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RESEARCH ARTICLE

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## RESEARCH ON RESPONSE MEASURES OF PUBLIC CRISIS MANAGEMENT EVENTS

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### ABSTRACT

Colleges and universities have become the main battlefields for the prevention and control of major epidemics due to the large number of teachers and students, dense population, complex source areas of students, large population mobility and diverse needs of teachers and students. How to do a good job in the prevention and control of major epidemics in universities and strengthen the crisis management of similar public health emergencies is a major test for the governance system and capacity of universities.

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## INTRODUCTION

The three-year COVID-19 pandemic period has passed, but in response to and handling such major public crises, we need to implement various measures in a targeted manner at different time nodes (Linda et al., 2020). During the epidemic prevention and control period, N City strictly implemented prevention and control measures, compacted prevention and control responsibilities, formulated and continuously updated emergency plans for epidemic prevention and control, actively promoted the normalization of epidemic prevention and control work, made every effort to protect the life, health and safety of teachers and students, and achieved good prevention and control results.

### Problems existing in epidemic prevention and control incidents in colleges and universities in N city

**The organization is not very professional:** As far as the early stage of the epidemic is concerned, the colleges and universities in N city lack specialization in the management of major epidemic crisis, and there is a lack of relevant specialized institutions in each colleges and universities, and no professional organizational leadership mechanism has been formed. The emergency leadership organizations or institutions have strong temporariness and uncertainty; There is a shortage of full-time staff, lack of professional managers who deal with crisis events and medical personnel with emergency response

capabilities, and the professional level is not high and professionalism is not strong.

**Insufficient security completeness:** First, the plan is not comprehensive enough. The preparation of plans in individual colleges and universities lacks systematic planning and coordination, lacks the full combination of superior documents and the actual situation of schools, and the pertinence and operability of plans are poor. Second, the material reserves are not sufficient. For a long time, the protective materials reserved by colleges and universities are insufficient, and some colleges and universities have insufficient rooms such as isolation rooms and observation rooms.

**Disposal is not scientific enough:** Some colleges and universities lack effective communication with teachers and students, which affects the emergency decision-making and implementation of prevention and control measures. In some colleges and universities, there is a phenomenon of mutual prevarication between departments and departments and colleges (departments). Individual colleges and universities can't communicate with the media, the public, students' parents, etc. in time and positively, and are forced to form a large network and public opinion, which affects the reputation of schools.

**Insufficient recovery effectiveness:** In some colleges and universities, there are still cases where the summary and evaluation are not in place or there is no rectification after the summary, and effective coping experience has not been condensed. The formulation

of recovery and rectification measures is not in-depth and realistic enough, which makes recovery measures generally ineffective or difficult to implement. Individual colleges and universities neglect to pay attention to the psychological status of teachers and students. Due to the shortage of professional staff, insufficient publicity and introduction and other factors, there are some problems of unsatisfactory psychological intervention and recovery effects.

#### **Reasons for the existence of epidemic prevention and control incidents in colleges and universities in N city**

**Insufficient attention is paid to crisis management awareness:** The school lacks specialized crisis management organizations and professionals, and does not incorporate the cultivation of crisis awareness and ideas in colleges and universities into the daily training and education system. Although all colleges and universities have formulated emergency plans, they have also carried out response drills for crisis events such as campus fire, terrorism prevention, flood control and earthquake absorption drills, and epidemic prevention and control plan drills at an appropriate time according to the requirements of superior documents. However, due to the low frequency, small participation of teachers and students, and insufficient depth of teaching and learning, most students and even teachers still lack the experience of crisis drills. Teachers and students' awareness of crisis is weak, and it is generally believed that crisis management is a matter for school leaders and relevant administrative and logistics departments of the school.

**Lack of crisis management ability:** First, the monitoring and early warning ability to deal with major epidemics is not strong. In view of crisis management in colleges and universities, emergency response is generally carried out after the crisis, ignoring how to effectively prevent it before the crisis, which to some extent reflects the lack of emergency monitoring and early warning ability in colleges and universities. Second, the medical ability to deal with major epidemics is not strong. Except for C university in N city because it is a medical college with sufficient medical resources, other universities in N city have more or less insufficient or even scarce medical resources.

