Managing the Ever-Changing Risk of Social Media

By Gayle Mitcham

Social media has emerged as a prominent stage for interaction. More and more, organizations are transforming their online presence to engage stakeholders. Many educational institutions also leverage social media platforms to connect with the public and students.

Introduction

The explosion of Social Media using Facebook and other platforms has dramatically altered the communication landscape for Campus Recreation. In order to effectively communicate with their target markets, Campus Recreation departments can no longer rely on traditional advertising and marketing techniques.

In the lead article 'Managing the Ever-Changing Risk of Social Media' the author identifies some of the potential risks and legal implications associated with Social Media. Articles on 'Twitter' and 'New Age Marketing' focus on the opportunities (and drawbacks) of using Social Media in program advertising and marketing.

Also featured in this Newsletter are three articles dealing with emergency response and how Campus Recreation departments must prepare for the inevitable and unexpected (think Super Bowl power outage).

Ian McGregor
Publisher

WHAT'S INSIDE

Managing the Ever-Changing Risk of Social Media

Many educational institutions also leverage social media platforms to connect with the public and students.

Potential students can engage with an institution and its current students through interactive websites, virtual tours, and online communities, such as Facebook, Twitter, and YouTube. The downside is that institutions may underestimate the potential negative consequences associated with these initiatives; giving rise to poor management of the related risks. As social media continues to evolve, these threats are becoming more common and far reaching.
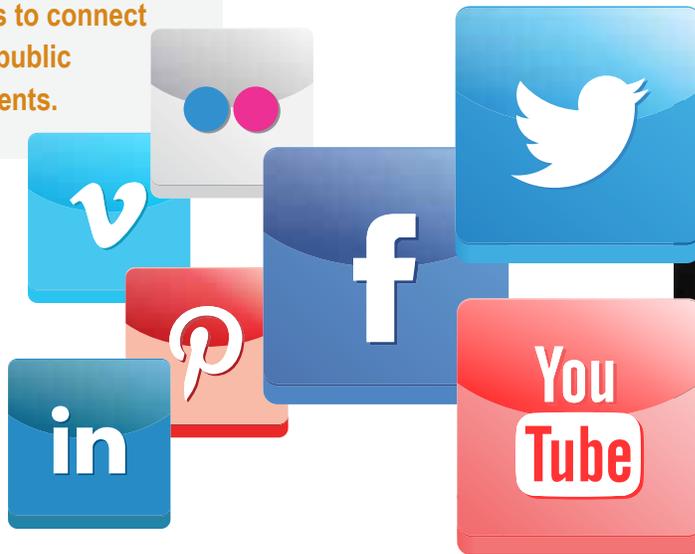
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Identifying risks and inherent issues of social media are the critical first steps.

There are very few barriers to restrict publication via the internet and social media. Negative publicity can quickly "go viral" and impact an institution's reputation in real time. The result is an entirely new set of risk exposures, which should be identified and actively managed. Some common threats include:

- **Privacy Concerns** – Inappropriate use of social media can result in widespread distribution of confidential information. An institution may also be in breach of privacy laws if social media is employed for background checks of staff or students.

- **Defamation** – Improper postings can lead to lawsuits related to libel, slander, reputational damage, or emotional distress.

- **Errors and Omissions** – Social media platforms may quickly spread contextual errors and omissions, which can be extremely costly to correct.

- **Intellectual Property Infringement** – The use of third-party copyrighted material and trademarks can result in significant damages.

- **Unauthorized Employees and Third Parties** – Third parties and unauthorized employees may create social media posts that appear to be sanctioned by an institution and can cause damage to an institution's credibility. Also, third parties may simply share content harmful to an institution's reputation. For example, the most popular videos on YouTube related to the Montréal Protests are all in support of student protestors.

Managing the Ever-Changing Risk **of Social Media**

Each new platform is comprised of different functions and features. Institutions should consider the unique hazards and challenges of each trending network. Some popular networks and their considerations include:

- LinkedIn is a business-oriented social networking site with members ranging from students to Fortune 500 company executives. Institutions must consider the risks associated with submitting or referring to online recommendations for past, present, and future staff and students.

- Facebook is a social network that a tremendous number of students access daily. Users determine their own privacy settings, which can spark privacy concerns. The site may also facilitate the misuse of intellectual property, college affiliations, and logos.

- Twitter is a microblogging service, which promotes free speech. It enables anyone to instantly share breaking news. There is an inherent risk that information will be shared before an institution has time to react, respond, or verify the content.

Institutions should consider the unique hazards and challenges of each trending network.

Be proactive with the management of identified social media risks.

All of the identified potential risk exposures can damage a university or college's credibility and are costly to correct after the fact. Proactive solutions limit exposures and the costs associated with any post-incident response. A few essential strategies include:

1. **Monitor social media for warnings.** The real time nature of social media can provide institutions with warning signs of looming risks, crises, unrest, and potential reputational damage. An example is the use of social media by students involved in Montréal protests.

