

Research on University Public Opinion Guidance and Crisis Management in Digital Age

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Abstract

The innovation of information technology has made the situation of crisis management in colleges and universities increasingly severe, and the intensity, difficulty and breadth of crisis management in colleges and universities have been increasing. With the digital era as the research background, we explore the new problems faced by university crisis management and explore new methods and countermeasure suggestions for its reasonable and effective response. The objective and realistic problems faced by universities in the digital era are analyzed and researched at the theoretical and practical levels, which are of further theoretical expansion and significance for the research on the guidance of online public opinion and crisis management system of universities in the digital era to solve the realistic dilemma.

Keywords

Digital Era; Colleges and Universities; Online Public Opinion; Crisis Management; Mechanism.

1. Introduction

1.1. The Crisis Management Situation of Colleges and Universities is Getting More and More Severe

According to the statistics of "Main Results of National Education Statistics in 2020" released by the Department of Development Planning of the Ministry of Education, there are 2738 general colleges and universities in China in 2020. Among them, 1270 are undergraduate institutions; 1,468 are higher vocational (specialist) institutions. The total number of students enrolled in various types of higher education is 41.83 million, and the number of full-time teachers in higher education is 1.833 million [1]. (The Ministry of Education, 2020). With the huge scale of university students and the large number of teachers, various kinds of university emergencies are increasing day by day, which are widely concerned by the society. The background of new media era makes the management situation of colleges and universities more and more severe.

1.2. Crisis and Emergencies in Colleges and Universities are Becoming More and More Frequent

In the digital era, many affairs are built on the basis of electronic information, and the high speed and convenience of information transmission makes people rely on digital media more and more, and digital media are intertwined in all aspects of contemporary society. In the unprecedented prosperity of the digital age, many crisis events in universities have increasingly complex links with the new media, accelerating and expanding the speed, depth and breadth of information dissemination, and increasing the difficulty of university management. Crisis events in universities are on the rise. Typical crisis emergencies in universities such as: on 6 December 2019, the incident of Shanghai University of Finance and Economics professor Qian

molesting female students[2] (China Economic Network, 2019.9.19). on 18 December 2019, the incident of Shenyang University's graduate student Wang Moumou whose was seriously stabbed over scholarship[3] (China Education, 2019.12.19). in July 2020, the Zhejiang University class of 2016 student Nu Moumou rape incident[4] (Sohu Education, 2021.12.24). 2020 November, Qingdao University associate professor Gui Moumou academic misconduct incident[5] (Sohu, 2020.11.3). 2021 June 10, East China University of Politics and Law law school teacher Bao Moumou public inappropriate comments triggered public opinion incident[6] (Foresight 2021.6.13), etc. In the digital era, the crisis emergencies in universities are getting more and more attention from all walks of life.

1.3. Crisis Management in Universities is becoming Increasingly Difficult

In recent years, crisis events in colleges and universities are frequent, such as student suicides, campus violence, student-teacher conflicts, academic corruption and financial crises, etc., which have strong social repercussions and seriously affect the normal teaching order of schools, the overall image and reputation of colleges and universities, and even the harmony, stability and development of colleges and universities. When digital media increasingly becomes the basic environment for the breeding, transmission and proliferation of information on emergencies, and even the key force to induce and promote the development of crisis in universities, it makes the situation of crisis management in universities become more severe, and the difficulty and intensity of crisis management increases. Establish a system through top-level design and seek a balance point that takes into account the interests of all parties. If colleges and universities fail to establish effective crisis management mechanisms and systematic prevention and disposal systems in their management, it is very easy to trigger crisis emergencies and bring immeasurable losses and harm.

2. What the Digital Age is All About

The Digital Age, also known as the Post-Information Age or the Bit Age, is a new era that follows the Industrial Age and the Information Age. The post-information age is characterised by the realisation of "true individuality", in which there are no temporal or spatial barriers and people can work and live in multiple locations. Digital existence will lead to the greatest liberation of mankind; information technology will blur the boundaries of nations and countries, and mankind will move towards globalisation and a new economic community; an era of cooperation instead of competition, and the pursuit of universal harmony.