**The crisis management system is imperfect:** First, there are few guiding documents for epidemic prevention and control in colleges and universities, and the legality of the formulation and implementation of policies and measures related to epidemic crisis management is greatly restricted. Second, the epidemic crisis management system in colleges and universities lacks practical support. When formulating the crisis management system, colleges and universities do not fully combine the higher-level documents with the actual situation of the school, and some even directly "copy" the higher-level documents. The content formulation is not detailed or too simple, which is not in line with reality, and the pertinence and operability of implementation are poor (Zhang et al., 2020). Third, the crisis management system of colleges and universities lacks the support of off-campus law enforcement agencies. In the absence of their own punishment power, colleges and universities cannot punish such off-campus personnel who violate school epidemic prevention regulations.

**The multi-party coordination mechanism for crisis management is not perfect:** N city has not formed a coordination mechanism of crisis management in colleges and universities, such as schools, government, social organizations, media and people, and lacks multi-party coordination, mutual assistance and cooperation mechanism. Although different colleges and universities are located in N city, there are cases where the prevention and control policies received from their administrative territories are different and the prevention and control measures to be implemented are inconsistent. Colleges and universities fail to actively and positively use social resources such as news media, and the lack of information disclosure has blocked the way for society, people, teachers and students' families to know the progress of things to a certain extent, which is not conducive to the development of prevention and control work (Bai,

2012). At the same time, all colleges and universities in N city did not share and utilize living material resources, medical resources, facilities and equipment, etc., and all colleges and universities spent a lot of money on material reserves and facilities construction.

#### **Suggestions on epidemic prevention and control incidents in X universities in N city**

##### **1. Crisis management reduction phase and re-construction**

1.1 Build a professional team building mechanism. First of all, it is necessary to strengthen the leadership mechanism of crisis management organization under the leadership of the party committee, and clarify the core role of the party committee in the construction of crisis management mechanism in response to major epidemic situations; Secondly, it is necessary to set up a special crisis management functional department to coordinate the normalized crisis management of the whole school. When the crisis comes, the power status of this department will be immediately raised, and it has the power to mobilize crisis management resources and coordinate all parties, so it can take measures quickly and timely; Once again, it is necessary to cultivate a professional crisis management team, strengthen crisis management business training on the basis of existing personnel, improve professional capabilities such as early warning, response, disposal and recovery, and appropriately introduce and equip all kinds of professionals with crisis management professional quality and management experience.

1.2 Form a comprehensive publicity and education mechanism. First, strengthen the daily publicity and education activities of crisis management, cultivate the ability of teachers and students to deal with crises, build a team of full-time and part-time teachers who train crisis awareness, invite experts in different crisis fields, and enhance the crisis awareness of teachers and students by means of lectures, trainings, salons and seminars. The second is to strengthen public health and safety education, make full use of new media matrix, campus broadcast, exhibition board bulletin board, theme class meeting, community activities and other publicity carriers and forms, carry out publicity, education and popularization of infectious disease prevention knowledge with good quality and quantity, and advocate teachers and students to strengthen sports, exercise a healthy body, develop good living habits, and enhance their defense ability and self-protection awareness (Ma, 2017). Third, strengthen mental health education, strengthen psychological counseling and counseling for teachers and students, and carry out simulation exercises to enable teachers and students to feel and recognize crisis situations and situations immersively, so as to improve their psychological endurance and emergency response ability when dealing with crises.

1.3 Establish a dynamic system improvement mechanism. On the one hand, it is necessary to establish a perfect institutional system for crisis management in response to major emergencies, do a good job in supporting relevant policies, give policy support to grass-roots work such as crisis management funds, personnel building, material support and supply, and make institutionalized and detailed provisions on emergency authorization, responsibilities of disposal institutions and individuals, and punishment for violations of laws, etc. (Liu, 2013), and constantly improve, refine and revise various rules and regulations regularly and irregularly according to the operation and practice of the system, so as to enhance the implementability and applicability of the system and ensure that all systems are scientific and effective. On the other hand, it is necessary to build a supervision and evaluation mechanism for the implementation of the system, focusing on supervising and inspecting the implementation of specific work arrangements, supervising and inspecting whether all departments and individual teachers and students conscientiously implement the relevant work requirements and personal norms, and on the basis of doing a good job in supervision, effectively encourage all departments and individual teachers and students by rewarding the good and punishing the bad, so as to ensure the orderly and effective development of crisis management.