2. **Consider all departments, business areas, and stakeholders.** It is not only the communications department that needs to address social media. IT, human resources, recruitment, admissions, teachers, and the student body may all be affected by social media as these networks continue to evolve and grow.

3. **Establish strong passwords and network security.** A safe network not only prevents hackers from taking over an institution's online identity, but also protects the computer network and sensitive information.

4. **Register key trademarks, usernames, and vanity URLs on existing and emerging social media platforms.** Being proactive with registration limits the risk of imposters and false representation.

5. **Ensure policies are current and address emerging applications.** Institutions should address the opportunities and threats of emerging features. Currently, staff and students can "check in" to locations on Facebook, instantly share photographs from school functions on Flickr, and write recommendations for students and peers on LinkedIn. Institutions must decide if it is appropriate to leverage new and existing features or limit and discourage their use.

Managing the Ever-Changing Risk of Social Media

6. **Look out for the next big trend and be ready to adapt**. New social media applications and enhancements are created daily. As the environment changes, so too do the opportunities and exposures; as such, strategies and risk mitigation techniques must also change. For instance, institutions in the UK had to adapt to online communities

7. **Stay up to date with regulations.** Be aware of how current and emerging privacy, human rights, and labour relations legislation relate to social media and revise policies and operating procedures accordingly. For example, online background checks may violate federal discrimination or privacy laws.

8. **Make sure company policies are aligned.** An institution may have multiple policies that relate to the internet and social media. Policies should take a consistent and integrated approach to managing social media risks. It is advisable to review employee and student handbooks for consistency including ethics, media, human resources, legal, asset use, computer use, and harassment policies.

9. **Train staff members who have social media responsibilities.** Individuals responsible for monitoring and posting external communications are subject to the same laws regarding defamation and intellectual property rights as any other broadcaster of content. Be sure these individuals have a solid understanding of their responsibilities.

10. **Decide how to monitor and control your online presence.** If there is usergenerated content on your website, consider whether to apply pre- or postmoderation to content. If content is screened before it is uploaded, this can be perceived as assuming editorial responsibility, which can potentially be more onerous in the event of a claim. Also, establish a clear takedown policy to respond to complaints that ideally includes immediate removal of contentious content.

11. **Leverage filtering systems as appropriate.** Consider including copyright disclaimers for independent users uploading content. If you have chosen to conduct post-moderation, be sure to create appropriate filters to flag keywords.

12. **Think about the institution's geographical footprint.** Keep in mind that even though targeted students may reside in one territory, the internet does not adhere to international boundaries. Content is global, so be mindful of international exposures.

13. **Conduct a risk assessment.** Assess the risk of negative postings and their potential impact on the institution. Identifying your specific risks allows for proactive risk management solutions and appropriate crisis management plans to be implemented.

14. **Manage your reputational risk.** An essential first step in managing reputation is building an accurate picture of an organization's strengths and weaknesses and then establishing a process to detect and manage the issues. Forming guidelines to manage, protect, and improve the institution's reputation can mitigate damage in the event of a social media crisis.

15. **Revise current crisis management plans to account for the impact of social media.** Crisis management plans must be updated to address new social media challenges. Social media reveals information more quickly and improves the visibility of stakeholders, which decreases the time available for an institution to respond. Plans should acknowledge the role these platforms can play and factor them into crisis communication approaches.

Managing the Ever-Changing Risk of Social Media

16. **Ensure crisis management plans can respond to a social media crisis.** Crisis management is the strategic framework that guides institutions and senior leaders to prepare for, manage, and recover from adverse events that threaten an organization's operations, people, strategy, valuation, reputation, and future. Even though media storms are man made, they can still be treated as disasters. As these events are not preventable, crisis management can mitigate immediate losses and reduce long-term damage. It is advisable to review existing plans to ensure they are capable of producing a swift and effective response to a social media crisis.

17. **Consider implementing a Social Media Policy.** A Social Media Policy is an opportunity to outline the proper and respectful use of social media by staff and students. It is the chance to define your institution's attitude towards social media. A strong policy should perform the following functions:

    • Identify employees permitted to use these tools during business hours.

    • Document colleagues who are allowed to speak for the institution, such as "The University believes…". These individuals ought to be appropriately trained.

    • Define which posts and statements require approval.

    • Require disclosed information to be verified and accurate.

    • Classify information that is not to be disclosed publically.

    • Outline the correct and incorrect uses of the institution's trademarks, logos, an any copyright protected material.

    • Describe online activities that your institution will elect to monitor.

    • Display how employees and students can reference the college or university in their personal use of social media platforms.

    • Specify that no one is authorized to use the internet to research a co-worker, applicant, former worker, etc.

    • Ban activities that reflect or may reflect negatively on the institution, its affiliates, employees, students, or stakeholders.

    • Provide resources to answer questions about the proper use of social media.

    • Encourage employees to seek advice from the legal department or management as necessary (e.g., permission to respond online to comments about your institution).

    • Indentify other company guidelines, policies, and codes that apply to online activities.