According to the CNNIC's 47th statistical survey on the development of the Internet in China, as of December 2020, the number of Chinese Internet users reached 989 million, an increase of 85.4 million from March 2020, and the Internet penetration rate reached 70.4%. China has built nearly 720,000 5G base stations, with more than 200 million 5G terminal connections, and the scale of IPV6 deployment in China is becoming increasingly effective. The number of mobile phone users reached 897 million, with 99.3% of Internet users using mobile phones to access the Internet (China's Latest Netizens, 2021) [7]. Among them, young people and students make up the majority. It can be seen that the audience of new media is becoming increasingly large and the role of communication is becoming more and more significant.

2.1. Digitalisation as a New Channel for Government Governance and Public Participation in Politics

In his book Digital Survival, Negroponte said, "Mass communication has now become a two-way communication." In the digital age, the role of the internet as a very important discourse platform in social and political life has become increasingly prominent. Instead of being spectators and onlookers, netizens are using the internet to actively participate in politics and offer suggestions to promote social development, national governance and local construction.

The use of the Internet to ask the people about politics, use the Internet to solve problems for the people, use Internet public opinion to implement social governance and carry out public supervision has become one of the current important development trends and governance methods.

2.2. The Scale of Short Video Users has Increased by More than 100 Million, and the Quality of Programs has Improved by Leaps and Bounds

According to the statistics of the latest Report, as of December 2020, the scale of Chinese Internet users reached 989 million, an increase of 85.4 million compared with March 2020, and the Internet penetration rate reached 70.4%. Among them, the scale of mobile phone Internet users reached 986 million, an increase of 88.85 million over March 2020, with 99.7% of Internet users using mobile phones to access the Internet. The scale of Chinese Internet video users reached 927 million, an increase of 76.33 million over March 2020, accounting for 93.7% of Internet users as a whole. Among them, the size of short-form video users was 873 million, up 100 million from March 2020, accounting for 88.3% of all Internet users [8] (Workers' Daily News, 2021). For example, in recent years, the Chinese concept of "great craftsmanship" has been gradually recognised and implemented in the online video industry, and the quality of programmes has improved significantly. With the support of quality content, the share of short-form video content has been increasing, increasing user stickiness. Since 2020, the application of short videos has also flourished in overseas markets.

2.3. The Digital Control Mechanism Needs to be Improved and Strengthened

The control of digital information is weakened due to the inadequacy of the management mechanism. The large amount of information and the wide spatial and temporal range of the new media have reduced the feasibility of control. High-speed, efficient digital media do not have enough time to control the information they publish. The simplicity of the dissemination of information (text, pictures, videos) makes it difficult to "gatekeep", thus allowing the safety of online information and the dissemination of various university events or social hotspots and focal points through the Internet. The collection of cognitive, attitudinal, emotional and behavioural tendencies of university students towards events forms positive or negative online public opinion. If online public opinion is not clarified and curbed, the illegal spread of rumours tends to trigger online public opinion, causing public opinion to deviate from the truth and misleading it towards a crisis development situation.

3. Impact of the Digital Age on the Values of Teachers and Students in Higher Education

3.1. Negative Impact

3.1.1. The Hidden Worry of Pan-entertainment

Marxist philosophy believes that everything has two sides. The digital age is no exception, and it has both advantages and disadvantages for the formation and development of the ideological perceptions of university teachers and students. "There are two ways in which the spirit of culture can wither, one Orwellian - culture becomes a prison - and the other Huxleyan - culture becomes a burlesque." [9] (Neil Bozeman, 2015) In his book *Entertainment to Death*, Neil Bozeman reminds people that the mass media, especially the new media, have constructed a "beautiful new world" for people, warning them to remain rational and critical, and that the new media often have the insidious but powerful power to redefine reality and even shape an era. New media often have the hidden but powerful power to redefine reality and even shape the cultural and spiritual landscape of an era. The new medium often has the hidden but powerful power to redefine reality and even shape the cultural and spiritual landscape of an

era. Ultimately, this can only lead to millions of people being trapped in a situation where they are entertained to death.