## **2. Re-optimization in the preparatory stage of crisis management**

2.1 Formulate a complete emergency plan. First, it is necessary to formulate an overall crisis management plan, which is not only the general program of the crisis management plan system in colleges and universities, but also a normative and normative document to help colleges and universities cope with extraordinary and major crises. Second, special management emergency plans should be formulated for different types of crises. It is mainly an emergency plan formulated by universities and subordinate functional departments to deal with a certain type (or mixed type) of crisis events or provide emergency guarantee for the normal operation of a large-scale activity. Third, all departments of colleges and universities should draw up emergency work plans for crisis management. All functional departments should formulate departmental emergency plans related to departmental responsibilities according to the overall plan of school crisis management, relevant special emergency plans and the actual crisis. Fourth, attach importance to and practice the drills and drills of emergency plans for crisis management, improve the comprehensive ability to deal with sudden epidemics, find problems during the drills, combine the performance evaluation after crisis response, make appropriate modifying, supplementing or even deleting the plans according to the actual operation results, and constantly correct the loopholes in various plans to ensure that the plans are more scientific, reasonable, effective and operable.

2.2 Improve the material and facility guarantee mechanism. First, ensure the fund demand for crisis management and strengthen the budget of special funds for crisis management. The second is to ensure sufficient reserves of basic materials, formulate a scientific, standardized and complete system for the reserve, management and collection of basic materials for crisis management, and ensure the comprehensive reserves of food raw materials, students' daily necessities, and medical and epidemic prevention materials. The third is to do a good job in infrastructure construction and maintenance. On the basis of the existing places, we will upgrade them, equip them with necessary facilities and equipment, ensure that they can meet the basic use and living security, regularly carry out safety inspections of campus infrastructure, power supply and water supply equipment, etc., strengthen the investigation and maintenance of potential safety hazards in public places such as student apartments, teaching buildings, office buildings, experimental training buildings, canteens, etc., and promptly rectify and eliminate potential problems. The fourth is to build a network for the overall utilization of epidemic prevention resources, strengthen exchanges and cooperation among universities, build a resource sharing network, coordinate the construction of crisis management material reserves and facilities, and shorten the regional distance between universities by building university towns, so as to form a college agglomeration, and then implement centralized, unified and sufficient material reserves and facilities construction, improve disposal efficiency and reduce the response costs of N municipal governments and universities.

2.3 Improve the information monitoring and early warning mechanism. First, strengthen the identification of crisis features, make full use of network platform resources, extensively collect and sort out network information resources, and focus on information related to recent emergencies at home and abroad; Comprehensively monitor the campus information of Post Bar, Zhihu, Weibo, WeChat, QQ and other cyberspaces, rely on intelligent and digital campus construction, realize the comprehensive coverage monitoring of campus public safety, comprehensively and timely grasp the public health safety situation in and around the campus, and do a good job in collecting and managing crisis information. The second is to strengthen the crisis risk assessment, classify and sort out all kinds of information in the feature identification stage, and make secondary identification of the information through the school crisis management department, relevant functional departments and professional staff. After manual identification and quantitative analysis, the effective information is transformed into risk level signals, so as to facilitate the reference of university administrators when making decisions.

## **3. Emphasis on coordination in the crisis management response stage**

3.1 Build a scientific decision-making mechanism. Scientific decision-making mechanism should have three characteristics: diversified decision-making subjects, flat decision-making hierarchy and open decision-making process. Before making crisis response decisions, we can solicit opinions from teachers and students' representatives, experts and scholars, government officials and other relevant personnel through conference discussions, written collection, online consultation, etc., so as to provide professional knowledge, management experience, and staff suggestions on coping skills for crisis decision-making of university administrators. Try to compress the intermediate level, establish a flatter decision-making organizational structure model, reduce the level where crisis information needs to be transmitted, and gain more time for the transmission of crisis information. At the same time, all relevant departments must work together to form an overall joint force to deal with the epidemic. Make information public in an all-round way. Through reasonable, appropriate and effective information communication, teachers and students of the school and all sectors of society can know the basic information such as the purpose, significance, specific plan and implementation basis of the decision made by the school, and invite teachers and students' representatives, students' parents' representatives, scholars and media to attend the decision-making meeting and observe the decision-making process as nonvoting delegates to ensure the openness and transparency of the decision-making.

