7 faculty, 6 staff, 12 post-doctoral researchers, 8 community members and 1 alumnae in teaching 15 courses (228 prisoners) and offering weekly tutoring sessions in 4 prisons in New Jersey in Spring 2015.
 - Advocacy organizations can be a part of the Pace Center, the Women's Center, Sexual Harassment/Assault Advising Resources and Education Office (SHARE), the LGBT Center, the Carl A. Fields Center or other campus units, and are focused on raising awareness, educating the Princeton community, and/or political advocacy. These organizations are usually campus-focused as opposed to working directly with the community.
 - Students for Prison Education and Reform, one of 32 advocacy organizations, had 400 students on its listserv and had 125 attendees at its recent conference.
 - “Spontaneous” groups refer to groups of students that form around current events, campus initiatives, or political events and that coordinate campus participation or provide forums for students to talk about these issues.
 - The student-organized post-Ferguson protest on Prospect Ave. drew over 300 students.

2) **Other student organizations:** There are also student organizations that are not primarily focused on service but that provide opportunities for students to engage in service. Students might participate in one-time service activities or fundraisers through their residential colleges, through varsity or club sports teams, or in their eating clubs.

- Last year, varsity student-athletes, for example, contributed more than 4,000 hours of service.

3) While student groups exist on most other campuses, part of the unique Princeton landscape of service and civic engagement are **immersion programs**.

- For 2014-2015, Bridge Year is allowing 35 students to delay the start of their freshmen year in order to spend 9 months engaging in community service in another country.
- As part of orientation this year, Community Action brought 174 incoming freshmen and 68 student leaders to live and learn service in local and regional communities for one week. Students worked with more than 50 community groups, nonprofit organizations, businesses and faith-based organizations, gaining exposure to homelessness, food insecurity, environmental challenges, community development and justice issues.
- Breakout Princeton trips are one-week student-led trips over fall and spring break to study social issues, reflect and discuss as a group, and engage in community service. Each year, there are 12 trips across the country, with about 150 students in total on those trips.
- The International Service Trip is an extension of Breakout and was piloted in 2014 with a group of 8 students installing portable solar units in small communities in Peru.
- Other affiliated organizations at Princeton, such as the Center for Jewish Life, also offer a range of trips.

4) **Internships and fellowships:** With the exception of Bridge Year, most of Princeton's immersion programs are one-week. Internships and fellowships offer longer, more career-focused opportunities for undergraduates to work for nonprofit and governmental organizations. Student learning in these internships and fellowships range widely and is dependent upon the focus of their internship or fellowship, their supervisor, and whether or not they are part of a larger program that offers reflection or studying opportunities.

- The International Internship Program has been increasingly focusing on service and this summer is offering 94 service abroad placements.
- PICS (Princeton Internships in Civic Service) supported 92 student interns across the country in summer 2014.
- The Guggenheim internships in criminal justice hosted 20 students in New York City
- Locally, CBLI is supporting 10 research internships this summer.
- When students graduate, 40 to 50 placements in nonprofit and government organizations are offered through Project 55 fellowships.
- Students can apply through the Pace Center for the 15 High Meadows Environmental Fellowships and the five Puttkammer Criminal Justice Fellowships.

5) *Academics*: On the academic side, the Community Based Learning Initiative and some freshmen seminars allow students to participate in service and civic engagement through their courses of study.

- The number of students participating in CBLI has increased dramatically in recent years, from 200 in 2010-2011 to 591 in 2014-2015. During this time the number of courses in which students have done local community-based projects increased from 11 to 21.

SURVEY DATA

Pace Center 2014-2015 Entry Survey – 212 Student Respondents

What do you expect to learn from service?

Students surveyed asked to pick top three choices

53 percent – Grow and develop as an individual

48 percent – Serve as a positive mentor and role model

47 percent – Contribute to sustainable and meaningful change

41 percent – Understand the community context of my service and how it relates to the common good

35 percent – Address community needs and utilize community resources

29 percent – Develop mutually beneficial partnerships with community

21 percent – Move ideas into action

What makes service meaningful to you?

Overarching themes in answers:

Help others, learn about self, be part of a community, service as a life value

“Service is one of the most meaningful parts of my experience at Princeton. My service experience completely changes the way that I see Princeton and life in general. It helps me to get out of the "Princeton bubble" and remember that there is more to life than the academic and social stress that happens every day here.”

Why did you choose this service opportunity?

Overarching themes in answers:

Find purpose, link academics to real world, volunteered before Princeton wanted to do so at Princeton, learn something new, was about something passionate about

“I believe that our lives only have meaning if you're positively advancing the world we live in. Service is my way of doing that.”

“Service is a value I hold in high regard, and it can often be difficult to find a time and place for it on this campus. I also best relate to and identify with the other individuals to whom service matters, so I like finding avenues for seeking these types of people out. I want my time here at Princeton to be meaningful and mindful.”

“I think part of service is understanding and acquiring knowledge. For me, before I start helping others (building things, helping food shelters, passing laws, or whatever service means), I think it's important to understand the problem. Too often people go right into doing physical service without understanding what the implications are of their actions. Knowledge and understanding is a critical part of service.”

What do you value most about service?

100 percent – Engaging in sustained and impactful programs

69 percent – Becoming a better student leader

63 percent – Learning about themselves and the community

59 Percent – Partnering with community and addressing real needs

Pace Center 2014 Annual Survey – 209 Student Respondents

What have you learned from service?

79 percent – Collaboration and partnership

73 percent – Open-mindedness

73 percent – Empathy

How has civic engagement impacted you?

78 percent strongly agree or agree – Enhanced my understanding of local community and broader social issues

77 percent strongly agree or agree – Deepened my understanding and empathy of others who are not like me

70 percent strongly agree or agree – Encouraged me to look critically at root causes of social issues

57 percent strongly agree or agree - Was as important to my Princeton experience as what I learned in the classroom

Princeton University Incoming Freshman Survey, Class of 2015 to Class of 2018 - Over 80% of entering Cohort classes of 2015 to 2018 completed the survey¹

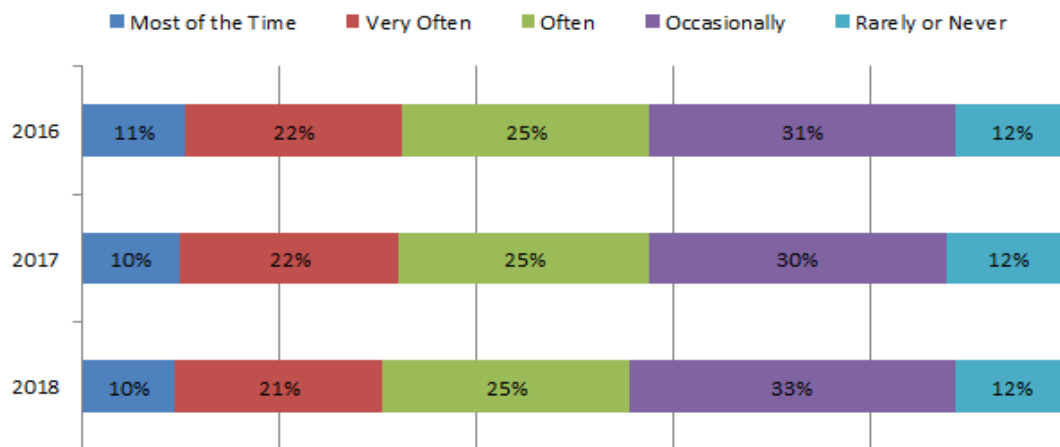
In your final year of high school, during a typical week how many hours did you spend per week volunteering or doing community service.