Managing the Ever-Changing Risk **of Social Media**

Even with a robust Social Media Policy and mitigation strategies, an incident may still occur. In the event of a social media crisis, institutions can use established policies and crisis management plans to respond swiftly and effectively to the issues. Consider also employing independent crisis consultants, as they typically have extensive experience and can provide 24/7 counsel to senior leaders.

Social media provides numerous opportunities for organizations to engage students and communities. The risks stemming from the ever-evolving online environment need to be proactively managed. The preparedness activities and strategies outlined above are only key points to help form a strong risk management program. The best way to protect your institution's future is to implement effective risk management strategies and an overall preparedness program before an incident ever occurs. Institutions should develop and test these strategies and plans in advance, so that they are ready to handle potential social media incidents.

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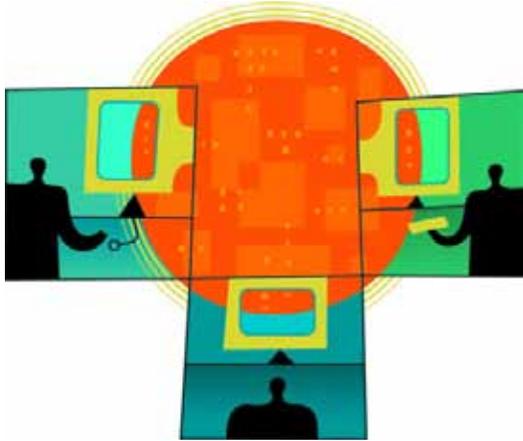
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Gayle Mitcham is Vice President and National Practice Leader with the Business Continuity Management Practice of Marsh Risk Consulting (MRC). MRC is the professional services arm of Marsh Canada Limited, providing innovative and customized solutions focused on to all types of organizations' through more than 800 risk and consulting experts worldwide. If you have questions about this article, or would like a quote from Marsh to provide assistance with your program, Gayle can be reached at 416 868 2748 or at gayle.mitcham@marsh.com

SportRisk Webinar Training Modules

In conjunction with NIRSA, McGregor & Associates have developed 19 Webinars (10 NEW!) designed to complement your fall/winter training programs. These Webinars are strategically organized into 6 unique Series: **(A) Negligence & Risk Management (B) Sport Clubs (C) Travel (D) Emergency Response (E) Waivers (F) General**

All Webinars Accessible at any time, on any computer, for whole academic year.

WEBINAR TRAINING MODULES

Series A: Negligence & Risk Management Training Series
1. Understanding Negligence
2. Nuts & Bolts of Risk Management Planning
3. Negligence Awareness Training for (part-time) Intramurals Staff
4. Negligence Awareness Training for (part-time) Summer Camps Staff
5. Negligence Awareness Training for (part-time) Weight Room Staff (tracking option included!)

All Webinars are $50, and there is One Free Webinar (see Series F #4)

NEW THIS YEAR – YOU CAN NOW ORDER INDIVIDUAL WEBINARS!

Series B: Sport Clubs Series
1. Concussion Management
2. Hazing
3. Safety Officer Training
4. Negligence Awareness Training for Sport Clubs Officers

Series C: Travel Series
1. Travel: The Basics
2. Travel Planning Tools using 'Google Docs'

Series D: Emergency Response Planning Series
1. Emergency Action Plan – Putting it Together
2. Emergency Action Plan – Training, Rehearsals & Drills

Series E: Waivers
1. Waivers Simplified
2. Waivers 101 (Detailed)

Series F: General
1. Medical Screening Simplified
2. Event Planning Simplified
3. Climbing Wall Safety
4. Using Google Docs in Recreation (FREE!)

General Information

CEU & PIC Credits Available

Delivered by Content experts - saving staff time in preparing and delivering training material.

Webinar length Typically 20-30 minutes.

Target Audience All Campus Recreation staff (Note: All 'Negligence Awareness Training' Webinars focuses on student staff)

Pricing All Webinars are $50 (except the Freebee!)

For more information go to www.sportrisk.com/nirsa

Twitter – to tweet, or not to tweet

Alison Epperson, Ph.D.
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Murray State University

As the popularity and widespread use of Facebook skyrocketed, resulting in quite literally everyone and their mother and even grandmothers creating an account, younger generations have sought out and embraced different methods of social networking. For many college students, Facebook has already fallen by the wayside after just recently celebrating its seventh birthday.

If you have yet to tap into the latest social media Twitter, you could be missing out. You may be feeling overwhelmed with 'too many social media outlets' however, staying current on trends and technologies has become more critical than ever as far as way in which to disseminate information. Here are just a few of the major utilizers of Twitter – ESPN, AP, The Weather Channel, and all the major news networks.

What is Twitter exactly?

"Tweets" are short (Twitter limits them to 140 characters unless you change the font settings), random statements that either involve conversation between other Twitter users, or a reference to something that is currently happening (such a game or TV show), or even something they see or experience (e.g., someone's outfit on campus).