3.1.2. Banishment of Audiovisual Enjoyment

The audience of the "Net Generation" is mostly in the post-80s, post-90s and post-00s, who are the mainstream group consuming online culture. The digital media has further immersed people's senses and expanded their audiovisual sensuality. The "net generation", nurtured by the new media, is bombarded by fragmented information, wrapped in audiovisual pleasure and exiled by audiovisual sensuality, immersed in the media "illusion" shaped by the new media, and further and further away from rationality. "This is often used to describe the state of "lying flat" in which modern people "swipe their mobile phones all day long, and this is a living god on earth". If we continue to immerse ourselves in it for a long time without thinking, and lose the ability to think independently, we will eventually become "a willing subordinate to entertainment" and what Marcus called "a one-way man".

3.1.3. Perceptual Cognition Replaces Rational Cognition

In the digital age, the medium of knowing the world has become digital media products, and the world of digital media is directed towards entertainment, and people gradually abandon rational thinking and begin to slip into the hotbed of universal entertainment. The digital media has a very different media bias from the paper media, where the seriousness of the content presented in the paper media is at odds with the entertainment-oriented nature of the digital media. John Berger points out in *The Way of Looking* that looking precedes speech, that we only see what we look at, that looking is an act of choice, and that looking results in placing oneself in relation to it. This has led to a huge change in the way of thinking, with the minimal mobilisation of rational thought and the habitual use of perceptual experience becoming a symptom of the new media age.

3.2. Positive Effects

3.2.1. Establishing a Sense of Ownership

Digital media has established a sense of ownership for contemporary university teachers and students, which is conducive to enhancing their sense of autonomy and actively participating in various social activities in society, schools and societies from the perspective of a party. It has a positive effect on the self-confidence of university students and teachers, and enhances their sense of autonomy. For example, university teachers and students widely use WeChat, micro-blog, forum, chat room, QQ, posting bar, Jitterbug, B station and other online tools to establish their own personalized space, and publish all kinds of doctrines and remarks with the attitude of master, which can be about current affairs, leisure and entertainment, academic research and so on.

3.2.2. Expanding Open Horizons

The digital media has narrowed the spatial distance between regions at the speed of light, and what teachers and students in universities face is no longer a matter of one place, but a wider "global village", or even the future space of the universe. Under the global perspective, all things in the world are interconnected, such as resource problems, ecological problems, environmental problems, population problems, etc. The new media has opened up an unprecedented and broad "globalization" vision for university teachers and students, prompting them to gradually form a global consciousness, to understand the world with an open consciousness, and to transform the world.

3.2.3. Enhancing Network Democracy

The digital media has provided a broad network platform for contemporary university teachers and students. Along with the deepening of "network democracy", university teachers and students take the new media as the carrier, take the law and morality as the guidelines, make

extensive use of the hidden nature of the network, constantly liberate their thoughts, and always treat what they feel and think with a fair, just and open attitude. For example, many university teachers and students make use of the democratic nature of the network of new media to carry out moral propaganda, expose corruption, pass on love, do justice, honesty and friendship, and build harmony together.

4. Impact of Digital Era on Crisis Management of Universities

At present, the timeliness, spatiality and randomness of digital media communication have accelerated the speed, scope and uncertainty of crisis information dissemination, which makes it more difficult to deal with crisis in universities. In March 2021, the author took a sample survey and distributed questionnaires to students in a key university of a "double first-class" university in China, mainly to investigate their use of new media. The questionnaire showed that 51.4% of students use computers, mobile phones, Ipads and other electronic devices to watch movies and play games; 87.6% of students use new media to socialise and publish information; 30.9% of students use electronic devices as study tools to memorise words, read e-books and so on. In addition, we also learned that students who insist on reading on paper more than three times a week accounted for 16.7% of the total sample. This is shown in Figure 1.

