# TEXAS A&M UNIVERSITY

# STUDENT AFFAIRS RISK MANAGEMENT TEAM

# "A PROACTIVE RISK MANAGEMENT PLAN"

# MARCH 1, 2001

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## I. ACKNOWLEDGMENTS

Many people helped make this effort possible - - far more than can be acknowledged here. A few merit special thanks, however:

- Dr. J. Malon Southerland – Thanks for the faith and trust you had in selecting us to serve on this team. Also thanks for providing the necessary resources that allowed us to provide a quality product.

- Dr. Bill Kibler & Dr. Jan Winniford – Thanks for all your work five years ago with the Student Organization Task Force. Your work provided the direction and set the course which will allow the student organization pyramid and classification of student organizations to become a reality.

- Risk Management Task Force – Thanks for all your time and effort reviewing our materials and providing us with honest and constructive feedback. Also thanks for all members who took time out of their busy schedules to meet with Craig Clapper, Risk Management consultant from Performance Improvement International.

- Christina Richards or "Super Woman" – Thanks for keeping the team so organized and on task. Thanks for the agendas, meeting minutes, snacks, and the numerous e-mails that kept us all on the same page.

- Darby Roberts – Thanks for being so instrumental with developing the surveys and compiling results. Thanks for giving us a fresh perspective when we most desperately needed it.

- Department of Student Activities – Thanks for letting us take over your conference room this summer. Also thanks for all the smiles; they meant a lot.

- Student Affairs Department Heads – Thanks for the patience and support you provided as you looked to see where we were this summer. Thanks for allowing us the time to do something very special.

Thanks Again,

Risk Management Team – Summer 2000

## II. INTRODUCTIONS

Dr. J. Malon Southerland appointed a Student Affairs Risk Management Team on June 5, 2000. The overall purpose of the team was to develop recommendations for a proactive risk management plan for the Division of Student Affairs related to its work with students and student organizations. The team was asked to focus on developing a plan that will effectively reduce and manage risks associated with student organizations and student-led activities while maintaining a focus on the goal of fostering student leadership development through experiential learning.

The members that were appointed to the team were:

LTC Mike Caudle, Office of the Commandant
Dr. Kevin Jackson, Student Activities
Mr. Mike Krenz, Residence Life
Mr. Mark Macicek, Student Leader, Corps of Cadets
Ms. Meg Manning, Student Life
Mr. Tom Reber, Recreational Sports (Chair)
Mr. Rusty Thompson, Memorial Student Center

## III. STUDENT AFFAIRS RISK MANAGEMENT TEAM CHARGES

A. Review and prepare summary reports of Texas A&M University past practices:
   1. Student organizations
   2. Academic field trips
   3. Travel guidelines related to student organizations, special events, and athletic teams
   4. 1999 Bonfire Commission Report as related to risk management recommendations

B. Review and report on resources and models of risk (higher education, corporate, industrial, government.)

C. Develop a recommended proactive risk management model to serve as a framework to guide decision making and action taking in the Division of Student Affairs.

D. Develop recommendations regarding the implementation of the risk management plan, including but not limited to the following:
   1. Impact on student leadership development and safety
   2. Impact on the role(s), training and protection of student organization advisors and university administrators
   3. Timelines for implementation
   4. Potential resources needed for implementation
   5. Other recommendations for proactive risk management

## IV. COMMENTS FROM *THE BATTALION*

It did not take long after the announcement of the Risk Management Team for the students to speak out about their concerns. In *The Battalion* article dated June 28, 2000:

> "While one lesson learned from the Bonfire collapse and commission was that safety should never be overlooked, the members of this new risk management team should take precautions to remain realistic about the acceptable level of risk associated with a number of Texas A&M Student Organizations.
>
> "Plainly speaking, a number of student run and lead activities do involve risks to personal safety. However, the level of risk involved with and the amount of safety management required for these activities is not nearly as dangerous or complicated as bonfire.
>
> "Other than bonfire, student-run activities are completely safe. Even the newest projects have gone years without raising red flags about potential safety concerns.
>
> "By and large, the student organizations at A&M have not done anything to warrant a risk management evaluation."

