When There Are Bumps in the Road:
How Crisis Response and Service-Learning Create Student Success

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NASPA Conference
Boston, MA
March 2008
Goals of the Presentation

- To provide an understanding of how campus crisis affects student learning and ultimately, student success.
- To learn how crisis response protocols can prepare and empower students to have a better grasp on the learning environment to ensure academic success.
- To share innovative service-learning activities that increase student engagement, build community to campus relationships, and provide students with success beyond the classroom.
- To assist participants in cultivating community partnerships that will assist institutions in their crisis response and service-learning efforts.
What is Crisis and Crisis Response?
Definition of Terms

General Definition of Crisis:
- An event that seriously disrupts our coping and problem-solving abilities.
- Unpredictable, volatile, and may threaten our survival.
- A crisis can present a drastic and tragic change in our environment.

Specific Definition of Institutional Crisis:
- Zdziarski (2006) defined crisis as “an event, often sudden or unexpected, that disrupts the normal operations of the institution or its educational mission and threatens the well-being of personnel, property, financial resources, and/ or reputation of the institution” (p. 5).

Crisis Response Plan (CRP) - (Lerner, Volpe, & Lindell, 2004)
- Series of structural and processing actions and protocols in preparation for and reaction to a crisis on campus.
Why is this Important?

University and community officials are recently placing a stronger emphasis on their crisis response plans. 9/11, Katrina, Virginia Tech, constant alert status, etc.

Categories of Crises (Zdziarski, 2001).

- **Natural** crises (abnormal weather patterns);
- **Facility** crises (threats of damage or actual damage to campus buildings);
- **Criminal** crises (violent acts or threats inflicted on an individual or property by another individual or group of individuals);
- **Human** crises (accidental injuries and deaths, substance abuse, simple campus protests, natural deaths, etc.)

All occur across our campuses each year, threatening the stability and mission of our institutions.
Recent Examples

- Texas A&M University
- U. of North Carolina – Chapel Hill
- Seton Hall University
- U. of Wyoming
- U. of Georgia
- U. of Pennsylvania
- U. of Arizona
- Catawba College
- U. of Florida
- Delaware State
- NYU, CUNY, St. John’s

- GW, Georgetown, Howard
- Dawson College
- Duquesne University
- U. of Arkansas
- U. of Idaho
- U. of Mississippi
- Harvard University
- Colorado State University
- Cal State - Northridge
- Tulane, Southern, UNO, Xavier, etc.
- Virginia Tech
The Effects of Crisis

**Emotional Responses**
- Anxiety, panic, fear, feelings of aloneness, hopelessness, uncertainty, anger, hostility, depression, grief, guilt, etc.

**Cognitive Responses**
- Impaired concentration, confusion, short attention span, forgetfulness, blame (including self), etc.

**Behavioral Responses**
- Withdrawal, non-communication, impulsivity, pacing, inability to sit still, etc.

**Physiological Responses**
- Rapid heart beat, difficulty breathing, shock, chest pains, muscle tension and fatigue, chills, thirst, dizziness, headaches, etc.

Lerner, Volpe, & Lindell, 2004
Critical Crisis Response Links

- Linking On-Campus and Off-Campus Resources is a **Critical** Step in Efficient Crisis Response.
  - Promotes Constant Communication and Collaboration
  - Provides Additional Safety and Security Efforts
  - Assists in Sustained Response and Recovery Efforts
- Links between communities can be time-consuming, yet extremely advantageous for both parties.
Crisis Response: Fostering Community Partnerships

Where do you begin?
Crisis Response Partnership Links

1. Begin extensive examination into current institutional and community practices/policies.

- **Observe** existing policies and response/assessment teams internal and external to campus.

- **Inquire** about defined roles and instances of crisis according to institutional policy.

- **Utilize** communication skills in developing collaborative relationships internal and external to the university.
Crisis Response Partnership Links

2. Understand the Needs of ALL Stakeholders.

- **Examine** ALL possible stakeholders’ needs relevant to your daily work and also in your work responding to crisis.

- **Reflect** on how you can and are expected to respond to stakeholder and institutional needs.
  - How can the needs of ALL stakeholders be addressed more efficiently?

- **Propose** partnerships that promote communication and collaborative links with internal and external agencies
  - Local response/recovery agencies, American Red Cross, the Salvation Army, Homeland Security, State EMA, NVOAD members, etc.
The SA/Stakeholder Relationship

- STUDENTS
- PARENTS
- FACULTY/STAFF
- LOCAL COMMUNITY
- ALUMNI/MEDIA

Student Affairs’ Partnerships

Student Affairs’ Level of Involvement
Stakeholder Needs

LOCAL COMMUNITY

- Information Dissemination
- Physical and Psychological

Communication Mediums

Shelter; Occasional Counseling
3. Recognize the Available Resources and Expectations Based on Institutional Type.

