Community Engagement Administrators Conference

The Future of Alternative Service Breaks: Deeper Learning and Impact

June 6–7, 2017
Elon, NC
Reminders

Tweet about the conference throughout the day using
#NCCEAC

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Recycle your name badge at the registration table.

Thank you

Office of Kernodle Center for Service Learning and Community Engagement and Michael Williams, Director of Campus Center Operations and Conferences, Elon University
we appreciate your hard work and hospitality!

♦

Workshop facilitators and special guests,
Melody Porter, Shoshanna Sumka, and Elizabeth Niehaus

Institute Planning Committee

Adam Culley, North Carolina State University
Assistant Director, Center for Student Leadership, Ethics, and Public Service

Melody Henderson, Wake Technical Community College
Director of Student Success

Heather Jo Mashburn, Appalachian State University
Assistant Director, Alternative Service Experiences, ACT Volunteer Program

Evan Small, Elon University
Assistant Director of Experiential Learning and Outdoor Adventures

NC Campus Compact Staff: Leslie Garvin and Chad Fogleman

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The Future of Alternative Service Breaks: Deeper Learning and Impact

Tuesday, June 6

5:00 p.m. – 5:30 p.m.   Check-in, McCoy Commons, Oaks Room 212
5:30 p.m. – 8:30 p.m.   Dinner and roundtable discussions

Wednesday, June 7

All plenary sessions and workshops are located in Moseley Center.
Plenary sessions are in McKinnon Hall. See descriptions for workshop room locations.

8:30 a.m. – 9:30 a.m.   Check-in and continental breakfast, Moseley Center lobby
9:30 a.m. – 10:25 a.m.  Opening Plenary Session

Welcome
Leslie Garvin, Executive Director, NC Campus Compact

Deepening Learning and Impact: A Practical Approach
Melody Porter, College of William and Mary
Shoshanna Sumka, Sidwell Friends School

10:30 a.m. – 11:30 a.m. Workshop Session One

11:40 a.m. - 12:25 p.m. Plenary Session Two

The Future of the Movement: How Alternative Breaks Are Leading in Community Engagement
Melody Porter, College of William and Mary
Shoshanna Sumka, Sidwell Friends School

12:30 p.m. - 1:30 p.m. Lunch

1:40 p.m. – 2:40 p.m. Workshop Session Two

2:45 p.m. – 3:30 p.m. Plenary Session Three

“It changed my life,” but then what? Maximizing the Impact of ABs through Understanding How Students Integrate and Build on their Experiences
Elizabeth Niehaus, University of Nebraska – Lincoln

3:40 p.m. - 4:40 p.m. Workshop Session Three

4:45 p.m. - 5:00 p.m. Reflection and door prizes
Special Guests

Elizabeth Niehaus, Ph.D., is an Assistant Professor in the Department of Educational Administration at the University of Nebraska – Lincoln. She is also the principle investigator for the National Survey of Alternative Breaks, a longitudinal study of students’ experiences and outcomes related to alternative break participation. Elizabeth earned her Ph.D. in College Student Personnel Administration from the University of Maryland – College Park, her M.A. in American Culture Studies from Washington University in St. Louis, and her B.A. in Linguistics from the University of Virginia. She has participated in a number of alternative breaks as both an undergraduate student and staff advisor.

Melody Porter is the Director of the Office of Community Engagement at the College of William & Mary, where she advances community engagement efforts across the university, fosters student leadership in alternative breaks, and develops strong connections with community partners to ensure that the college’s engagement work is community-driven and leads to positive social change. Melody received a B.A. in Political Science and Religion from Emory University and a M.Div. from Candler School of Theology at Emory. Before coming to William & Mary, she served as a long-term volunteer for three years in Philadelphia and Johannesburg, South Africa, Associate Minister at First United Methodist Church of Germantown in Philadelphia, and director of Volunteer Emory, a student-led department for community service.

Along with her colleagues and friends, Shoshanna Sumka and Jill Piacitelli, Melody is author of Working Side by Side: Creating Alternative Breaks as Catalysts for Global Learning, Student Leadership, and Social Change. She was recognized as Staff Person of the Year by Break Away in the National Alternative Break Awards in 2010.