## V. TEAM PHILOSOPHY

### A. STUDENT DEVELOPMENT/ADVISING PHILOSOPHY

The Risk Management Team understood and sympathized with the students' concerns. We did not want to create a risk management model that would improve a few organizations while negatively affecting our 650 others. It was imperative that we not take away the student leadership opportunities that make this university so great. One of our biggest challenges was trying to determine how the university would react to its role in determining how much responsibility it should have over student organizations in light of the Bonfire tragedy. In order for a proactive risk management model to be successful we felt it was vital to allow student leaders to learn through "real life" situations where mistakes will be made.

In order for the team to progress with our charges we felt it was vital that we develop definitions that we could all agree on that would be used as the catalyst for the remainder of our work. The definitions that we agreed on that needed to be developed were student development, advisor, philosophy on the relationship between student organizations and Student Affairs, and risk management.

The following definition of student development was used throughout the development of the model:

> Student Development - When you thrust inexperienced and over-confident people into knowledge based situations they learn lessons for life. If the model works it will allow students to grow, mistakes to be made, but no mistakes will cause a significant negative event. Our goal is to have an event-free operation. By Craig Clapper, Performance Improvement International

The model will prove ineffective if not for well-informed and caring advisors. The following definition for an advisor was used throughout the development of the model:

> Advisor - Manage the parameters under which choices are made. Information, training, instruction and supervision, discussion, options, and in some cases, withdrawal of options are all appropriate. Advisors do not choose for students. Students must choose for themselves and shoulder significant responsibility for outcomes of their choice.

### B. DIVISION OF STUDENT AFFAIRS PHILOSOPHY

Now that a philosophy on student development and advising was agreed upon we needed to clarify the philosophy for the Division of Student Affairs and how they see the relationship between their role and that of the student leaders.

The book *The Rights and Responsibilities of the Modern University: Who Assumes the Risks of College Life?* by Robert D. Bickel and Peter F. Lake develops the concept of the Facilitator University. The following are quotes from the book that we feel best describe our university in the direction we want to commit to pursue. This is the "university philosophy" that we would like to develop our proactive risk management model around.

- A facilitator college balances rights and responsibilities—it is neither extremely authoritarian nor overly solicitous of student *freedom*. Importantly, a facilitator college seeks *shared* responsibility rather than allocating it unilaterally or not at all. Facilitation implies an appropriate and reasonable degree of risk.

- When we think of a facilitator, we think of a guide who provides as much support, information, interaction, and control as is reasonably necessary and appropriate in the situation. A facilitator stands somewhere between a dominating parent and a pure stranger or bystander.
- The facilitator model generally prefers less expansive positions because it is fundamentally a vision of *shared* responsibility, and a wide grant of freedom or a heavy dose of authority will often disempower the college or the student.
- It is critical that they learn to choose for themselves and to bear the consequences of their decisions. But these choices must be guided. Profoundly good and bad choices can be illustrated and challenged. Information, assistance, and affirmative efforts to raise civility are necessary.
- Facilitators help students make intelligent, fair, and reasonable choices.

The following definition of risk management was developed by the Risk Management Team as we created our proactive risk management plan:

> Risk Management – Process of advising organizations of the potential and perceived risks involved in their activities. It also includes monitoring organization activities and taking corrective actions and proactive steps to minimize accidental injury and/or loss.

## VI. SURVEYS

### A. RECOGNIZED STUDENT ORGANIZATIONS ADVISOR RISK MANAGEMENT SURVEY RESULTS (Team Response to Charge A-1)

The Student Affairs Risk Management Team requested Darby Roberts from Student Life Studies to aid in the development and analysis of a survey of Recognized Student Organization (RSO) advisors. This survey focused on the knowledge and comfort level of advisors regarding risk management issues.

The web-based survey consisted of 21 questions, mostly quantitative, so the survey took less than five minutes to complete. The results were collected by Student Life Studies, using Teleform Software, and was put into SPSS and Excel files.

<u>Method & Sample</u>
In total, the e-mail was sent to 575 primary and secondary advisors. Forty were returned for bad addresses, so 535 people received the e-mail. By the deadline, 180 advisors responded, yielding a response rate of 33.6%.