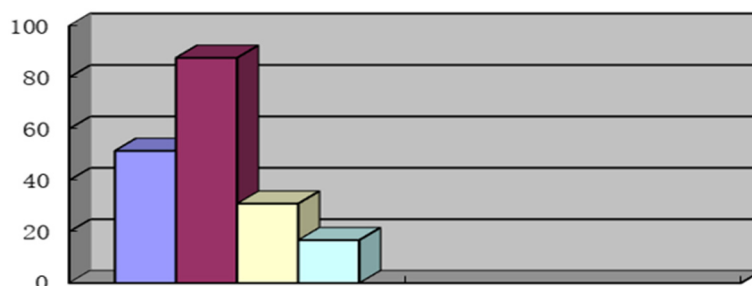


Fig 1. Use of new media by university students

As seen in Fig 1, most students are good at using new media. The development of information technology and network technology has made it easier to copy, convert and transmit information, especially with the development of smartphone technology, crisis information can be sent anytime and anywhere, either in the form of text, voice, pictures or videos. This kind of random information is often one-sided and cannot grasp the crisis subject comprehensively and objectively. The instantaneous transmission makes it more difficult for college crisis managers to fully control the information and control the speed and scope of crisis transmission.

4.1. Easy to Infringe on the Deviation of University Teachers and Students' Thoughts

With the rapid development of digital media, the level of people's cognitive ability has also changed. Among them, the most affected group is university teachers and students. The collision of multiple cultures has brought positive influence to university teachers and students to contact the world and understand the world; however, the pan-entertainment and fragmentation of new media network information has also brought great negative influence. When the "net celebrities" want to seek more "news selling points", get more traffic and attention to gain profits, they often use the new media to create distorted facts, vulgar and interesting online opinions, rumours and rumours that are contrary to the facts and intentionally distorted. Rumours. These rumours once caused public panic. Those who fabricated, concocted or spread rumours in the above vicious online incidents were dealt with by the law and order. If university students and teachers do not recognise or intentionally

exaggerate or spread reports of these vicious online incidents, they will instead generate further publicity and discussion in the online media, which will magnify the negative impact of the incident and cause a significant deviation between people's perception of the incident and the objective facts. Taking things out of context, distorting the truth and even distorting moral standards, the result is alienation and confusion of right and wrong and cognition, resulting in deviation of thought and confusion of moral values.

4.2. Easily Induce Cyber Crimes among University Teachers and Students

4.2.1. Online Fraudulent Transactions

Online shopping is occupying an increasingly important position in people's lives. At the same time, e-commerce and network logistics industry are replacing the traditional market transaction method of meeting buyers and sellers at a drastic speed, and in the online transaction of big data, consumers usually can only understand the information of goods with the help of the network and settle through network payment means such as electronic banking. This provides a lot of opportunities for students to commit cybercrime. Students' online fraudulent transactions are mainly carried out through online business activities, such as opening online shops, setting up auction sites, etc.

4.2.2. Crimes Against Other People's Property Such as Theft

According to Lazarsfeld and Merton, the modern mass media has a distinctly negative function. It has drowned modern man in a flood of superficial information and popular entertainment (Guo Qingguang 2011)[10]. The network itself is not infallible, but also has various loopholes and defects, and university students make use of their rich computer expertise and high computer skills to illegally hack into the computers of units or others through the network, obtain information of units or others, and infringe upon the property of units or others. Such as hacking into other people's financial accounts for theft and other criminal acts.

4.2.3. Establishing Obscene Websites and Spreading Obscene Information

First, there is a lot of information about obscenity and pornography on the Internet, and surveys show that 47% of non-academic information on the Internet is related to pornography, and about 30,000 pornographic images enter the Internet every day (Zhang Xiang, 2013)[11]. According to the survey, 47% of underage offenders have been influenced by violent information on the Internet during their primary school years [12] (Chang Li, 2012). Secondly, university students are at an age where they are emotionally volatile and have less resistance to face obscene pornographic information, making them prone to commit crimes of spreading or setting up pornographic websites for profiteering. Thirdly, children and adolescents who have been affected by online violence for a long time often have a strong sense of aggressive violence within them. Their behaviour may cause physical or psychological harm to family members, or violate social ethics and morals, causing serious harm to society as a whole.