Melody is proud to be a former chair and current member of the Board of Directors of Break Away and a volunteer for various community organizations.

Shoshanna Sumka is a global social justice educator who believes that young people can lead social change movements. She has worked in secondary and higher education for 18 years with the University of Idaho, American University, the Experiment in International Living, and Sidwell Friends School. Her social justice work has taken her to Kenya, Ecuador, Haiti, Israel, Palestine, India, Thailand, Venezuela, Colombia, and Zambia. While directing American University’s Alternative Breaks program for 10 years, she co-authored Working Side By Side: Creating Alternative Breaks as Catalysts for Global Learning, Student Leadership, and Social Change with Melody Porter and Jill Piacitelli.
The Future of Alternative Service Breaks: Deeper Learning and Impact

Opening Plenary Session
9:40 a.m. - 10:25 a.m.

Deepening Learning and Impact: A Practical Approach

Melody Porter, College of William & Mary and Shoshanna Sumka, Sidwell Friends School

Exciting things are happening in the alternative breaks movement for justice. Our speakers will delve into current topics like including equity and inclusion at the center of AB programs and a community impact focus for deeper benefits for students and community partners.

Workshop Session One
10:30 a.m. - 11:30 a.m.

Student Leadership and Autonomy as the Future of Alternative Breaks (McKinnon Hall D)

Emily Schafer, Brandon McBay, Vanderbilt University

Vanderbilt University’s Alternative Spring Break is a student-led break program that utilizes the strengths of student engagement to send 500 undergraduates to over 40 service sites across the United States. Presenters will provide an overview of the program’s executive model, implementable tools for success, and facilitate a Q&A session on increasing student leadership and autonomy.

Potential Role of ASB on Participants’ Later Civic Behaviors & Attitudes (Ward Octagon, Room 105A)

Shelly Hoover-Plonk, William Peace University

This presentation will share dissertation research defended in 2016 based on the research question: What is the potential role (if any) that the ASB experience has on a participant’s later civic behaviors and attitudes? Come find out what this research study revealed and how this information may be of value to all ASB programs whether they are new or advanced.

Engaging First Year Students Through Alternative Spring Break Experiences (Room 215)

Dalton Hoffer, UNC Pembroke

Studies show that students who are engaged during their first semester of college are more likely to be retained and have a more successful college experience. This interactive workshop will explore a variety of methods utilized at UNC Pembroke to engage first year students in Alternative Spring Break Experiences. We will share ideas and best practices for developing this program, recruiting first year students, and maintaining campus partnerships to maximize student success.

Examining How Community-Engaged Scholar-Practitioners and Students Enter Communities (Stovall Conference Room 217)

Lori Kniffin, UNC Greensboro

Members of the academy (e.g., faculty, students) enter new communities frequently through service-learning courses or programs (e.g., alternative breaks) or for research purposes. This interactive workshop will draw upon the work of Dostilio and colleagues’ (2012) three forms of reciprocity to let participants explore their own views of reciprocity and how that impacts the way in which they enter communities.
Plenary Session Two
11:40 a.m. - 12:25 p.m.

The Future of the Movement: How Alternative Breaks Are Leading in Community Engagement

Melody Porter, College of William & Mary and Shoshanna Sumka, Sidwell Friends School

Break Away and alternative breaks are leading in the field and influencing other community-based learning initiatives. The speakers will explore global learning as a framework to utilize student leadership and promote social change.

Workshop Session Two
1:40 p.m. - 2:40 p.m.

Strengths-Based Approach to Alternative Break Leadership (McKinnon Hall D)

Adam Culley, North Carolina State University

Learn how a Gallup Strengths approach to Alternative Service Break can enhance and impact overall experience. If you are not familiar with Strengths, this session will provide an introduction. If you already use this approach, you will learn more ways to engage.

Pursuing a Critical Lens: Is there Integrity in International Service? (Ward Octagon, Room 105A)

Emily Wolschlag, Heather Jo Mashburn, Appalachian State University

In this workshop we will explore the tenets of international service through a critical lens. Examining current program structures allows for an opportunity to reflect on whether or not integrity exists within the Alternative Break framework. Through analysis of the ASE program at Appalachian State, we will offer insight into the complexities of coordinating virtuous service at home and abroad.