The #(hashtag's) original purpose was to track items or individuals among Twitter users. This 'trending' is identified on the left side of the page, so that users can see what other Twitter users are tweeting about. An example of this would be to reference the Super Bowl such as #Ravens or #49ers, or the players/coaches #RayLewis, #HarbaughBrothers, etc.

Younger generations have sought out and embraced different methods of social networking.

If you have yet to tap into the latest social media Twitter, you could be missing out.

Take a minute to weigh the pros and cons of having a Twitter account.

Twitter – to tweet, or not to tweet

If you are not already using Twitter for your department, whether it is for Sport Clubs, Intramurals, Fitness or Facilities, take a minute to weigh the pros and cons of having a Twitter account.

Pros

- Twitter is definitely the new "go to" source for immediate information. Most Twitter users will admit to checking their accounts as much as possible from sun up to sun down.

- Even if you are participating in programs such as IM leagues, a majority of students (at least on my campus) admit that they do not read email anymore – even if the institution considers that to now be the "official form of communication".

- Twitter updates instantly and tweets are listed in a person's "Time Line" (TL). This can be helpful if you need to get immediate information out such as a change in field location, the cancellation of a fitness class etc.

- witter accounts are easy to manage. Once an account is set up, tweets can be sent from any wireless device (phone, tablet, etc.).

- Twitter has a "direct message" or "DM" function that allows one user to send a message to an individual rather than everyone. This is very similar to the Facebook message.

- "Mentions" are when one or more Twitter users are mentioned in the tweet. An example of this could be if you wanted to recognize certain IM participants for good sportsmanship or participation, you could mention their names / Twitter ID in a tweet. @johndoe, @janedoe, @johnandjane – Great job tonight! Appreciate the good show of #Sportmanship.

Cons:

- Sometimes, a tweet can be overlooked if a user has a large number of people/accounts they are following. If several people are tweeting at the same time the TL gets pretty lengthy, and a user would have to make sure they scrolled all through the TL to see the message, even if it was sent in a short amount of time.

- Unlike Facebook where you initiate the connection/become friends with someone, in order for a user to receive your information on Twitter, they must follow you. Example – I have a Twitter account, and I put out information regarding a class. Unless my students are following me, they will not see that information.

Twitter – to tweet, or not to tweet

Twitter and your staff

If you are not currently using Twitter, or are unaware of the "do's and don'ts of tweeting", it might be wise to consider adapting or at least talking about how your staff uses their own accounts. Within the past couple of years, many NCAA coaches have implemented Twitter bans on their players due to the fact that users often forget who's following them, and how sometimes our 'lack of filters' when spouting off opinions can lead to very embarrassing situations for the team and the institution.

It might be wise to consider adapting or at least talking about how your staff uses their own accounts.

Twitter not only allows people to make statements which could be offensive, or derogatory, if the person making the statement has not 'secured' their account, that statement can be 're-tweeted' to potentially unlimited other twitter users. In addition, twitter users can upload pictures or images attached to the tweet.

Again, like Facebook there are certain privacy settings a user can implement to ensure that their tweets are 'protected.' For example, with my Twitter account, other twitter users must make a request for me to accept them as a follower. Some Twitter users do not require that, giving literally anyone access to their account. These types of "open account users" are sent a notification when someone starts following them, and as a result, that user has the option to "block" another Twitter user, similar to the "de-friend" option on Facebook. However, the action to block that user may not happen before that new "follower" has already had time to see every tweet and picture that has been posted. In addition, tweets can be copy and pasted!

Twitter users can upload pictures or images attached to the tweet.

Coming from someone with 13 years as a Campus Recreation Coordinator, I'll give you an example relevant to intramurals. A participant in a flag football game is tripped up and falls onto the ground in obvious pain. It doesn't take five seconds for someone to snap a quick picture on their phone and tweet something about the accident like "somebody clearly has two left feet #Faceplant" which could be funny to them, but extremely embarrassing to the participant who could be experiencing laughs and jokes at their expense by the time the game is over because that tweet has been re-tweeted countless number of times.

A large number of Twitter users, also have "Instagram" accounts, which is an app for photo storage that also allows the user to 'enhance' images.

In addition, a large number of Twitter users, also have "Instagram" accounts, which is an app for photo storage that also allows the user to 'enhance' images. This could be changing the picture to black/white, changing the light to the image or adding text to the picture. As with Twitter, Instagram users must create an account and then people can 'follow' them. The same caution for Twitter extends to Instagram and various other apps for photo storage and sharing. The potential for harm is large scale. It could be worth your time to investigate these apps and how they are used.

To conclude, it may not be viable for you to monitor your staff on every social media outlet, however, taking the time to make them aware of your knowledge of how the media forms work, as well as considering the implementation of a social network policy. Something as simple as not allowing supervisors, officials, or score keepers to have phones while they are working, or just creating a Word document or contract explaining your expectations regarding their association and behavior as a representative of your staff.