- 4 hours – Class of 2015
- 4 hours – Class of 2016
- 4 hours – Class of 2017
- 4 hours – Class of 2018

“Participated in a volunteer service program outside of your home country”

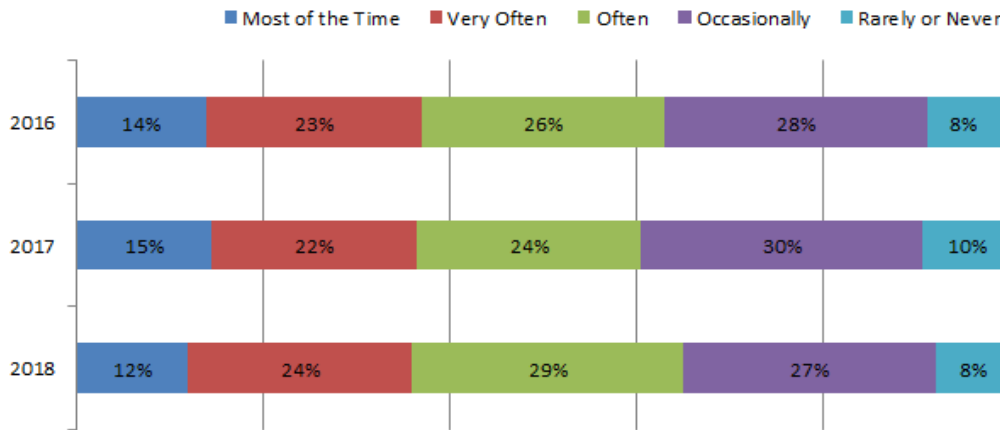
- 24 percent – Class of 2015
- 26 percent – Class of 2016
- 24 percent – Class of 2017
- 28 percent – Class of 2018

In your final year in high school, how often, if ever, have you tutored another student?

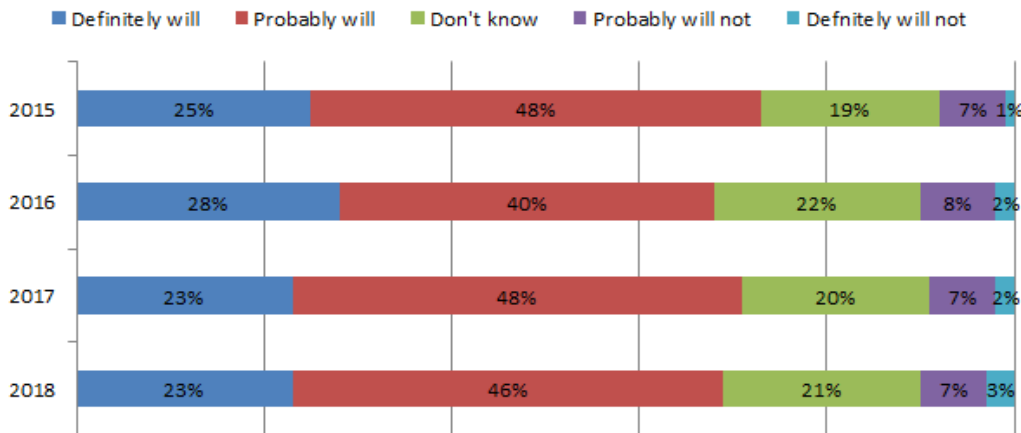


¹ Note: Data not available for class of 2015 for two questions.

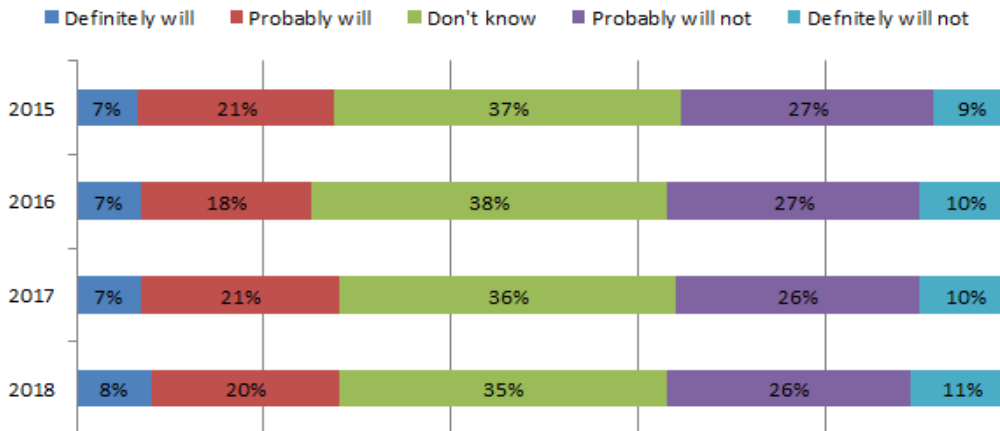
In your final year in high school, how often, if ever, have you performed community service?.



Based on what you know right now, indicate if you think you will actively participate in volunteer service?