Coming Full Circle: Creating Connection between Education and Reorientation (Room 215)

Brandi Hoffman, Ashley Archer, Georgia Southern University

The backbone of a strong Alternative Breaks program is in the education and training of its leaders. How does this translate to the participants, their connection with trip-specific social issues, and the communities they return home to? We will discuss our Site Leader training process, big ideas surrounding reorientation, and our vision for the future of Alternative Breaks.

How an Atheist Successfully Facilitated an Interfaith ABT at a Church-Affiliated University (Stovall Conference Room 217)

Kelly Misiak, Pfeiffer University

This workshop tells the story of how a non-religious staff member at a church-affiliated university facilitated a successful interfaith-themed ABT. This workshop will outline steps you can take to plan a trip on a topic you know nothing about, including: seeking counsel, gaining support, creating a non-judgmental reflection space, and encouraging fellowship between trip participants and community groups.
Plenary Session Three
2:45 p.m. - 3:30 p.m.

“It changed my life,” but then what? Maximizing the impact of ABs through understanding how students integrate and build on their experiences

Elizabeth Niehaus, University of Nebraska – Lincoln

Those of us who work with alternative breaks have often heard students refer to the experiences as “life changing,” but we have also probably heard colleagues question the value of such short-term experiences. Can a one-week service trip really change students’ lives? Does the impact of the alternative break experience last, actually changing students’ perspectives and behaviors after their immediate post-trip enthusiasm wears off? In this session I will discuss findings from the National Survey of Alternative Breaks, a longitudinal study of students who participated in alternative break programs. In particular, I will discuss the relationship between students’ experiences before, during, and after an alternative break experience and changes in their diversity and social justice orientations, and how students integrate learning from their alternative break with other (pre- and post-break) educational experiences.

Workshop Session Three
3:40 p.m. - 4:40 p.m.

Best Practices for Risk Management in Alternative Breaks (McKinnon Hall D)

Evan Small, Elon University

Managing risk for alternative breaks is challenging. This workshop will provide theories, tools, and resources to help you identify, assess, categorize, and manage types of risk that can arise in your program. Participants will also be introduced to a variety of national and international tools to utilize when developing risk management and emergency response plans.

Facilitating Cultural Adjustment in Service-Learning Programs (McKinnon Hall F)

Kelly Haugh, United Planet

Whether domestic or international, service-learning often takes students out of their cultural comfort zones and requires them to work and collaborate across difference. Using United Planet’s Global Citizenship Model for student learning as a framework, this interactive session will explore how to facilitate students’ cross cultural learning and adjustment, addressing areas such as global leadership, relational diplomacy and more.

Celebrating and Serving the LGBT Community (Ward Octagon, Room 105A)

Mark Rasdorf, East Carolina University

In March 2017, the LGBT Resource Office at ECU participated for the first time in the Alternative Break Experience. The intent was to provide students an experience with non-profits dedicated to serving the LGBT community in a major metropolitan area. Beyond the service component, students experienced empowerment, increased self-worth, and a growing compassion within the group.

Variety’s the Spice (and Necessity) of Life in Alternative Breaks (Stovall Conference Room 217)

Misty Newman, Julie Slifer, James Madison University

The Alternative Breaks Program at James Madison University uses several distinct models. We will discuss best practices, common challenges, and advantages and disadvantages of each model in terms of overcoming barriers to student participation and of building mutually beneficial relationships with partner agencies, faculty, and students. Learn how JMU has diversified to anticipate these complex, and at times, contradictory demands.
Presenter Information

Ashley Archer, Political Science Major, Georgia Southern University

Adam Culley, Assistant Director, Center for Student Leadership, Ethics & Public Service, North Carolina State University

Kelly Haugh, International Programs Manager, United Planet

Dalton Hoffer, Assistant Director for Student Engagement, The University of North Carolina at Pembroke

Brandi Hoffman, Coordinator of Alternative Breaks & Community Partnerships, Georgia Southern University

Dr. Shelly Hoover-Plonk, Associate Director of Career Services, William Peace University

Lori Kniffin, Graduate Assistant, Institute for Community and Economic Engagement (ICEE), The University of North Carolina at Greensboro