- **Evaluate** institutional type influences on crisis response at your institution and beyond.

- **Strengthen** available internal and external resources.
  - Financial, Technological, Physical, Human, etc.

- **Foster** “symbiotic” links with external agencies in order to build resources.
  - Build reciprocal arrangements and policies in times of crisis.
4. Participate in Routine Preparation/Training and Professional Development.

- **Foster** external partnerships for cross-training, etc.
  - Simulated exercises, professional development, certification.

- **Develop** partnerships to share and fund additional resources.
  - Physical, Technological, Logistical, Human, etc.

- **Establish** communication links to limit role confusion and promote organization and early preparation.
  - Mitigation, Threat Assessment Teams
Crisis Response Partnership Links

5. Maintain Constant Evaluation of Protocols (Pre, During, and Post-Crisis) and Revise as Necessary.

- **Utilize** evaluation expertise from both communities with shared simulated exercises and responses to actual crises.

- **Solicit** valuable feedback from ALL constituent groups, external consultants, and specifically appointed focus groups.

- **Promote** further evaluation partnerships by responding to critical feedback and implementing revisions.
  - Foster reciprocity and symbiotic relationships
Everyone can be great, because everyone can serve.

-Martin Luther King, Jr.

What is Service-Learning?
Service-learning is a pedagogy....

A method of teaching and learning using real world experience in community settings.

Students provide a service that meets the need of a community organization and enhances the understanding of course material.
Service - learning

Students provide a service that meets the need of a community partner and is connected to course objectives.
More Than Just a Fad...

- Service-learning is based on over a decade of theory and research.

- There are a variety of academic journals on the subject.
Service-Learning builds student engagement . . .
What does service-learning do?

- Extends learning beyond the classroom and into the community

“If you take the time to just sit with the kids or watch them, you can tell they do not come from the environment that most of us were raised in. One little boy always “fake” fights the other kids. They build guns with the blocks or run around acting like they are shooting each other. I have even heard a few of these kids say things that are shocking. Its hard to be there and hear and see this sometimes. I know our group will come up with an outstanding project, though, that the whole community of WestPoint will be inspired by.”

-Lauren C.
What does service-learning do?
(For Students)

• Fosters a sense of caring for others

• “I'm having a lot of fun working on the house, but it is hard work. I think we have all had blisters on our hand after at least one week. Even though it is hard, it is completely worth it to give a family a home.”
  -Rosemary W.
What does service-learning do?
(For Students)

- Provides time for reflection as they think, discuss and write about their service experience

“Well this week we finally were able to put some of our time to action by working one on one with the kids.... They were something else...... It kinda hurts to see them in that situation.... I can also see that this will be kind of emotional as I saw a member of my AT shed the first tears...”  -Desmond C.
Service-learning builds community relationships . . .

CRITICAL when crisis hits
What does service-learning do? (For the Community)

- Meets community needs through the service projects conducted
- Provides productive opportunities for students to work with others in their community
- Engages parents and other adults in supporting student learning
What does service-learning do? (For The University/College/Department)

- Creates opportunities for schools/colleges with community organizations.
  - Internships
  - Future Employment
  - “Living” classroom
Service-learning and Crisis Response

Where do you begin?
Combining Service-Learning and Crisis Response for Academic Success
Sweet Combinations

- Guest lecturing
- Infusion of service-learning in various venues on campus
- Creation of new academic courses
  - Human Sciences and Student Affairs Administration
  - Development of: COE 8713/HS 3333: Crisis Management and Service-Learning in Community Settings
  - Ready Campus
Develop a Service-learning Strategy

1. Brainstorm about the application of service-learning.

A. Service-learning can be effectively used in every academic discipline. (Really!)

B. Think about how what you want to do connects with the community, and what kinds of volunteer opportunities might be available.
Develop a Service-learning Strategy

2. Identify community partnerships.
   A. Choose the best opportunities with the most potential for your students.
   B. How many partners are needed?
      It depends ....
      - 25 students might use a single entity that provides an array of programs
      - Determining the number of sites is based on the capacity of the community partner
Visit the Sites and Meet the Representatives

Opportunity to get a first-hand look at the site

Key Questions to Ask:
- What is your mission?
- What population is served?
- What mission-related needs could be met through students?
- What crisis issues do the partner address?
Develop a Service-learning Strategy

3. With service sites in mind, consider your goals and motives in using the application.

A. What are you trying to accomplish for your students, yourself, and the community?

B. Review your ideas and list two or three specific and measurable service-learning goals and objectives.
Discussion

What is happening on your campus?

A. With Crisis Response . . . ?
B. With Service-Learning . . . ?

What is going well?

What can be improved?
Questions?

Thank You!!!
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