4.2.4. Spreading Reactionary Speech and Endangering National Security

It has been found that 80% of computer games are filled with violence, and 95% of online games entering the Chinese domestic consumer market are filled with extreme violent messages [13] (Zhang Zhenfeng, 2017). For example, role-playing games such as Jedi survival, in which young people experience extreme pleasure. Illegal elements often take advantage of this feature of the Internet to spread and disseminate illegal news, create rumours and incite through technical software, and affect social stability and national unity. Some university teachers and students are gradually eroded and used by illegal elements with rumors or by corrupted culture and violent information, thus using the Internet online to spread reactionary remarks, provide national security technical information to western intelligence departments, and even organize and carry out a series of violent and illegal acts, which seriously undermine national security, disturb social order and affect national unity, with very bad effects.

4.2.5. Creating Network Viruses, Causing Social Panic

Long-term immersion in online information can make the minds of children or adolescents more empty. 2016). The cause of "hollow heart disease" is due to the crisis of self-identity in the university student body. Students affected by "hollow heart disease" have a low sense of self-identity and are not connected to their inner selves. This lack of connection to the inner self leads to emotional isolation from the objective world, which is the root cause of the loneliness of the majority of students suffering from "hollow heart disease". This is the reason why most students suffer from "hollow heart", which prevents them from understanding the meaning of life. In the long run, this hinders the construction of self-identity during youth. In addition, university students have little awareness of the law and often use their expertise to develop computer viruses for the purpose of showing off themselves and embodying their self-worth, showing their abilities through the serious consequences they cause, and not realising that their actions have seriously endangered the safety of society and constitute a crime.

4.2.6. Depriving University Teachers and Students of the Ability to Think Deeply

From a micro-level analysis, people who are attacked by violent messages show themselves to be mentally depressed and unmotivated to work and study. The distraction causes them to have less than satisfactory work and study performance, which will eventually contribute to the formation of an aversion to study and worldly mentality. According to statistics, 95% of online games in the Chinese consumer market are filled with extremely violent messages. The violent messages in online games are bound to affect the minds of minors and young people. [15] (Yan Daocheng, 2009) From a macro-level analysis, deep involvement in the Internet and violent messages on the Internet will gradually lose the ability to think deeply.

4.3. The Tendency to Induce Mass Outbreaks

Universities are a social subsystem with a high degree of social concern, and their subjects of public opinion are diversified, mainly consisting of teachers, students, staff, alumni and the public. The administration, logistics services, teaching quality and service facilities of universities are closely related to the interests of teachers and students. When staff and students have dissatisfaction or do not have a correct understanding of various problems in society, they will vent their feelings through the network channels. If colleges and universities are slightly negligent and mishandle public opinion on the Internet, these negative emotions and events will quickly become hot events on the Internet, which will most likely have a great negative impact on the university. When a large amount of extreme and negative information and emotions are magnified on campus, the network public opinion will most likely become an inducement for a large outbreak of group events. The occurrence of group events in colleges and universities will affect the normal teaching, scientific research, study and living order of the school in a light way, and affect the harmony and stability of the society in a serious way.

4.4. Easy to Expand the Spread of Public Opinion in Colleges and Universities

The openness of information makes the channels for teachers and students in colleges and universities to obtain information more extensive, which is very easy to cause the spread of malicious information. The channels of information dissemination are no longer single, and the intermingling of massive information, good and bad, is very likely to cause one-sided or even malicious information to spread by blackmail, which brings great challenges to universities in dealing with crises. The infiltration of malicious information, in particular, is a constant threat to the security of the state, organisations and personal information. Colleges and universities should accurately grasp the spirit of the central government, combine the characteristics of the times, constantly innovate their work ideas, and adapt to local conditions and times, so as to solidly improve the level of party building work in colleges and universities[16] (Wang Lujuan, 2019). College administrators should both react quickly at the first time and deal with the crisis

in a timely manner, and disclose the crisis information in a timely manner to establish an authoritative information image and prevent the spread and spread of malicious information or negative public opinion.