New Age Marketing
The Fast Track to Success

Mike Dominguez
Sonoma State University
Intramural/Sport Club/Marketing/
Kids Camp Coordinator

Paper is dying. Smartphones are more popular than your favorite television show. If you're not reaching your audience through at least 5 different media sites, you're not reaching them! Social Media is the most heavily talked about subject in the world, with Facebook, Twitter, and YouTube being the most often used resource by professionals and students. If you attended this year's NIRSA National Marketing Institute, you would have learned more than one human brain can handle.Here is some information you can utilize for your students and customers.

If you're not reaching your audience through at least 5 different media sites, you're not reaching them!

Keynote presenter Luke Wyckoff of Social Media Energy spoke about keeping things in groups of 3. The human brain remembers information more clearly when things are grouped in threes. Date, Time, and Location is a good group to keep together. This can be used for flyers, posters, and your website. How well you know your clients is the key to where they get their information, who they share their information with, and how likely they are to return to your program. How well do you know your clients? Are your students finding your website or Facebook page?

You can search "Google key word optimization" to find out if people are finding you!

Using key word optimization can let you know how popular or unpopular your site is when people search for you. You can search "Google key word optimization" to find out if people are finding you! Long term planning is very difficult to achieve in an ever-changing marketing economy. When sites come and go it's hard to keep up with the "newest, hottest, sexiest, funniest" sites. To find out the newest sites, Google search "Most popular Social Network Sites" - or ask a young person.

New Age Marketing
The Fast Track to Success

Google +, Pinterest, Linked In, 4-Square, and Instragram are all sites you should know about.

Here are some of the newest sites that are on the rise: Google +, Pinterest, Linked In, 4-Square, and Instragram are all sites you should know about. Within each of these programs are hundreds of ways to include important information to your students and clients. But you can't just post information about yourself. 80% of information posted should contain information about others. Only 20% of information should be about you. Getting people interested in your site and wanting them to come back for more is the goal. Having a mix of photo contests, Top 10's, hash tagging similar items, and sign ups all have to be done strategically to keep your audience informed and not overloaded.

NIRSA has just started to get on the bandwagon on Facebook and Twitter. When setting up your accounts, here are a few things to keep in mind.

- Know your audience and know your staffing model

- Understand what you can and can't get accomplished

- Don't post more than 3-4 times a day

- Use original content, stay away from re-posting content

- You need to be ACTIVE!!!

Technology is ever changing and you need to be as well.

Technology is ever changing and you need to be as well. You need to continue to find out the latest technologies and how to market your products where your clients are. In future articles we will break down some of the major sites to help you achieve your marketing goals.

Marketing

Emergency Response Training: Part 1

A Student-Based Team Approach to Prepare for Emergencies

Ryan Rudesill, Interim Coordinator of Intramurals and Sport Clubs
Mo McAlpine, Associate Director
University of Wisconsin-La Crosse

*Editor's Note: This article is Part 1 of a two part series. Part one focuses on **'Developing an Emergency Response Team'** while the next issue of the Newsletter will cover **'Red Shirt Reviews'.***

Imagine you are working the front desk at a recreation facility and a student rushes to the counter in a panic, informing you that a participant in a group exercise class has become unresponsive.

Imagine you are working the front desk at a recreation facility and a student rushes to the counter in a panic, informing you that a participant in a group exercise class has become unresponsive. What do you do? How do your co-workers respond? The broader question: how prepared are you and your staff to deal with this or a similar life-threatening situation?

At the University of Wisconsin-La Crosse this exact scenario happened.

At the University of Wisconsin-La Crosse (UW-L), this exact scenario happened in the Recreational Eagle Center (REC) when Clare (who has granted permission to use her name) became unresponsive toward the end of an evening kickboxing class. Due to the efficient and courageous actions of student staff members and participants in the class, Clare's life was saved. The teamwork of these college students with UW-L University Police, EMS, and the medical team at Mayo Clinic Health System was critical to her survival of a sudden cardiac arrest. Most vital was Clare's relentless fight for her life while surrounded by supportive family and friends. Approximately one month later, she was back on campus attending classes.

The UW-L Recreational (Rec) Sports Department is appreciative of all those who were integral in successfully executing the emergency action plan (EAP) and who assisted with several campus wide debriefing sessions following the sudden cardiac arrest. Upon a thorough evaluation of the incident and the EAP, the department made the following modifications:

Upon a thorough evaluation of the incident and the EAP, the department made modifications.

- revised wording on the EAP to more accurately reflect specific information asked when calling 911 (dispatch answered the call by stating "911, what address are you calling from?")