<u>Results</u>
While the complete results can be found in Appendix A, the following is a brief sampling of what the Risk Management Team felt were significant findings:

- About 30% have 0-2 years of advising experience; 26% have 3-5 years; 14.8% have 6-8 years; and 29% have 9 or more years of advising experience. About 56.5% of the respondents were staff, while 43.5% were faculty.

- Overall, advisors felt more informed about risk management issues than insurance issues.
- Advisors were asked to rate their level of risk assessment/management *experience*. About 70% have very little or none, indicating that they do not do this on a regular basis and/or their organizations require little risk assessment.
- Advisors were asked an open-ended question about identifying risk. For many advisors common sense, past experience, logic, and intuition seemed to be the most common tools.
- Most advisors are in favor of voluntary training. Almost 84% stated that they would attend.
- If training became a requirement for advisors, 57.2% feel that they would still be willing to advise organizations. For 26.7% the requirement would lessen their willingness to continue in their advising role. When asked about the support they receive from the administration, the responses were fairly evenly spread. More than half (55.6%) felt little or no support, but almost 21% felt very supported.
- Advisors want recognition for the time that they spend with the students. They would like receptions, thank-you notes, welcome letters from Student Activities for new advisors, and consideration in their performance reviews. Several faculty members mentioned that advising should be part of the official tenure/reward system, since right now it is overlooked as a valuable component of their jobs.
- Advisors were asked about their concerns and fears. Forty-five respondents mentioned legal liability as an issue—that they will be sued for something they had no control over and that the university will not support them.
- Overwhelmingly, the respondents had positive things to say about the students and their commitment. Advisors also thought that working with young people kept them up-to-date with current issues and kept them young at heart.
- Advisors gave many different ideas for training and resources that they would like. Two major themes appeared—risk management and legal issues. In addition, further training sessions, on-line information, and a resource manual would be helpful to advisors who need specific information.
- Recommendations to the Division of Student Affairs Risk Management Team - There were a wide variety of submitted comments. Training of advisors and students seemed to be popular, but the timing and mandatory status need to be reviewed. Clearly, they do not want the response to the Bonfire collapse to instigate a reactive approach to all student organization issues—the honor societies have a very different risk and activity level than Bonfire. Further, they believe that creating more policies will not solve the problems.

<u>Conclusions and Implications</u>

Several themes emerged from this survey. Most advisors want more information, training, and resources about risk management and all issues relating to student organizations. Even if they have a fair amount of knowledge they would like to stay abreast of the current issues. This information needs to be in a form that is easily accessible and in a wide variety of learning styles. Advisors have a lot of concerns about time constraints, so face-to-face training would need to take place during work hours on a variety of days and times. The Student Activities training sessions should be continued, at the very least, as an option to advisors. To accommodate all advisors, there should be some sort of checklist/guidelines document that provides the basics to event planning and organizational decision making.

The Risk Management Team or other appropriate body should continue to examine policies from national organizations, higher education, and otherwise to find benchmarking efforts.

While these will not be the final answer, it will help spark ideas and adaptations. Apparently, most advisors use common sense, which is not necessarily bad, but it could pose a problem in times of changing policies, legal and legislative precedents, and changing organizational culture. There is a small level of frustration that advisors cannot get a straight (consistent) answer, that answers depend on who you ask, that bureaucracy sometimes demotivates students' efforts, and that there is inconsistency in application even for seemingly clear policies.

Since the student organizations at Texas A&M differ greatly in their missions and activities, advisors also differ greatly in their involvement with the organizations. While there are some university policies and departmental rules and regulations for consistency, there is also room for individual decisions based on each organization. Advisors want to know what those policies and rules are and how much leeway they have when making decisions. Organizations that spend the vast majority of their time meeting on campus probably do not need extensive guidelines. The few very active organizations may need more assistance in their planning.

Student leaders and organization members must be part of the training and information loop. While the advisor is there to provide guidance, there will be times when the advisor is not present or available. At these times, students should be able to make good decisions about their actions and the consequences. If students see their advisors keeping abreast of issues and knowing about university policy, the students will also be more likely to follow in those footsteps. Just as the university can hold advisors accountable, advisors can hold students accountable.

