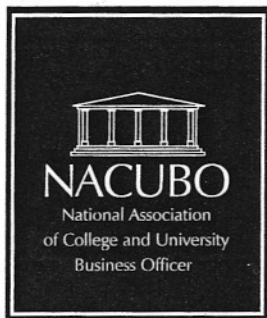

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College and University Business Administration

SIXTH EDITION



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GENERAL SAFETY

The field of environmental health and safety comprises several areas of specialization, such as industrial hygiene, radiation, occupational health and medical surveillance, and chemical and biological safety. Additional aspects that typically concern a college or university are often grouped into the category of general safety. For the purposes of this chapter, general safety includes lab and facility safety, incident investigation, emergency response, safety inspections, OSHA regulations, ergonomics, first aid, and other code responsibilities.

Components of general safety that develop the knowledge, skills, and abilities to provide for a safe work environment and a healthy and safe employee do not stop when the employee leaves his or her workplace. A safe employee at work is a safer person at home, as well. This focus on individual responsibility and understanding of safety issues do help reduce injuries and associated costs at work. This

focus will also have associated cost savings because that person is safe at home and may lead to reduced use of personal sick time, because of accident prevention and safety at home.

Many resources and references are available through the Internet as listed at the end of this chapter.

Facility Safety, Inspections, and Audits

Supervisory staff should conduct safety audits, surveys, and inspections of facilities and equipment on an ongoing basis throughout their area of responsibility. In addition, qualified persons should conduct surveys for compliance with codes and standards. Inspections should include reviews of laboratories and other locations where radioisotopes, biohazards, and hazardous chemicals are present. Some local and state regulations specifically spell out the frequency of required formal inspections. Surveys should include a scrutiny of practices and procedures as well as the physical environment. Inspection results should be recorded and quickly communicated to persons in charge of the areas being surveyed. Department heads, supervisors, and employees should be included in the formulation of recommended corrective action.

Performance of facility safety inspections should go beyond just supervisors and safety professionals. All employees should be involved with safety of the facilities they work in on a daily basis. Routine safety inspection will help determine what items and conditions need to be monitored or changed. Those people involved in the actual work tasks will know their job and area the best and are a valuable resource in safety inspection and incident prevention.

Surveys vary in frequency according to the type and condition of the area surveyed and may range from a daily "walk-through" of residence hall living spaces to formal surveys of all facilities once or twice a year. Additional surveys and random observations should be scheduled for more hazardous areas such as laboratories. By their nature, laboratories contain a great variety of potential hazards. A typical lab has electrical, physical, biological, and chemical hazards. Special labs may contain unusual hazards—radiological, laser, microwave, recombinant DNA, and carcinogens. These require appropriate control and frequent review to assure safety and compliance with relevant regulations. (See the Industrial Hygiene section in this chapter.)

Incident Investigation and Workers' Compensation

Incident prevention is the key to eliminating possibility of injury to employ-

ees and property loss. Learning from past incidents is one of the important elements in incident prevention. Procedures must be established for reporting, investigating, analyzing, and recording incidents, injuries, occupational illness, and exposure to hazardous agents. Analysis of incidents provides data for assigning resources to the areas of greatest need and cost benefit. All college and university personnel should be responsible for keeping track of all injuries, incidents, and unsafe conditions.

Incident investigation is an important mechanism for determining direct and indirect incident causes. Information on causes is important when developing strategies to prevent future incidents of a similar nature. "Near hits" are often taken for granted and do not receive the attention they might demand. Many times near hits later result in serious incidents because of a lack of investigation and correction of problems. Therefore, all near hits and minor incidents should be considered for investigation along with major incidents.

Responsible departmental personnel should initiate, complete, and distribute required incident reports and ascertain that corrective action has been started. Follow-up on the progress or success of corrective actions should be the responsibility of the program director or the EH&S department. These reports may become the basis for legal protection of the institution or an employee if court actions arise. OSHA, comparable state plans, and some insurers require that specific records be maintained on prescribed forms. Fines may be imposed for non-compliance with requirements.

Workers' compensation is an insurance system that provides coverage for certain work-related conditions; it results in reimbursement to the employee for lost wages and costs of medical care due to job-related injury or illness. The system provides financial incentives for employers to operate safety programs that decrease the frequency and severity of accidents. The costs of the program are allocated among employers and industries according to the extent to which they are responsible for losses. This presumably rewards good safety practices and penalizes dangerous operations.

Employers, including those in higher education, should work towards a systems approach to incident prevention by developing an occupational injury management program. This type of approach to employee injury management works with all components of the employees' work experience. Included in this would be initial training, supervisor training, job hazard analysis, and training, as well as case management when an employee is injured. By working closely with supervi-

sors and employees, it is possible to develop a job specific training program that helps an employee grow within his or her job safely.