5. Results of the Research and Analysis

From the results of the above research and analysis, the crisis management of universities in the new media era faces a series of problems. For crisis events, objective, timely and accurate release of information can not only avoid the great panic caused by crisis events, but also reduce the scope of damage caused by crisis events. For example, the SARS incident in China in 2003, because of the lack of timely release of information, led to the prevalence of gossip, which intensified people's fear and anxiety and made the social security extremely chaotic [17] (Jiang Tao, 2005). Therefore, how to make use of new media for strengthening management and reform and innovation in university management has posed new challenges to the implementers of university management. At present, the crisis management mechanism, management ability, organizational structure, resource deployment, emergency response ability, new media literacy, rule of law construction and public opinion guidance of Chinese universities need to be further strengthened and improved, which are analyzed in detail in this paper from the following nine aspects respectively.

5.1. The Awareness and Literacy of Crisis Management in Universities Need to be Improved

In this paper, the author conducted a survey on the awareness of crisis management in colleges and universities through questionnaire research in six key public universities in China. In summary, the awareness of crisis management in colleges and universities is not strong in the following three aspects. The details are shown in Table <1>Statistical table of awareness of crisis management in universities.

Table 1. Statistical table of awareness of crisis management in colleges and universities

Subjects	Clearly	understand	Know Not really
Principals/Secretaries of Party Committees	86.60%	13.40%	0
Deans/Secretaries of Party Committees	50.20%	49.80%	0
Professors	12.47%	18.90%	68.63%
Associate Professors	11.80%	16.20%	72.00%
Lecturer	9.28%	10.30%	80.42%
Divisional cadres	46.78%	47.22%	6.00%
Section level cadres	28.90%	64%	7.10%
Administrative staff	16.60%	47.8%	35.60%
Other staff	12.40%	49.50%	38.10%
PhD students	20.90%	25%	54.10%
Postgraduate students	16.50%	21.90%	61.60%
Undergraduates	15.90%	20.4%	63.70%

Firstly, university staff students know little about the crisis management situation in universities. According to the statistics, most of the staff and students do not know much about crisis management, specifically 68.63% of professors, 72% of associate professors, 80.42% of lecturers, 35.6% of administrative staff, 38.1% of other employees, 54.1% of doctoral students, 61.6% of master students and 63.7% of undergraduates, and the corresponding early warning mechanism is not known.

Secondly, from Table <1>, it can be seen that university-level cadres and deans (secretaries) know more about crisis management in universities, 86.6% and 50.2% respectively; however, administrators, teachers and students know less about crisis management in universities. However, the knowledge of crisis management in higher education is relatively low among administrators, teachers and students, with 12.47% of professors, 11.8% of associate professors and 9.28% of lecturers, 20.9% of doctors, 16.5% of masters and 15.9% of undergraduates. The third point is that the administrators are all in the administrative position of the university.

Thirdly, administrators are in the front line of university administration, and nearly 40% of them do not know about crisis management. The effectiveness of crisis management is directly influenced by the knowledge of crisis management, the handling methods and the degree of understanding of crisis response. How can they be effective in crisis management when nearly 40% of them do not know the process, response and measures of crisis management? Universities should provide a platform and channel for teachers and students to express their opinions and suggestions, so that they can actively participate in the management of the university and improve their resilience in the face of crises and emergencies.

Fourthly, the application of new media by teachers and students in colleges and universities is widespread, but most of them have not received professional training on new media knowledge, and their new media literacy is still relatively lacking. Some teachers and students cannot distinguish whether the "media reality" is an objective fact. Therefore, once a crisis occurs in the university, teachers and students will, under irrational circumstances, spread the crisis event on the internet arbitrarily, without authorization and actively, and some of them will comment and forward it blindly, which will lead to further deterioration of the crisis event.