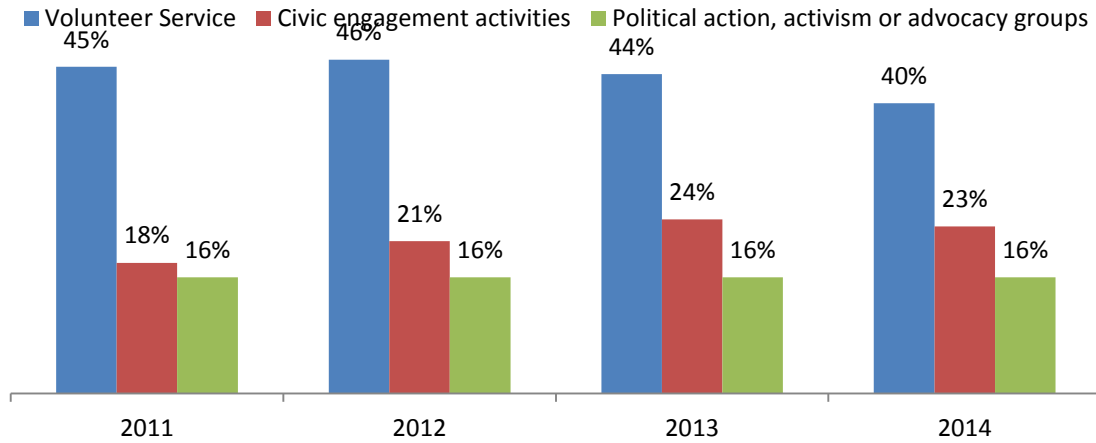


Based on what you know right now, indicate if you think you will actively participate in political action, activism, or advocacy group:

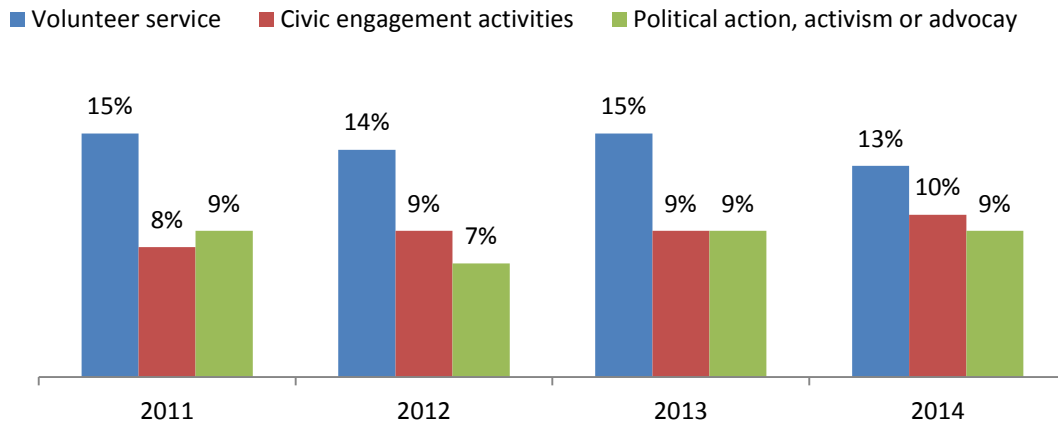


Princeton University Senior Enrolled Student Survey, Class of 2011 to Class of 2014

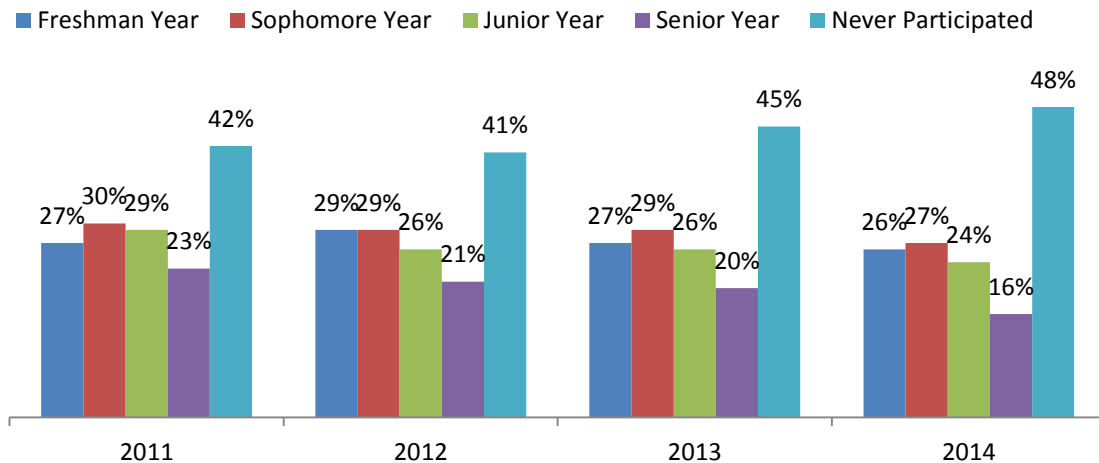
Actively participated in one or more in the following years:



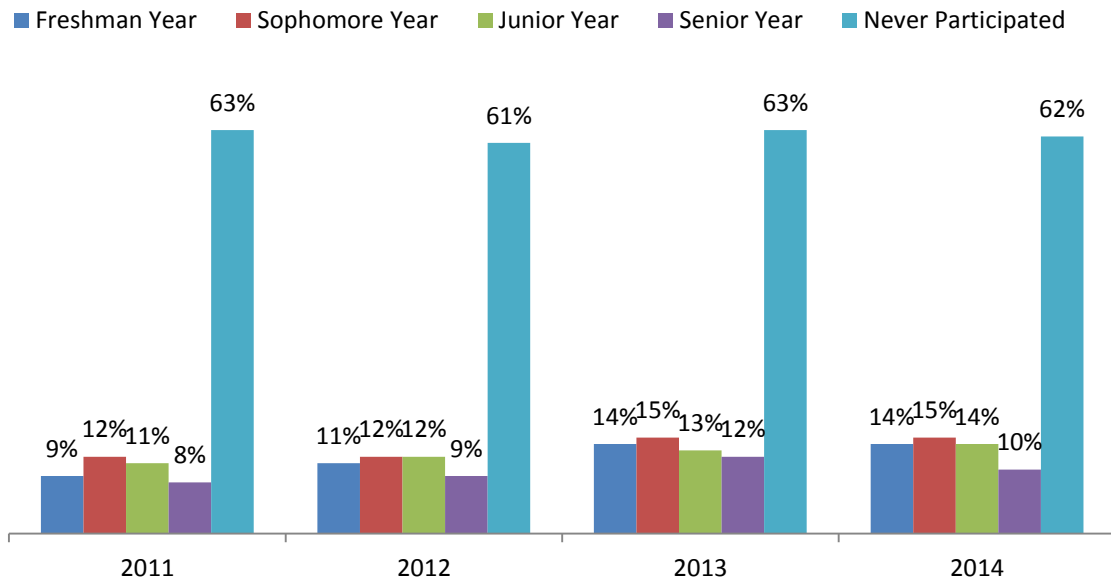
Held one or more leadership roles in the following:



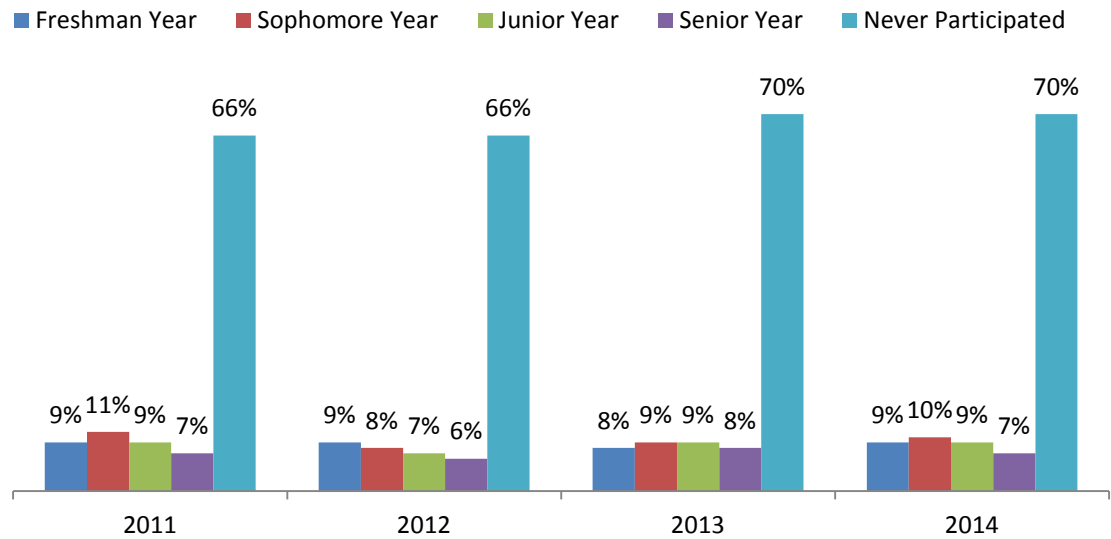
I actively participated in volunteer service during my freshman, sophomore, junior or senior year:



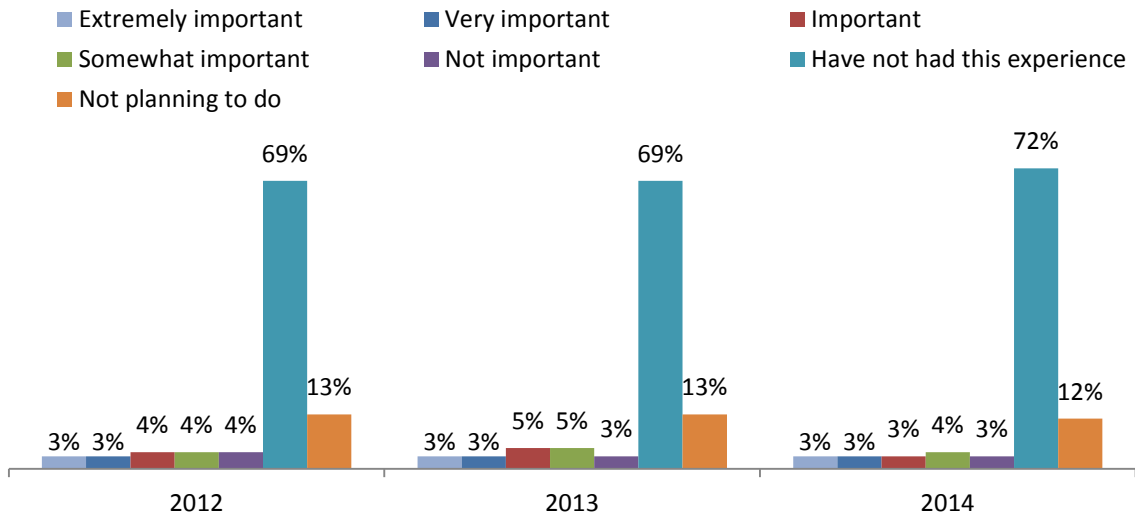
I actively participated in civic engagement activities during my freshman, sophomore, junior or senior year:



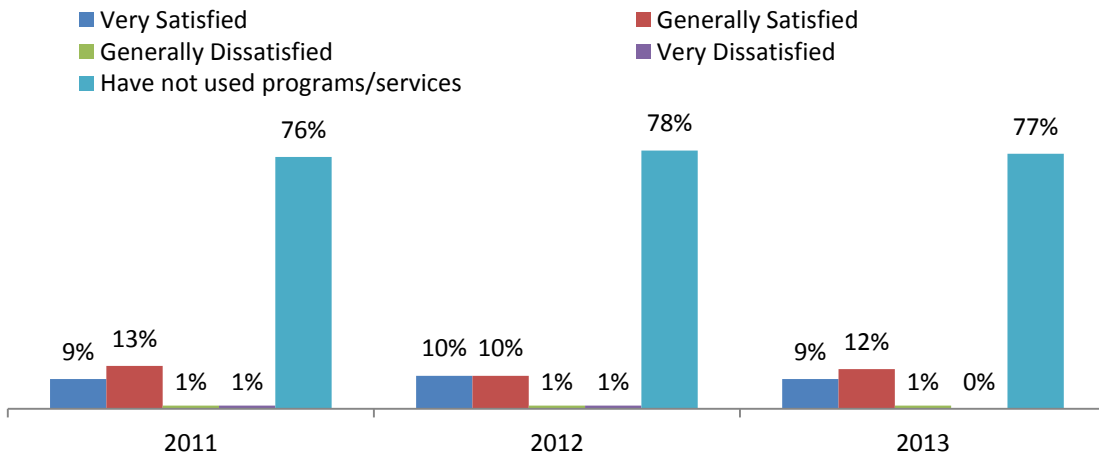
I actively participated in political action, activism, or an advocacy group during my freshman, sophomore, junior or senior year:



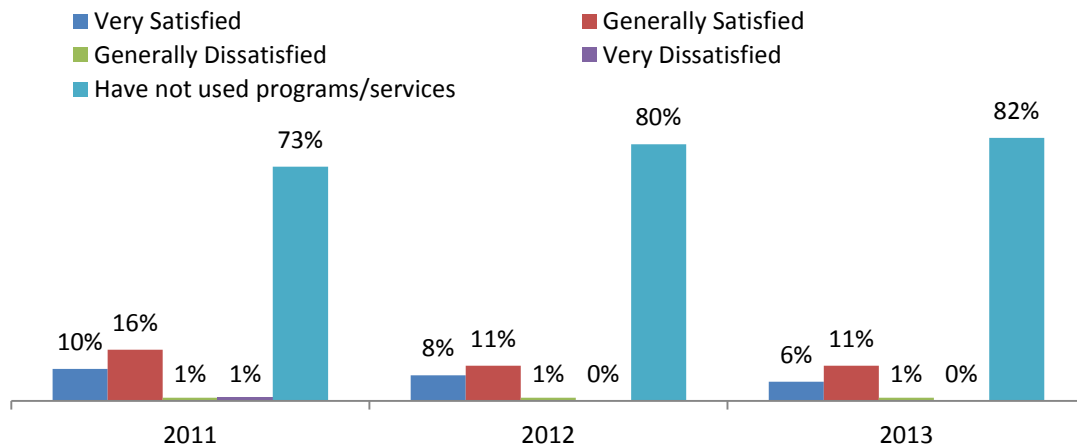
How important has a service learning course or program been to your Princeton experience?