- improved bystander awareness by adding a step in the EAP to gather names of bystanders near any life-threatening situation so they can be invited to follow up debriefing sessions

- purchased staff cell phones, subsequently requiring staff members to call 911 while at the scene (911 call was transferred to a nurse advisor to assist with care and to gather updates; original 911 call for Clare was made on land line away from the scene, forcing updates via two-way radios)

Emergency Response Training: Part 1

- placed CPR masks in each room of the building and purchased additional pocket masks for staff to carry while on duty

- purchased American Red Cross CPR & AED reference cards for front desk staff members to review while at work

- required each staff member to successfully complete CPR & AED skills test (now incorporated into fall and spring training sessions)

- initiated formal organization of student-based emergency response team (ERT)

The purpose of this article is to expand on the student-based ERT, outlining five steps to create something similar in your organization. The UW-L Rec Sports Department has experienced great success with the ongoing implementation of the team. In addition to improving the skills and comfort level of staff members when dealing with emergencies, ERT is a beneficial development opportunity for students serving on the team who gain valuable leadership and life skills. For information regarding the UW-L Rec Sports ERT and other emergency materials, consult the ERT website *(http://www.uwlax.edu/recsports/ert.htm)*

In addition to improving the skills and comfort level of staff members when dealing with emergencies, ERT is a beneficial development opportunity for students serving on the team who gain valuable leadership and life skills.

Steps to develop an Emergency Response Team (ERT):

1. **Create your team:** whether paid or voluntary, include students and professional staff; strive for representation across relevant position areas; structure may include advisor and student coordinator to lead the team; consider involvement from units such as risk management/ safety, campus police, counseling, residence life and student life office; and create mission statement and learning outcomes to direct purpose of team. The UW-L Rec Sports ERT mission statement is: "The ERT will ensure the readiness of the Rec Sports Department for any potential emergency, review emergency action plans, and strive for efficiency in upholding accident, incident and injury protocols".

2. **Evaluate current procedures:** ERT should ensure that all emergency procedures are up to date and easily accessible to staff members; team should frequently evaluate all aspects of emergency response policies and protocols which may include but are not limited to:

- emergency action plans (medical, weather-related, fire, suspicious person/package, weapons)

- documentation (forms, checklists, injury and incident reports)

Emergency Response Training: Part 1

- emergency equipment, supplies and locations (AED's, first aid supplies, area of rescue assistance, shelters)

- communication equipment (cell/satellite phones, two-way radios, intercom systems)

- common practices (such as who initiates EAP, what door does EMS arrive at, who completes documentation, where are areas of shelter, who conducts debriefing sessions, etc.

- staff certifications (employment requirements, certifying agencies). UW-L requires a minimum of lay responder CPR, AED and first aid

- staff training procedures (who conducts training, how frequent are training sessions/meetings, what is the content)

- collaboration (coordination with campus police, EMS, risk management/safety, counseling, other related campus and community units)

3. **Prepare emergency action plans:** ERT can be responsible for the ongoing review of emergency action plans; consider plans for medical emergencies, threatening weather, fire and fire prevention, shelter in place, weapons, bombs, theft, suspicious packages/items, and radiation, chemical or biological threats; should be dynamic documents clearly posted in a variety of locations and formats such as bullets, flow charts, and diagrams; must be consistent across all program areas. ERT members must be extremely familiar with EAP's prior to implementation of step 4.

4. Develop and implement "red shirt reviews": most beneficial role of ERT is to perform red shirt reviews – hands-on, mock situations that simulate emergencies; purpose at UW-L is to create a non-intimidating environment with real life situations for staff members to practice and become comfortable implementing EAP's (more detailed information appears in the next Newsletter).

5. **Evaluate progress:** formally and informally evaluate the ERT and emergency response training on a regular basis; evaluation methods include observation of red shirt reviews and real life emergencies, feedback during debriefing sessions, and electronic surveys.

As stated above, red shirt reviews aim to provide a non-intimidating, real life environment for staff to hone their skills related to emergency action plans. Ideally, each staff member (approximately 80 students) is reviewed once per semester. Currently, the reviews are based on life-threatening and non-life-threatening medical emergencies. The goal is to further expand the program to include weather-related scenarios and campus threats such as a bomb or active shooter(s). Student members who volunteer for ERT are facilitators of the red shirt reviews. These students have more extensive training on the emergency procedures of the Rec Sports Department to better facilitate reviews.

The next issue of this Newsletter will focus in more detail on how to implement the Red Shirt Reviews.

The UW-L Recreational Sports Department is indebted to many students who have assisted with the development and presentations of ERT over the past three years. Thank you for your commitment!

Online Risk Assessment:
New features!

Do you have the skills and knowledge to conduct an internal Risk Management audit of your department? How well do you stack up compared to other schools– and how will you know?

Why not leave it to the experts?

McGregor & Associates' exclusive 'Online Risk Assessment' provides key benchmark data for your department (relative to over 100 North American universities), and uncovers critical gaps in your risk management plan.

Which programs and administrative areas are addressed?

- 8 individual program surveys: Aquatics; Fitness/Wellness; non-credit Instruction; Intramurals; Outdoor Program; Youth Camps; Sport Clubs; Weight Room (each survey takes 5-10 minutes to complete).

- 6 administrative surveys: Risk Management Plan; Emergency Response Plan; Facilities & Equipment; Rentals & Special Events; Waivers; Travel.

What do you get from McGregor & Associates?