Occupational injury management also helps track an employee's progress through treatment and rehabilitation. This may also include the need to provide the employee with occupational training or retraining, reduced workload, or a temporary reassignment for an injured employee returning to work.

Emergency Response and Preparedness

The emergency operations or action plan provides an overview of procedures for dealing with major campus emergencies. It explains the roles of key campus positions having major responsibilities during an emergency and explains the activation of the Emergency Operations Center (EOC). Both the EOC and the field emergency response organizations are activated and should operate according to principles of the Incident Command System (ICS). Emergency plans should describe the supportive relationship between response and planning components of the campus that are activated during major emergencies.

Department heads must be able to respond with autonomy to a rapidly escalating event. The potential of these events (such as a natural disaster, fire, civil disturbance, chemical emergency, or bomb threat) should be assessed and reviewed in the campus emergency operations or action plan. Included in the campuswide preparedness plan, each department should develop a written emergency plan on how best to use their own personnel and resources to deal with response to each event. Emergency action plans should cover such issues as communication, organizational control, notification procedures, and dealing with the media and the campus community.

Proper planning for emergencies is necessary to minimize employee injury and property damage. The effectiveness of the response during an emergency event depends on the amount and completeness of planning and training performed before the emergency event. Although you cannot prepare for every incident that may occur in a campus setting, it is possible to begin planning for the response needed to help during most situations. If the campus has a plan, that plan can also help respond to those unpredictable situations by giving emergency response and planning personnel a blueprint for organizational direction. Without any advanced planning for potential problems, needed resources, and possible solutions, the campus and the students, faculty, and staff served are going to be left without the service they need and should expect.

When emergency action plans are required by a particular OSHA standard,

the plan must be in writing. The plan must include, at a minimum, the following elements:

- emergency evacuation procedures and emergency escape routes (this may include maps showing the location of an assembly area outside of the building);
- procedures to be followed by employees (e.g., power plant personnel) who must remain to perform or shut down critical plant operations;
- procedures to account for all employees after the evacuation has been completed;
- a description of rescue and medical duties (this may include building floor plans showing emergency evacuation routes and the location of emergency equipment like fire extinguishers, fire alarm stations, fire hose cabinets, and disaster response kit);
- the preferred means for reporting emergencies;
- names or regular job titles of persons or departments to be contacted for further information or explanation of duties under the plan; and
- appropriate preplanning and coordination with emergency response agencies.

OSHA Regulations

The Occupational Safety and Health Act of 1970 (OSH Act) established the Occupational Safety and Health Administration within the Department of Labor to promulgate and enforce health and safety regulations. In general, coverage of the OSH Act and regulations extends to all employers and their employees in the 50 states, the District of Columbia, Puerto Rico, and all other territories under federal government jurisdiction. Coverage is provided either directly by OSHA or through an OSHA approved state program.

The following are not covered by the OSH Act:

- self-employed persons;
- farms at which only immediate members of the farm employer's family are employed; and
- working conditions regulated by other federal agencies under other federal statutes.

OSHA regulations cover most occupational hazards including materials handling, personal protective equipment, exposure to harmful chemicals, fall protection, construction safety, ergonomics, and total workplace safety. Employers with

fewer than 10 employees are exempt from some of the record-keeping requirements under OSHA rules, but as employers must still adhere to other regulations and requirements.

The enforcement aspects of the OSH provisions do not apply to all state and local governments in their roles as employers. The OSH Act does provide that any state desiring to gain OSHA approval for its private sector occupational safety and health program must provide a program that covers its state and local government workers and is at least as effective as its program for private employees. State plans may also cover only public sector employees. Occupational health and safety requirements for public sector employees vary from state to state. Public universities and colleges should work with their state Department of Labor (or equivalent) to determine what agency and regulations have authority over the institution.

The penalties imposed on an employer for noncompliance with OSHA standards and other safety regulations go far beyond the direct costs associated with severe fines, shutdown of project and facilities, and possible prison sentences. Indirect costs and penalties include lost time from work by injured employees, lost productivity, health care costs, litigation costs, and the pain and suffering and ill health-effects endured by injured employees. Moreover, institutions negotiating contracts with federal agencies may be required to comply with OSHA standards with or without state plan approval.

Even when an institution does not legally fall under OSHA regulation or a comparable plan, the institution may be held to that standard during litigation. This is because OSHA regulations are "nationally accepted minimum standards."

As OSHA continues to develop regulations that affect colleges and universities, compliance with regulations becomes increasingly difficult. The diversity of academic and service-related activities on campus makes administering OSHA mandates very demanding. To meet OSHA's expectations properly, administrators must be cognizant of their responsibilities and ensure that their individual units are in compliance.