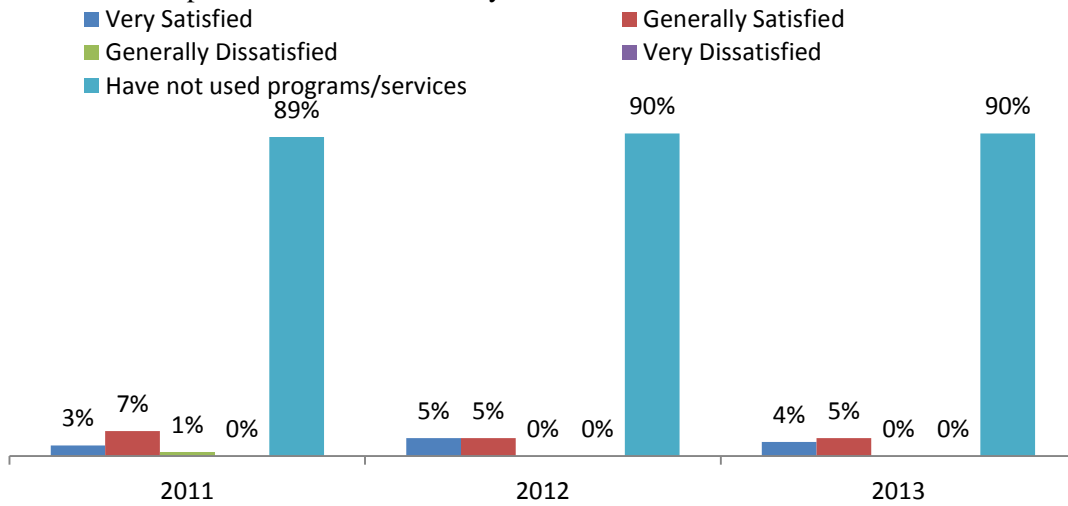
Satisfaction with campus resources- Pace Center:



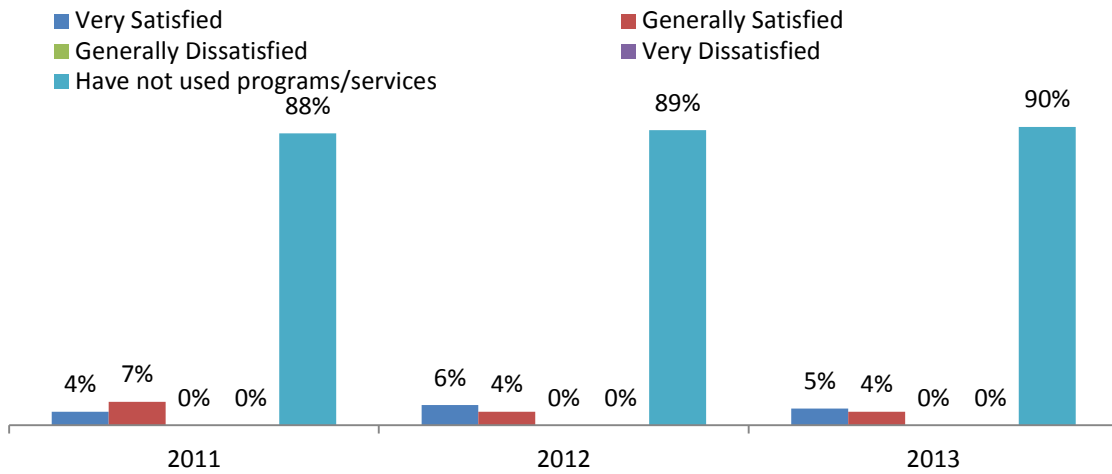
Satisfaction with campus resources- Student Volunteer Council:



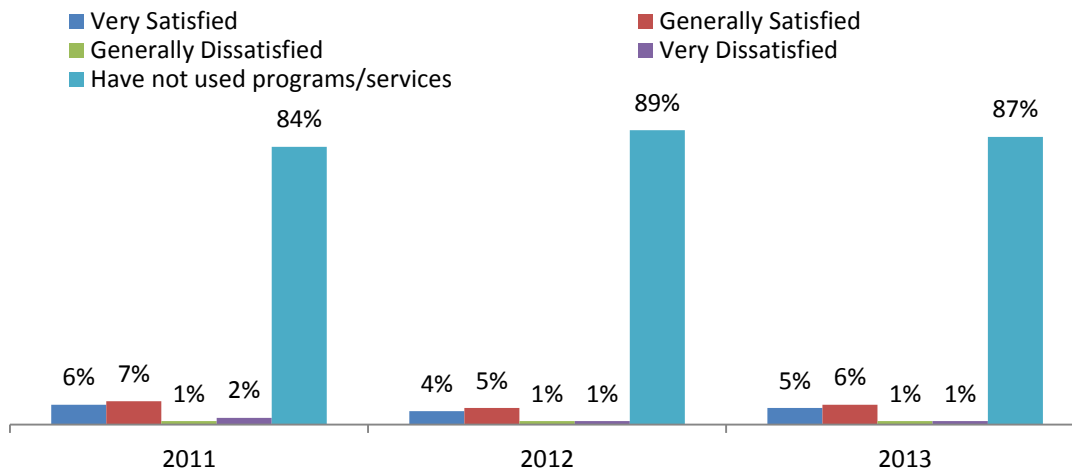
Satisfaction with campus resources- Community House:



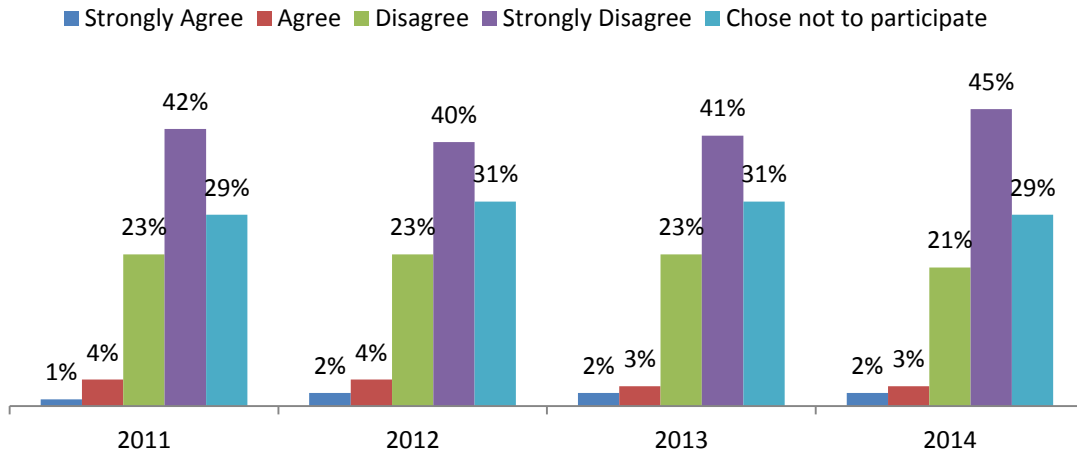
Satisfaction with campus resources- Breakout Princeton:



Satisfaction with campus resources- Internships (PICS):

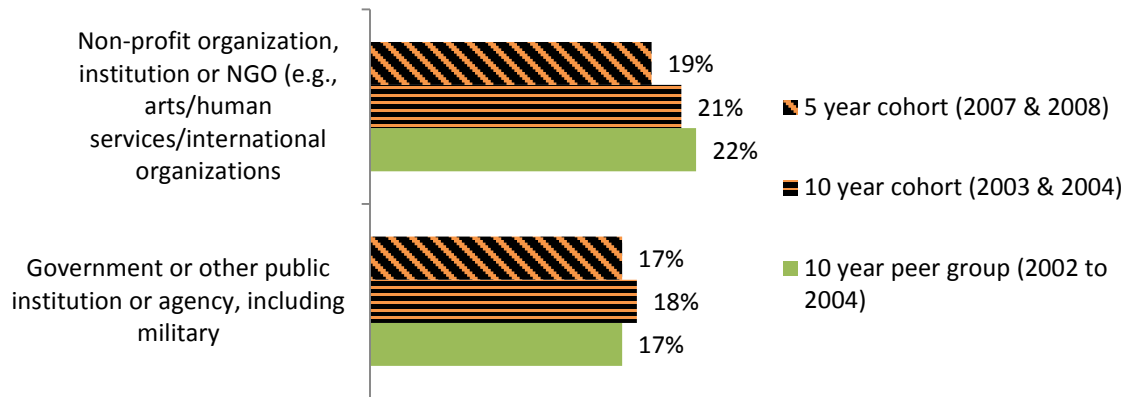


Due to lack of money, I had to forego the following- Community Service:

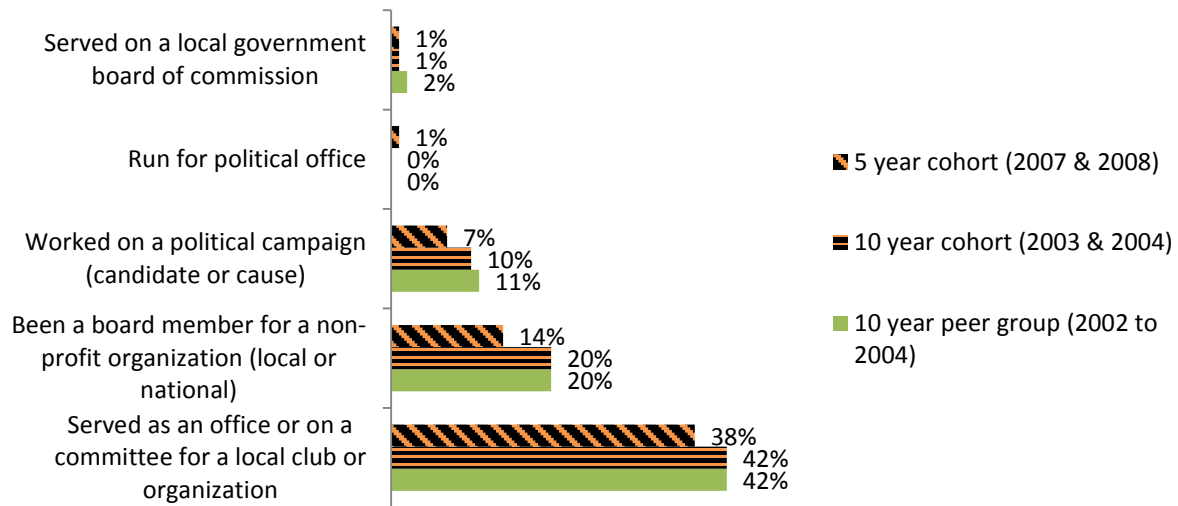


Princeton University/COFHE Alumni Survey, 2013

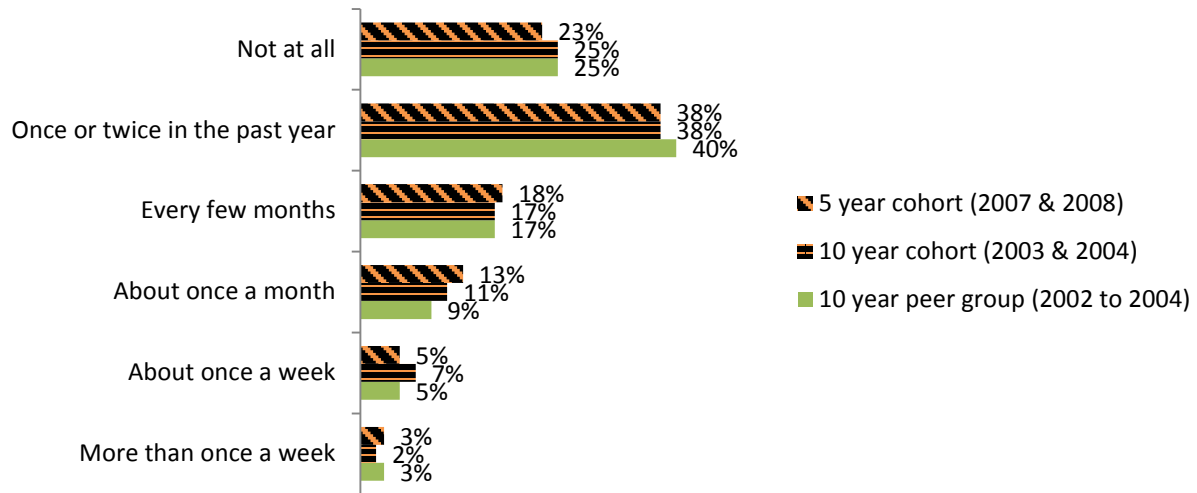
In what sector are you employed?