A detailed report which includes:
- Graphic comparisons with other universities of program and administrative scores: your benchmark data!
- Graphic internal comparisons between all program unit scores: highlights program inconsistencies.
- Detailed analysis and breakdown of program and administrative scores: pinpoints vulnerable areas.
- A comprehensive list of recommended (and doable) strategies for immediate action.
- The 'Top Five' priorities identified for your department.

Added bonus! – our new 'Global Risk Assessment'

This new (optional) survey looks at the other key risks your department confronts on a daily basis: Financial Risks; Human Resources Risks; Reputational Risk; Security Risks; Data Risks.

Cost of Online Risk Assessment: $1250
NIRSA members receive
20% discount

- Cost effective (no need to fly in someone to conduct audit)
- Focus is on 'high-risk' areas ensures audit process is not overwhelming
- Conducted by McGregor & Associates – THE experts in Risk Management.

Don't put it off – act now!

For more information: Go to http://www.sportrisk.com/risk-assessment

Risk and Crisis Management

A Recreation Perspective

Kristen Brosius, M.Ed.
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June 1, 2011 started like any other late spring day in New England. While a majority of students on the Springfield College campus had gone home for the summer, the recreation facility was bubbling with activity, including summer camps, children's swim lessons, recreational exercising, and group exercise classes. As the afternoon approached, the sky began to look grey and ominous. Because a tornado is such a rare occurrence in western Massachusetts, few took the tornado warning seriously and continued about their day. Against all odds, a funnel cloud touched down near campus at 4:23 p.m. Instantly, the student and professional campus recreation staff became responsible for the safety of over one hundred visiting patrons.

In any campus recreation setting, planning for a disaster or crisis is an essential component of a comprehensive risk and crisis management plan. The crisis management cycle described by Dunkel, Rollo, and Zdziarski (2007) details the stages: planning, prevention, response, recovery and learning. While many of these steps are tackled on an institutional level, a campus recreation department should have its own highly organized emergency action plan.

The planning stage begins with a broad stroke from the institution, and is focused within the department. A crisis management team should be developed for the recreational facility, and a concrete crisis management plan should be created and documented. Members of the departmental team could include: the director of campus recreation, the facility operations manager, and selected student building supervisors. In a facility shared with academics, athletics or other departments, representatives from each should be involved to maintain a collaborative plan and allow for a smooth activation when necessary. The team would create a facility-specific emergency response protocol.

A crisis audit is part of the prevention stage of the cycle. The audit identifies types of crisis, the probability of occurrence, and the potential impact on the campus (Dunkel et al, 2007). Even if a crisis is deemed low risk (i.e. tornado in New England, blizzard in Florida, etc.), a plan should also be created and used during staff training, workshops, and in-services. Experiential learning is an important way to ensure the staff is ready to act in the event of an emergency. Having staff training specifically designed for emergency response will allow staff, in the time of crisis, to make quick and effective decisions.

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Risk and Crisis Management
A Recreation Perspective

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Such drills allowed the campus recreation staff at Springfield College to respond quickly as the June 1 tornado tore through the center of campus. Patrons were escorted to the lowest level of the facility, as far away from windows as possible. The staff took head counts, calmed patrons, and alerted campus safety officers of their whereabouts. More than 100 patrons – over half of them children – were hysterical, but the student and professional staff remained calm, thanks to their extensive training and knowledge of the crisis management plan. With subsequent tornado warnings and storms in the forecast, patrons and staff were hunkered down for more than four hours. Around 9 p.m., when conditions had improved, the unharmed patrons left the building.

In the response stage, the campus recreation staff is able to put their training and knowledge to the test by acting in real-time. A reliable crisis management plan will prove its effectiveness only during a moment of crisis.

In recovery efforts, members of the professional staff reach out to the student staff who responded to the emergency, providing support and educating them on other resources available on campus (i.e. counseling center). Professionals should also ensure that daily business operations resume as soon as possible in order to maintain a sense of normalcy.

The learning stage is a chance for the crisis management team to focus on evaluating and improving their current plan. During a debriefing meeting with campus recreation staff who responded, the team endeavors to discover the successes and failures of the crisis management plan, and adjusts and modifies the plan as needed. The cycle starts over.

The learning stage is a chance for the crisis management team to focus on evaluating and improving their current plan.

As a result of the June 1 tornado, Springfield College sustained extensive property damage, dramatically altering the campus landscape. Residence halls were severely damaged, resulting in a fast track renovation in order to have the buildings ready for students returning in September.

Within a six-month period following the tornado, Springfield College also experienced a microburst, Hurricane Irene, two student deaths, and a devastating winter storm. The completion of each stage within the crisis management cycle allowed for an effective plan, response, and recovery in these emergencies. Having a specific plan within a campus recreation department allows the department to act independently in the event of a crisis that directly affects its facility

Reference: *N.W. Dunkel, J.M. Rollo, & E.L. Zdziarski (2007).*
Campus Crisis Management: A Comprehensive
Guide to Planning, Prevention, Response, and Recovery.