Ergonomics

Ergonomics is the science of fitting jobs to people. Ergonomics encompasses the body of knowledge about physical abilities and limitations as well as other human characteristics that are relevant to job design. Ergonomic design is the application of this body of knowledge to the design of the workplace (i.e., work tasks, equipment, environment) for safe and efficient use by workers. Good

ergonomic design makes the most efficient use of worker capabilities while ensuring that job demands do not exceed those capabilities.

Work-related musculoskeletal disorders (W-RMSD) currently account for one-third of all occupational injuries and illnesses reported to the Bureau of Labor Statistics (BLS) by employers every year. These disorders thus constitute the largest job-related injury and illness problem in the United States today. In 1997, employers reported a total of 626,000 lost workday W-RMSDs to the BLS, and these disorders accounted for \$1 of every \$3 spent for workers' compensation in that year. Employers pay \$15–\$20 billion in workers' compensation costs for these disorders every year, and other expenses associated with W-RMSDs may increase this total to \$45–\$54 billion a year. Workers with severe W-RMSDs can face permanent disability that prevents them from returning to their jobs or handling simple, everyday tasks like combing their hair, picking up a baby, or pushing a shopping cart.

First Aid and CPR Training

First aid is the immediate, temporary treatment given in the case of accident or sudden illness. First aid is usually given before the services of a physician are available. Adequate availability of first aid is an important part of every work site. Immediate treatment reduces the possibility of more serious health problems and facilitates the probability of recovery. Statistics show that the care rendered during a medical emergency through the actions of trained bystanders (coworkers) is often essential for the potential of full recovery by the injured person.

The Emergency Medical Services (EMS) System is a network of community resources in which bystanders and coworkers play an important role. The EMS system is like a chain made up of several links. Links include citizen response and involvement, notification of emergency resources, first aid care, prehospital care, hospital care, and rehabilitation. Each link depends on the others for success.

The system begins when a responsible citizen, such as an employee, recognizes that an emergency exists and decides to take action, report the emergency, and render care if appropriate. All the links in the chain must work together to provide the best possible care to victims of injury or illness.

OSHA requires that an employer have medical personnel available for advice and consultation on matters of workplace health. In the absence of a health care facility near the workplace, at least one person in each site should be adequately trained to render first aid. First aid supplies approved by a consulting physician should also be readily available.

Employees should be informed of procedures to follow in case of emergencies and rules for first aid, including approved methods of resuscitation. All campus safety officers and related emergency response personnel should be trained in first aid and cardiopulmonary resuscitation (CPR). In addition, OSHA requires those employees working on communication or electrical supply equipment or lines to be regularly instructed in CPR. Some states also require, through public health regulations, that food service providers be provided with basic first aid training.

OSHA further requires that any employee whose job includes responding to medical emergencies or rendering first aid must have annual training in bloodborne pathogen and infection control. OSHA does say that employees acting as "Good Samaritans" by rendering first aid are not covered by the bloodborne pathogens standard. Only an employee trained in first aid and designated by the employer as responsible for rendering medical assistance as part of his or her job duties, is covered by the requirements of the standard, including postexposure incident follow-up, training, and personal protective equipment.

The OSHA regulation on bloodborne pathogens (1910.1030) also says that if employees have occupational exposure to bloodborne pathogens in the workplace, the employer must have a written exposure control plan. This exposure control plan is designed to eliminate or minimize employee exposure.

Even when employees are not expected to perform first aid services within their job, there is a benefit from first aid training. Most people who have to render first aid or perform CPR do so on a family member or someone they know. This type of training, and true concerns over employee health and safety, help to promote a good attitude and positive work relationship between the employer and the employee.

Safety Training

Employees need to be given appropriate information, training, and feedback to accomplish new tasks in their workplace. New employees need to be oriented into the workplace so they can adapt to that culture. Included in that new employee indoctrination should be the concept of employee safety training. Subjects would include their personal responsibility for safety, emergency reporting and evacuation procedures, incident reporting, and workplace hazards. Information needed for an employee to be safe on the job should be shared, even though it may seem that the subject matter is very simple and straightforward. If employees are not given the information in a way that they can understand, they may not comprehend what is needed to work safely.

COLLEGE AND UNIVERSITY BUSINESS ADMINISTRATION

Through hazard evaluations of the workplace, employers and employees can develop a job-hazard analysis (JHA) for each task performed by employees. JHAs can be used as step-by-step instructional guides when training employees. The hazard analysis lists the specific tasks that are needed to complete a job, the potential hazards in doing them, and the procedures to do them safely. This training adds to general safety training by providing safety knowledge, skills, and abilities that are specific to the job. Training provides the needed information for an employee to be part of a safe work environment.