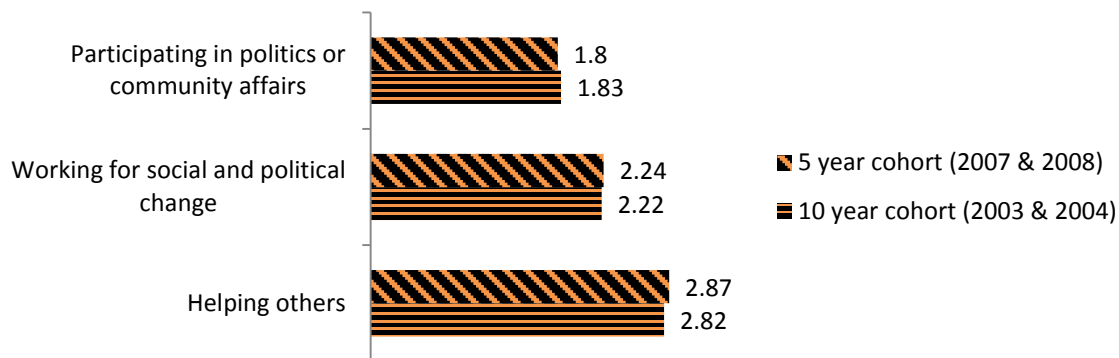
Since graduation, have you done any of these activities?



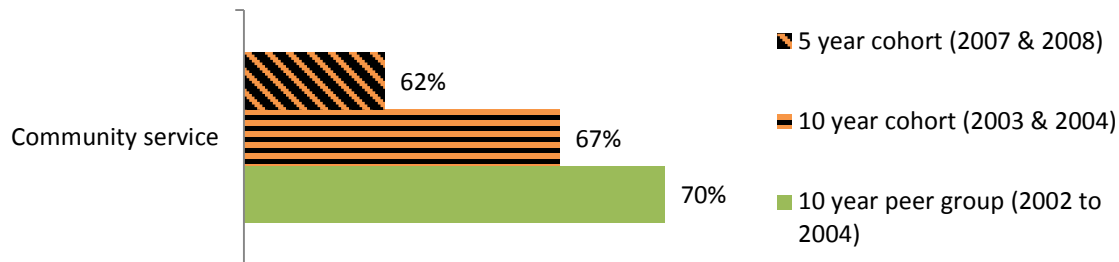
In the past twelve months, how often have you done volunteer work?



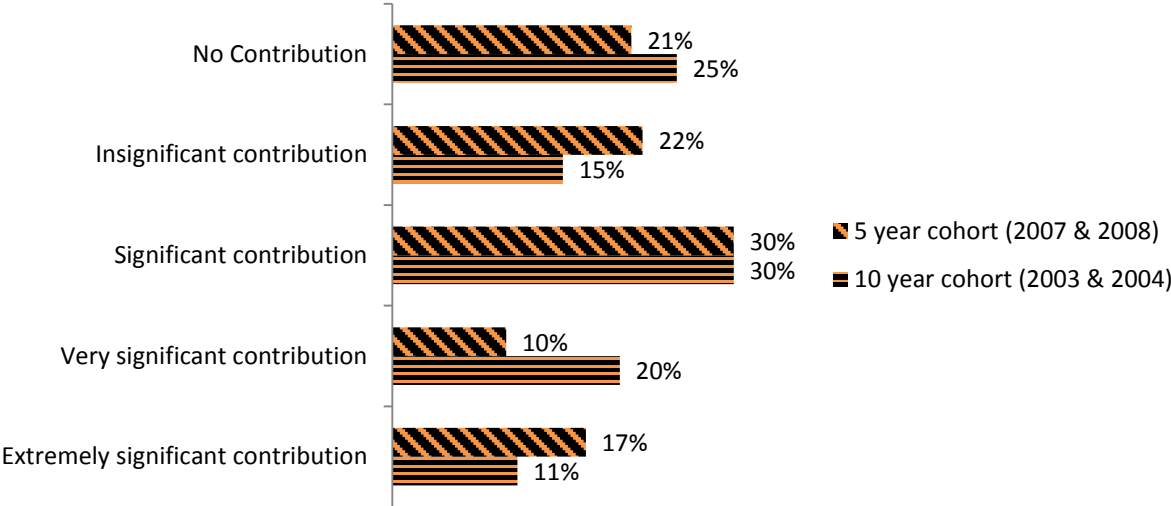
Your life now: Please indicate how important each of the following is to you at this point in your life and career?



While you were an undergraduate, did you participate in community service?



When you think back on the skills, knowledge and experiences associated with each of the following academic experiences, how much has [Service learning course or program] experience contributed to your professional development?



Appendix D: Background Material

- Abrol, Reva, '18. "A vicious cycle of weak civic engagement." Editorial. *The Daily Princetonian* 31 March 31 2015. Print.
- Aronson, Emily. "Bridge Year alumni: Where are they now?" Princeton University homepage article, 26, May, 2015. Web.
- Biehl, João, and Adriana Petryna. *Critical Global Health*. Princeton: Princeton University Press, 2013. Print.
- Bissell, Tess, '17, Thomas González Roberts, '16, Deana Hamlin, '17, Angela Liang, '17, Frances Lu, '16, Caitlin Quinn, '18, Daniel Rounds, '17, Nick Sexton, '17, Adam Weinstein, '16, and Katie Woo, '17. "Adjusting Our Mindset: Prioritizing Meaningful Service Matters at Princeton." Editorial. *The Daily Princetonian*. 14 Apr. 2015. Print.
- Bradford, Caleb, '15, Amantia Muhedini, '15, Claire Nuchtern, '15, Ebony Slaughter-Johnson, '15, Janie Lee, '15, Katie Bauman, '15, Katie Horvath, '15, Logan Coleman, '15, Nihar Madhavan, '15, Sarah Jeong, '15, Shawon Jackson, '15, and Zhan Okuda-Lim, '15. "Expanding Civic Service." Editorial. *The Daily Princetonian*. 10 May 2015. Print.
- Bradlow, Adam, '11. "You've gotta serve somebody." *The Daily Princetonian*. 17, Oct. 2007. Web.
- Bridge Year Working Group. Report on the Proposed International Bridge Year Program for Princetonian. 18 June 2008. Print.
- Campus Compact. "2014 Annual Member Survey: Three Decades of Institutionalizing Change." Web.
- Cardinal Quarter: Defining Characteristics Discussion Draft. Stanford University. 2014.
- Civic Engagement: Trustee Committee on Student Life, Health and Athletics. 5 April 2013. Presentation.
- Consortium on Financing Higher Education. COFHE Break: Volunteering and Service at CORHE Institutions. 2014. Print.
- D'Souza, Andrea. Report on Service at Princeton. PACE Center for Civic Engagement. 2014. Print.
- Editorial Board. "In Support of Inclusive Student Activism." Editorial. *The Daily Princetonian* 4 Feb. 2015: Print.
- "The Effects of Diversity on Learning, Intergroup Outcomes, and Civic Engagement." Trustee Ad-Hoc Committee on Diversity, Princeton University. 2013 Final Report. Print.