While many advisors get involved for the sheer pleasure of working with students, the university could do more to support their volunteer efforts. Even if compensation is not possible, simple recognition activities could maintain the motivation of good advisors and may even attract other staff and faculty to get involved. There does seem to be an issue of the faculty reward system, which does not include advising as an important task.

Further research could be done in small focus groups to help resolve some of the issues. Several people mentioned that they would like to be a part of a group that could help make suggestions for the Student Organization Finance Center, the recognition process, and risk management training.

Although this survey came in response to a crisis, some form of advisory board or the Student Activities staff should continue to be proactive in examining policies, procedures, legal issues, training, and communication to advisors. It is important to take care of current advisors and recruit other good people to advise the many student organizations.

## B. STUDENT ORGANIZATION RISK MANAGEMENT SURVEY (Team Response to Charge A-1)

The Student Affairs Risk Management Team requested Darby Roberts from Student Life Studies to aid in the development and analysis of a survey of Recognized Student Organizations (RSO) Advisors. The second survey focused on the activities and risks of specific organizations.

The web-based survey consisted of 21 questions, mostly quantitative, so the survey took less than five minutes to complete. The data came back to Student Life Studies, using Teleform Software, and was put into SPSS and Excel files.

In total, the e-mail was sent to 575 people, but 40 were returned for bad addresses, so 535 people received the e-mail. By the deadline, 194 responses came back (the survey was filled out for each organization advised, so if a person advised two organizations she/he would fill it out twice.) The total amounted to about a third of the RSOs on campus.

Results
The complete survey with results can be found in Appendix B, the following is a brief sampling of what the Risk Management Team felt were significant findings.

- More than two-thirds (67.9%) advised a group as a volunteer, rather than a job requirement. Of the volunteers, almost three-fourths (73.9%) have no documentation in their personnel file formalizing the relationship.

Top Five Types of Activities for Student Organizations

| | |
|---|---|
| Travel to conferences, retreats, competitions, or out of the B/CS area | 64.4% |
| Community Service | 61.3% |
| Fundraising | 60.3% |
| Speakers/Lectures | 59.3% |
| Travel within the community | 53.1% |

- Advisors were asked if their organization carried insurance. More than half (57.4%) replied "no," while 23.2% stated that they did not know.
- Advisors were asked about the amount of time spent with their organization. More than half (54.5%) spend less than one hour per week on average with the president/executive committee of the organization. About 29% of the advisors spend 1-2 hours, 6.9% spend 3-4 hours, and 9.5% spend more than 4 hours.
- Advisors were asked if they had spoken to their organization leadership about specific topics. The following list illustrates the top five responses:

Top Five Advisors Discussion Topics with Student Organizations

| | |
|---|---|
| Out of Town Travel | 58.2% |
| Alcohol/Drugs | 51.0% |
| Risk Management | 42.8% |
| Hazing | 30.9% |
| Crisis Planning | 14.9% |

- Some organizations travel out of town frequently. About a third (23.4%) travel once a year and another 28% travel twice a year. Almost 19% travel five or more times a year. To get to their destination, 63.9% use personal vehicles, 38.7% use university/department vehicles, 22% use commercial airlines, 16% use private rental vehicles, and 16% use charter busses.

- Nearly 70% of the advisors state that their organization had none or loosely structured guidelines regarding risk management. Only 10.6% described their guidelines as very structured.

<u>Conclusions and Implications</u>

Based on this survey, advisors try to be visible with their student organizations. They try to attend events but also do not spend a lot of time with the leadership of the organizations. What the survey does not indicate is how active their role is when addressing important issues and providing guidance while others are fairly inactive or low risk in their behaviors. There are probably opportunities to teach advisors, particularly new ones, about the important issues and how to address them in a positive manner with the organizations.

Student organizations participate in a wide variety of events, some of which are very specialized to the mission of the organization. Texas A&M has always prided itself on having so many organizations to meet the needs and desires of the student body. Some organizations appear to have advisors who are knowledgeable in the activities, while some may be less familiar with the events. The university/department expectations should be clarified with advisors about their attendance at meetings and events. Clearly, students are involved in traveling to these activities, so the risk of accidents is ever-present. Traveling out of town may place an excessive burden on the volunteer advisor, or even the paid advisor that has several groups that travel. Student organizations should be held accountable for travel guidelines and promote safe traveling to all events.