3.2 Establish an effective communication mechanism. First, strengthen information openness and transparency, insist on information disclosure, and transmit authoritative and accurate crisis response information of governments at all levels to teachers and students at the first time, so that teachers and students can take protective measures faster and better. The second is to improve the external communication system, report to the local government, education supervisor, emergency management and other departments as soon as possible, actively and fully strive for the support of the local government, and let the public know the specific situation of the school as much as possible through positive publicity and guidance from the media, establish a good social image of the school, and minimize the impact of crisis public opinion on the school as much as possible. Third, improve the internal communication system, open up the front-line channels of information communication among school administrators, crisis management departments, functional departments and staff, teachers and students of the whole school, etc., and formulate reasonable and appropriate coordination and communication measures, so as to ensure the timeliness and meticulousness of internal communication, update the process and details of crisis response in real time, and ensure the effectiveness and authenticity of information (Huang, 2020).

3.3 Build a diversified collaborative mechanism. First, concentrate the school's strength to deal with the crisis. The occurrence of sudden crisis events will affect the normal operation of colleges and universities, and even seriously destroy the harmony, stability and long-term development of colleges and universities. We must gather the strength of the whole school to actively respond (Zhao, 2015), set up a professional crisis management emergency team, raise funds and materials quickly, and provide abundant resource base for crisis management. On the basis of controlling the crisis or effectively reducing or even avoiding the loss of teachers and students, teachers and students should be mobilized to set up volunteer service teams. Second, with the help of government forces to deal with sudden crises, in daily management, colleges and universities should strengthen communication with local governments on crisis management and other issues, and establish a good linkage and cooperation mechanism; After an emergency occurs, colleges and universities should report to the local government and relevant departments in time and seek guidance and help, and improve the response ability of crisis management with the help of the

government's strong administrative power and abundant emergency response resources. The third is to coordinate social forces to deal with the epidemic crisis. Colleges and universities and surrounding communities should further strengthen the awareness of sharing, actively implement the co-construction of districts and schools, work together, unite as one, joint prevention and control, and build a solid crisis management fortress through joint efforts.

#### 4. Re-reflection in the recovery stage of crisis management

4.1 Construct a dynamic psychological intervention mechanism. In the recovery stage of crisis management, formulate an emergency plan for psychological intervention of teachers and students affected by the epidemic, establish and improve the professional force and volunteer team of psychological intervention for epidemic prevention and control, innovate the working platform and methods of psychological intervention, and build a dynamic psychological intervention management mechanism. When the epidemic invaded N City, even after the epidemic broke out on campus, timely carry out targeted psychological intervention for confirmed (suspected) cases, asymptomatic infected people, emergency isolation personnel and their families, classmates, roommates, etc., and make every effort to stabilize the bad emotions of relevant teachers and students, avoid secondary crises, and ensure the orderly development of normalized epidemic prevention and control work.

4.2 Form an objective summary and evaluation mechanism. Colleges and universities should study and analyze the causes of the epidemic in time, summarize the scientificity and effectiveness of various emergency decisions and response measures of campus epidemic crisis management, refine experience and lessons for future epidemic crisis management, and use them to guide future work, so as to do a good job in summarizing, evaluating, rewarding and punishing epidemic crisis management in colleges and universities. On the one hand, it is necessary to verify the damage degree of the crisis event, calculate the recovery cost and identify the responsibility, etc., and make a comprehensive, objective and detailed evaluation of the whole process of emergency response and prevention and control of the epidemic; On the other hand, it is necessary to cooperate with the effective reward and punishment and accountability mechanism to reward those who perform well and punish those who fail to do their duties. Through rewards and punishments, it is necessary to emphasize and highlight the significance of epidemic crisis management for colleges and universities, and fundamentally consolidate the effectiveness of good epidemic crisis management in colleges and universities.

4.3 Establish an efficient remodeling and upgrading mechanism. First, we should do a good job in image reshaping. After the outbreak of the epidemic in colleges and universities, all parties in the campus should put their attitude right, deal with the epidemic with a proactive attitude, accept criticism and correction from all walks of life, reflect on why the epidemic broke out in the campus, and expose their own shortcomings and defects in the reduction and preparatory stage of epidemic crisis management, and actively correct them. The second is to do a good job in transformation and upgrading. According to the problems found in the summary evaluation of epidemic crisis management, targeted transformation and upgrading will be carried out, including but not limited to: software systems, plans, operating mechanisms, etc.; Hardware personnel, funds, facilities and equipment, houses, etc. Through transformation and upgrading, it will provide strong support for colleges and universities to deal with the crisis management of various major epidemics in the future.

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