Lessons from the Super Bowl: Preparing for Power Outages

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The world was witness to a 33 minute black out during the 2013 Super Bowl in the Superdome in New Orleans, which halted play and caught players, fans, and organizers by surprise. The television audience witnessed a successful handling of the power outage, which did not lead to crowd unruliness, injuries or chaos. It appeared that spectators and players patiently waited for the electricity to be restored so that the game could resume.

Event organizers should consider the possibility of power outages when planning events. Black outs can be caused by weather conditions, mechanical issues, or even downing of power lines from impacts by motor vehicles. Whatever the cause, plans should be put in place to address efforts to restore power, communicate with spectators and players, crowd control, emergency illumination, managing evacuation/exiting facilities, handling television and radio broadcasts, and addressing medical and other emergencies without power.

When a power outage occurs, the first step is to communicate to spectators to stay in their seats unless there is an emergency that requires that they immediately evacuate. What means do you have to make announcements in the venue that can be heard without electricity? Is your sound system connected to an emergency generator so that you can make announcements? If not, do you have a battery operated bull horn or microphone that will allow you to immediately communicate safety instructions?

Lessons from the Super Bowl: Preparing for Power Outages

Secondly, do you have an emergency generator that provides power for some lighting that will allow attendees to safely exit the venue and use restroom facilities? If not, do you have sufficient flash lights and lanterns with fresh batteries to assist in illumination? If you don't have minimal lighting during power outages, you may be in violation of local building codes for public venues. It is a good idea to check compliance to codes, statutes and ordinances regarding illumination, especially for exit signs and thoroughfares.

A large number of spectators will have smart phones with them, which often have a flashlight application or when turned on provide some illumination. Spectators can be instructed to use their cell phones to assist with illumination.

Thirdly, it should be determined what the cause of the power outage is and how long it is likely to last. If the lights are expected to be restored quickly then the primary concern will be to keep the spectators in their seats and avoid any chaos or unruliness while waiting. An emcee that can provide some entertainment or persuasive instruction in this regard can be helpful. Security personnel can be utilized to control the crowds, especially if there are patrons that have been drinking alcohol or there are concerns about fan violence such as when teams have a history of rivalry.

Loss of electricity will also mean loss of air conditioning or heat. If weather conditions of significant heat or cold make the venue uncomfortable or unsafe without electricity, it may be necessary to stop the game and request the audience to peacefully exit.

If the blackout is expected to be lengthy, stopping the event may be necessary. Communication will be required to facilitate an orderly exit from the building or venue. It may be necessary to excuse spectators by sections and rows and escort them out, especially if there is insufficient peripheral lighting.

Power outages will test any organization's preparedness and the skill of organizers and security personnel. The better prepared the organizers, the more seamless the handling of the lack of electricity will be. Lack of planning could mean chaos, unruliness, or riots that could lead to injury or deaths.   In preparation for you next event, consider how you will address the possibility of a black out and add this to your safety plan.

Got something to say - or an idea to share?

Across N. America, recreation professionals are finding creative ways to implement unique solutions to a number of challenging risk management issues. Many of their ideas have already appeared in this Newsletter.

Earn CEU/PIC credits for writing an article!

Are you willing to share your ideas? You may believe what you're doing is not of interest to others. **WRONG!** Professionals are always on the lookout for new/ different/ unique ways of doing things:

> Staff training programs
>
> Emergency Response Planning strategies
>
> In-service training ideas
>
> Participant medical screening strategies
>
> Online training courses
>
> Risk Management Committee operational guidelines
>
> etc. etc.

Share your ideas – by writing an article for the 'Risk Management Newsletter for Campus Recreation'!

This is not a 'refereed' publication. The focus of the Newsletter is simply the communication of ideas, procedures and programs that work.

If you'd like to explore this, or receive the 'Guidelines for Authors', contact Ian McGregor at *mcgregor@sportrisk.com*

RiskManagementNewsletter for Campus Recreation

Our goal is to provide timely information and practical resources to assist Campus Recreation professionals manage the risk of injury to participants.

Talk to Us!

Tell us about ... Your Best Practices (practical, hands-on policies/ procedures/ training programs that really work for you)

Your 'sweaty-palm' issue (what keeps you awake at night). Ask for our feedback!

Your interest in contributing to the 'Risk Management Newsletter' by writing an article for an upcoming issue.

Contact us at **mcgregor@sportrisk.com**

Next Issue May 2013

Featured Topic: 'Youth Camps'

Topics include:
- Minors on Campus
- More on Waivers
- Sport Clubs
- Risk Assessment
- Online Learning Opportunities

The 'Virtual Library' is growing!

You can now access all articles which have appeared in previous editions of this Newsletter!

This means you can **download (free)** over **180 articles** focusing on risk management issues relating to Recreation.

Go to **http://www.sportrisk.com/newsletter/** and search by topic (e.g. Aquatics, Sport Clubs) or tag (e.g. AED, hazing) providing a 'virtual library' of valuable resource information.

New articles are added to the 'Virtual Library' every month.