To sum up, the public generally believes that crisis management is the handling of crisis events after they have occurred, but in fact, crisis management should include the crisis prevention stage before the crisis, the response and consolidation stage during the crisis, and the summary and evaluation stage after the crisis. The most successful crisis management is the prevention and resolution of crises in their latent phase. The existing educational management in higher education lacks elements of crisis management education and teaching. Students lack more knowledge and awareness of crisis management than teachers. The awareness of crisis management among teachers and students in Chinese universities is still relatively very weak, the knowledge of crisis management and crisis education are relatively lacking, and crisis prevention drills and responses need to be further improved and strengthened.

5.2. Crisis Management Mechanism in Universities Needs to be Improved

The current emergency management organizations are mostly temporary organizations, and the basic handling mode is to set up a temporary working group when a crisis occurs, and the university office, the security department or the student affairs department will work together with the faculty where the incident occurs to deal with it. However, such ad hoc working groups do not have continuity in terms of content and composition, and the experience and lessons learnt after a crisis cannot be effectively retained and learnt. The imperfect crisis management mechanism in universities is mainly manifested in three aspects.

Firstly, in terms of crisis management in universities, fewer universities have established early warning mechanisms for crisis management. At present, relatively few universities have

established a complete crisis management early warning mechanism and crisis management emergency department. Even if some universities have established a crisis management early warning mechanism, the response measures for the possible crisis types of universities in the new media era are not complete enough, such as university credibility crisis and public opinion crisis. Once a crisis occurs in a university, the lack of a perfect early warning mechanism will lead to the inability to co-ordinate and mobilise relevant functional departments and personnel to deal with the crisis in a timely manner. The situation that management organisations are set up on an ad hoc basis often occurs, which cannot fundamentally solve the actual problems.

Secondly, even though some universities have established crisis management mechanisms, they have not kept up with the times and still use traditional mechanisms, lacking management mechanisms with the characteristics of the new media era, and still need to be further revised and improved.

Thirdly, in the background of the new media era, some universities have the actual situation of crisis events, for example: firstly, before the crisis occurs, if the relevant public opinion information has been released and spread in the new media, the first signs of crisis have appeared in the new media without being aware of it, allowing it to spread and spread, and the crisis events cannot be better controlled; secondly, in the crisis events, if the advantages of the new media are not used to explain and announce the crisis events in time, but adopt the "new media" approach. Secondly, if the new media is not used to explain and announce the crisis in a timely manner, but rather "block, block and delete", it will lead to the blockage of information, or even misinformation or miscommunication, which will lead to the secondary fermentation of public opinion and bring more and more negative impacts to the university. It will even lead to the occurrence of secondary crisis events.

5.3. Crisis Management Ability of Universities Needs to be Improved

Firstly, at present, colleges and universities do not set up special emergency organization institutions for various public emergencies, and the crisis management ability of colleges and universities needs to be improved, with imperfect organization system and weak comprehensive coordination ability. There is a lack of professional drills, training and guidance on the cognition of specific public emergencies and the degree of harm.

Secondly, when a crisis event occurs, the existing emergency organisation system in universities is mostly temporary, requiring the temporary establishment of an emergency command group. It takes some time to complete the acquisition of emergency knowledge, the degree of coordination and cooperation, and the degree of event awareness among group members, which makes it easy to miss the best time for emergency rescue.

Thirdly, after the crisis event is over, the temporary nature of the personnel causes the non-continuity of the work content and workflow, and the participants are unable to retain, store, summarise and record the experience and lessons learned from the event effectively. In terms of recovery objects and work priorities, post-event recovery management mainly includes post-event recovery and reconstruction, human physical and psychological recovery, reflection on the emergency and revision of the emergency plan [18] (Zhang Ya Lan, 2008).

To sum up, universities need to set up a scientific and systematic management mechanism with precision, clear responsibility and authority and systems to follow, and establish a sound and standardized long-term mechanism of management system. If inter-departmental comprehensive coordination and responsibilities are not clear, emergency personnel are not in place in time, and emergency materials are not matched, etc., it will seriously lead to low crisis handling ability.

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