Heather Jo Mashburn, Assistant Director, Alternative Service Experiences, ACT Volunteer Program, Appalachian State University

Brandon McBay, Medicine, Health, & Society and Women & Gender Studies Major, Vanderbilt University

Kelly Misiak, Director of Servant Leadership and Civic Renewal, Pfeiffer University

Misty Newman, Assistant Director for Alternative Break Programs, James Madison University

Mark Rasdorf, Intercultural Affairs, Associate Director for the LGBT Resource Office, East Carolina University

Emily Schafer, Biomedical Engineering and Neuroscience Major, Vanderbilt University

Julie Slifer, Fiscal Technician, Community Service-Learning, James Madison University

Evan Small, Assistant Director of Experiential Learning and Outdoor Adventures, Elon University

Emily Wolschlag, Coordinator, Leadership Development and Outreach, ACT Volunteer Program, Appalachian State University
Call for Manuscripts

North Carolina Campus Compact and The University of North Carolina at Greensboro invite submissions to *Partnerships: A Journal of Service-Learning and Civic Engagement*, a multi-disciplinary, open access, and peer-reviewed periodical. Partnerships provides college and university scholars a forum for publishing research related to the varied campus-community relationships that emphasize connections and collaborations in service-learning and community engagement pedagogy, research, theory, and assessment.

Authors are invited to submit…

- Research Articles reflecting diverse methodologies and theoretical perspectives
- Essays that contribute new knowledge, address current issues, highlight unique perspectives, or offer critical reflection, anchored in a literature base
- Empirical Studies of partnership evaluations or assessments
- Book Reviews of new volumes in the field and of interest to journal readers

Submission Guidelines

All work submitted to Partnerships should be original material not under review or published elsewhere. The recommended manuscript length is 8-13 single spaced pages, excluding abstract, references, and appendices. Manuscripts conforming to APA style, 6th edition will include a brief abstract of not more than 150 words with author references removed or masked. Students and community members are encouraged to contribute as co-authors, with faculty or administrators assuming lead authorship.

Review Process

Upon acceptance for review, the editor will assign manuscripts to experts in the field in a blind-review process. Reviewers provide their recommendations to the editor, who makes the final determination to publish. Submissions will be judged on the rigor of the scholarship and clarity of presentation. Authors can expect a response within 8-12 weeks of submission. Publication frequency is twice per year or more as the quality and quantity of submissions allows.

Contact

Dr. Spoma Jovanovic, Editor
s_jovano@uncg.edu

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Mark your Calendars 2017-2018

August 2017
August 1, RFP release for CSNAP Student Conference Regional Network Meetings
  August 1, Pfeiffer University, Misenheimer, NC
  August 3, UNC Pembroke, Pembroke, NC
August 9-11, NC Campus Compact VISTA Orientation, Elon University, Elon, NC

September 2017
September 20, PACE Conference RFP release
September 29, NC College Voter Summit, Elon University, Elon, NC
September 30, CSNAP Workshop Proposal Deadline

November 2017
November 10-11, CSNAP Student Conference, Winston-Salem State University, Winston-Salem, NC
November 10, PACE Conference Workshop Proposal Deadline

February 13, 2018
Civic Engagement Institute (NC Campus Compact members only), Elon University, Elon, NC

February 2018
Pathways to Achieving Civic Engagement Conference (PACE) Research, resources and best practice models for campus-based community engagement work, Elon University, Elon, NC

March 2018
Campus Compact National Conference Indianapolis, Indiana

April 2018
Carnegie Classification Workshop, UNC Charlotte, Charlotte, NC

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Books for sale at registration table today

$20.00 each (discount from list price of $32.50)
Working Side by Side, co-authored by Shoshanna Sunka, Melody, Porter and Jill Piacitelli. This book constitutes a guide for student and staff leaders in alternative break (and other community engagement, both domestic and international) programs, offering practical advice, outlining effective program components and practices, and presenting the underlying community engagement and global learning theory.

25.00 each (discount from list price of $39.95)
The Community Engagement Professional edited by Lina Dostilio published by Campus Compact. This book, offered by “practitioner-scholars,” is an exploration and identification of the knowledge, skills, and dispositions that are central to supporting effective community engagement practices between higher education and communities.
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Registration opens August 15

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