- Eisgruber, Christopher. "Planning for Princeton's Future." Council of the Princeton University Community Town Hall. Princeton University, Princeton. 10 Feb. 2014. Address.
- Institute-wide Task Force on the Future of MIT Education. Final Report. 28 July 2014.
- Kim, Jim Yong, Paul Farmer, and Michael E. Porter. "Redefining Global Health-care Delivery." *The Lancet* 382.9897 (2013): 1060-069. Web.
- Kruger, Kristen, '14. "Alumni Profile." Princeton University Admissions Website. 18, June 2015. Web.
- Kruger, Kristen, '14. "Rethinking How We Make a Difference." *The Princeton Tory*. 17 Dec. 2012. Web.
- Lane, Melissa S. "Learning to Serve." Phi Beta Kappa Fall Induction Ceremony Speech. Princeton University, Princeton. 1 Dec. 2014. Speech.
- Lang, Sarah H. "Let's Give Service a Real Role." *Chronicle for Higher Education*. 17 Feb. 2015. Web.
- Lu, Jonathan, '18. "With great privilege." Editorial. *The Daily Princetonian* 6 January 2015. Print.
- Malkiel, Burton G.*64. Remarks on Charter Day. Princeton University, Princeton. 25 Oct. 1996. Speech.
- McAllister, Jarron. "Stories of Service: Community Partner as Community Educator." Pace Center for Civic Engagement, 18 Feb. 2015.
- McCartney, Alison Rios Millett., Elizabeth A. Bennion, and Dick W. Simpson. *Teaching Civic Engagement: From Student to Active Citizen*. Washington, DC: American Political Science Association, 2013. Print.
- McNamara, Gwen. "Compassionate Action, Meaningful Service: A Conversation with the Dalai Lama." *Pace Center for Civic Engagement*. N.p., 29 Oct. 2014. Web.
- McNamara, Gwen. "Stories of Service: Discovering a New Path" *Pace Center for Civic Engagement*. 10 Mar. 2015. Web. Pace Center for Civic Engagement Entry Survey. 2014-2015.
- Pace Center for Civic Engagement Annual Survey. 2014.
- Pace Center for Civic Engagement Entry Survey, 2014-2015.

- Petersen, Saul. *Issues of our Time: An Issues Brief for New Jersey Campus Compact*. 2014. Print.
- Princeton University. *Entering Freshman Survey*. 2015-2018. Princeton University Office of Institutional Research.
- Princeton University. *Senior Survey*. 2011-2014. Princeton University Office of Institutional Research.
- Princeton University and Consortium on Financing Higher Education. *Alumni Survey*. 2013.
- Reich, Robert. *Political Science 133: Ethics and Politics of Public Service Course Syllabus*. Stanford University. 2007. Print.
- Reichheld, Frederick F. "The One Number You Need to Grow." *Harvard Business Review*. December, 2003. Web.
- Roper, Larry D. "Strengthening the Connection Between Community Service and Diversity." *Journal of College & Character*. Vol. 13, No.1, Feb. 2012. Web.
- Sotomayor, Sonia, '76. "In the Nation's Service." Alumni Day Woodrow Wilson Award Lecture. Princeton University, Princeton. 22 Feb. 2014. Speech.
- Student Task Force on Civic Values at Princeton University. *Report of the Student Task Force on Civic Values at Princeton University*. November 2004. Print.
- Trustee Ad Hoc Committee on Diversity. "The Effects of Diversity on Learning, Intergroup Outcomes, and Civic Engagement" Princeton University, 2013.
- "University Launches 'Engaged Cornell' with \$50 Million." *Cornell Chronicle*. 6 Oct. 2014. Web.

Appendix E: Task Force, Subcommittee and Crosswalk Meetings

Full Task Force Meetings

October 20, 2014
November 11, 2014
December 5, 2014
January 12, 2015
February 27, 2015
April 10, 2015
May 26, 2015

Subcommittees

Academics

Members

Benjamin Morison (chair)
João Biehl
Emily Carter
Melissa Lane
Kelly LaRue
Kimberly de los Santos

Meetings

February 27, 2015
March 24, 2015 (with Sophomore Year Subcommittee)

Community Partners

Members

Trisha Thorme, *SACE Task Force (Chair)*
Kristin Appelget, *SACE Task Force*
Dave Brown, *Assistant Director, Pace Center for Civic Engagement*
Fanny Chouinard, *Special Projects Manager, Lewis Center for the Arts*
Charlotte Collins, *Assistant Director, Pace Center for Civic Engagement*

Kimberly de los Santos, *SACE Task Force*
Luisa Duarte-Silva, *Director, International Internship Program*
John Luria, *Director, Bridge Year Program*
Kellie Staples, *Associate Director, Athletics*

Meetings

March 3, 2015
April 15, 2015

Meaningful Work

Pulin Sanghvi

Metrics

Members

João Biehl (chair)
Kristin Appelget
Pulin Sanghvi
Kimberly de los Santos

Meetings

February 24, 2015
March 19, 2015
April 27, 2015 (Teleconference with Michael Porter)

Sophomore Year

Members

Sandra Bermann (co-chair)
Melissa Lane (co-chair)
Kimberly de los Santos (co-chair)
Dallas Nan
Trisha Thorme

Meetings

March 24, 2015 (with Academics Subcommittee)

Visibility

Laura Harder

Crosswalk Meetings

Committee on International Teaching and Research

April 14, 2015

Attendees: Nancy Kanach (CITR), Melissa Lane (SACE), Dallas Nan (SACE), Pulin Sanghvi (SACE), Kimberly de los Santos (SACE), Ed Turner (CITR), Anastasia Vrachnos (CITR)

School of Engineering and Applied Sciences Strategic Planning Retreat

April 24, 2015

Presentation for SACE by Emily Carter

Task Force on the Residential College Model

December 12, 2014

Michael Hecht, Rebecca Graves-Bayazitoglu, Kathleen Deignan, Megan Steffen, Hilary Parker, Nicole Shelton

SACE: Melissa Lane, Kimberly de los Santos, Kristin Appelget

May 7, 2015

Attendees: Nicole Shelton (RC), Hilary Parker (RC), Melissa Lane, Kimberly de los Santos

Task Force on the Future of the Graduate School

May 8, 2015

Attendees: Sanjeev Kulkarni (GS), Debra Foster (GS), Melissa Lane, Kimberly de los Santos