The Pace Path

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Why do we have the Pace Path?

- Pace University's mission is to educate students for a broad range of professions with a strong foundation of liberal learning.

- The objective is to create thinking professionals who are highly sought after as innovators and successful leaders.

- The Pace Path will help to facilitate these goals.

What is the Pace Path?

- The Pace Path develops your strengths in understanding yourself, building and maintaining relationships with others, and adapting to your environment.

- You engage in co-curricular activities coordinated with your academic program that develop deep, sustained interactions with Pace faculty, advisors, staff, coaches, and mentors, which results in substantive work products.

- The co-curricular activities will develop the habits that will allow you to be successful and effective in college, career, and life.

- The deep, sustained interactions will connect the content learned in classes with the expectations faced after graduation and allow you to transfer learning experiences into practice.

What are the Learning Goals?

– **Managing Oneself.** *The ability to conduct academic and professional relationships while maintaining focus on one's own educational goals and personal development.*

– **Interpersonal Relations.** *The ability to relate to others both within and outside one's own community in order to effectively collaborate with others.*

– **Organizational Awareness.** *The ability to understand and excel within the culture in order to achieve both personal and group goals.*

Learning Goals – Managing Oneself

Goal	Objective	Means of Achieving the Objective
MANAGING ONESELF (MO)	Self-Awareness (SA) Understanding one's own strengths and weaknesses, personal values and cultural identity.	Leverage one's own strengths and compensate for weaknesses in different situations.
		Identify and use collaboration when it is the most effective path to personal and group results.
		Demonstrate persistence and resilience in the context of disappointment and take steps to respond to failure.
	Creative Problem Solving (CP) Thinking beyond the obvious.	Use knowledge and experience from other disciplines/activities/situations in developing innovative and creative solutions to a current situation.
		Be open and responsive to new and diverse perspectives when developing solutions.
		Engage in productive brainstorming.
		Anticipate and evaluate outcomes—both expected an unexpected.
	Initiative and Accountability (IA) Willingness to take ownership of a task or process or assume leadership roles.	Establish clear goals for a task or process.
		Develop, initiate, and undertake an action plan for achieving goals.
		When working on a problem, take ownership for finding a solution through the appropriate processes.
		Take initiative within a group when appropriate, regardless of assigned role.
		Seek opportunities to lead.

Learning Goals – Interpersonal Relations

Goal	Objective	Means of Achieving the Objective
(IR) Interpersonal Relations.	**Communication (C)** The ability to effectively communicate with others is essential to success both during college and in one's post-college pursuits.	Construct and implement verbal and written communication strategies for dealing with a range of communication situations and problems—face-to-face, group, supervisor/colleague, persuasive, etc.
		Appropriately match communication style—both tone and mode (email, phone, face-to-face) to the occasion and content.
		Demonstrate personal respect for the views of others in personal and professional settings.
		Employ strategies to see situations from another's perspective and manage communication techniques and messages appropriately.
		Listen actively to determine meaning.
		Deliver and receive feedback constructively.
		Employ tactics for diffusing tension with colleagues, clients and peers.
		Communicate difficult information succinctly and clearly.
		Engage with others with empathy and curiosity
	Relationship Management (RM) Form and nurture relationships with others.	Develop strong working relationships within a group with an understanding of how those relationships will help achieve the group's goal.
		Form effective working relationships with peers beyond one's organization, group or community.
		Manage relationships even when differences exist and exhibit skills in managing conflict.
		Demonstrate knowledge of professional associations/affiliations relevant to one's field and how such organizations can be helpful in personal development.
		Establish, nurture and maintain relationships with coaches and/or mentors
	Cross-Cultural Appreciation (CA) Understanding other cultures and recognizing cultural norms or biases.	Articulate one's own cultural identity and its impact on personal experience.
		Respect and appreciate others' cultural identity, ideas and opinions.
		Recognize and respond to the impact of cultural identity on groups and organizations.
		Develop working relationships with those different from oneself.

Learning Goals – Organizational Awareness

Goal	Objective	Means of Achieving the Objective
(OA) Organizational Awareness.	Situational Awareness (SA) Every organization has its own culture, norms and standards of behavior. Understanding how to identify and navigate these norms is an important attribute.	Identify the organizational/group norms in terms of attire, communicating style, etiquette, etc.
		Adapt to organizational norms, being mindful of personal values.
		Work within the organizational hierarchy and process to address issues.
	Teamwork and Collaboration (TC) Working with others is essential to personal and professional success.	Assume shared responsibility and accountability for collaborative work.
		Recognize and be responsive to the needs of a group.
		Delegate and negotiate within a team.
		Manage a team both in face-to-face and virtual interactions.
		Recruit a diverse set of skills to a group/team to reach a shared goal. Recognize that diverse skills are needed to address complex issues.
	Resource Management (RM) Academic and professional work is frequently resource-constrained which requires that time, money, and people are effectively managed.	Organize and effectively prioritize one's own work based on group constraints or resources.
		Use time management techniques to prioritize, balance and manage workload.
		Assign tasks within a group to optimize the group's work and team resources.
		Develop strategies that optimize available resources to achieve an intended goal.
		Forecast work and resources required to achieve an objective

What are the criteria for activities?

- Each Pace Path activity should meet the following criteria:
  - **Duration.** The activity should involve a sustained time commitment by the student.
  - **Supervision.** The activity should include a level of supervision/oversight.
  - **Work Product.** A work product should be completed for each Pace Path activity, verified by a supervisor, and demonstrate at least one learning objective.

What is a sample four-year outline?

- The following is a general outlines of a four-year experience.

- **Freshman year:** The Pace Path begins in Fall semester of freshman year with UNV 101.

  – In UNV 101 you develop their four-year Pace Path plan that contains personal, academic, and professional goals, which should not be viewed as static.

  – Instead, the four-year plan should be a living document that evolves across the four years.

  – Advising from UNV 101 continues in the spring semester and you engage in recognized Pace Path co-curricular activities, such as the Pace Path Personal and Professional Development (4PD) Series in spring semester.

- **Sophomore year:** With the assistance of professional and faculty advisors, you select Pace Path activities that could be universal or specific to an area of study.

  – You begin to work with coaches/mentors identified by professional and faculty advisors.

What is a sample four-year outline?

- **Junior year:** By the end of the junior year you will need to select your own coaches/mentors.

  – Coaches/mentors continue to be faculty and advisors, in addition to undergraduate seniors, graduate students, alumni, work or intern supervisors, and/or professionals in the chosen field.

  – It is also beneficial if you choose coaches/mentors outside of the Pace community in order to have exposure to external ideas.

  – You continue to engage in Pace Path activities.

- **Senior year:** By senior year students in most majors should be connected to coaches/mentors who do professional work in their chosen fields.

  – You may find value in working with professionals from diverse settings related to the chosen college major.

  – You will continue to engage in Pace Path activities.

  – Many majors may have a capstone project related to the Pace Path such as a research project, internship experience, or practical application.

What questions do you have?

Questions?