Advisors need resources regarding events planning, insurance, and university policies. Giving them accurate and timely information will help them work with student organizations. The university has a responsibility to educate both students and advisors about the risks associated with particular events that are planned, whether this is the first time or the activity has gone on for years. Some advisors are clearly in tune with those issues and have a good rapport with their organizations while others are still learning. Volunteer advisors probably need more attention in this area, since they do not work with student organizations as a part of their job requirement. They also need to be supported by their supervisors/department in the time they spend with the organization.

A survey of this type should probably be completed every couple of years to get ideas of the needs of organizations and their advisors. In addition, small focus groups may provide enlightening information about some of the topics covered in this survey. They can provide a deeper understanding and make suggestions on improvements for the future.

While the university should not extrapolate the Bonfire events to all student organizations, this survey does give a thumbnail sketch of the groups at Texas A&M University and their particular issues. Providing resources, clarifying expectations, and giving support to student organization advisors should happen on a continual basis and be reviewed on a yearly basis, particularly as new advisors take on the responsibility.

## VII. ACADEMIC FIELD TRIPS (Team Response to Charge A-2)

Conclusions on Academic Sponsored Field Trips

In the fall semester of 1995, an Academic Operations Subcommittee was formed to study Academic Sponsored Field Trips. The subcommittee collected information from several academic departments across campus and found that there were not consistent travel policies related to Academic Sponsored Field Trips. The subcommittee also collected comparative information from several other schools, researched policies in place at the Department of Student Activities, and asked a series of questions of the TAMU General Counsel.

Based on this information, the AOC Subcommittee recommended the following: (1) acknowledgment that field trips are important to student learning but had associate risks and responsibilities, (2) pre-trip meetings be held where written statements of possible risks are outlined, assumption of risk forms are signed by students, and optional insurance coverage is offered to students, and (3) acknowledgment by faculty and staff that when leading field trips they are acting in their capacity as employees of Texas A&M University and will be held to legal standards in Texas (state actors) with regards to negligence.

However, the information gained by the AOC Subcommittee dates as far back as 1983, and in 1996, the Executive Vice Provost requested that new research be done, and that the scope of the research be broadened to include all (not just undergraduate) academic and academic-support field trips.

Recommendations

- Adopt the three recommendations by the AOC Subcommittee as a part of training for advisors and officers with regards to managing risk when traveling.
- Create a joint task force between Student Affairs and Academic Affairs to study all student travel and to create standard travel procedures for TAMU. ABOC should be consulted with in regards to their most recent study on academic field trips to ensure consistency when developing student travel guidelines.

## VIII. TRAVEL GUIDELINES RELATED TO STUDENT ORGANIZATIONS, SPECIAL EVENTS, & ATHLETIC TEAMS (Team Response to Charge A-3)

Conclusions on Student Travel

Vehicle usage is common among student organizations and poses a potentially severe liability exposure to Texas A&M University. Almost 50% of advisors surveyed rated travel as the most risky activity their student organization conducts. Only 60% of advisors surveyed accompanied their student organizations when they traveled.

Only certain student organizations follow any kind of travel guidelines on a consistent basis, and this generally only happens with student organizations that have advisors designated by virtue of their job description or with student organizations that take academic field trips.

In both cases, advisors are imposing travel guidelines that have been created by their own department and are generally unaware that the Department of Student Activities has any kind of travel guidelines. It could be that the information is hard to find or that advisors and officers are inadequately trained. This problem begs for a solution which will centralize the eventual guidelines.

The Department of Student Activities Travel Guidelines are currently followed only when a student organization has to rent university vehicles and only if the organization requires some type of funding other than departmental monies. No check and balance exists to ensure compliance with travel guidelines for most kinds of travel.

The only university-wide procedure regarding travel is notification of Critical Incident Response Team (CIRT) by student groups before they travel. This procedure is not widely known, information communicated is not standardized, and notification methods vary from group to group and department to department.

Recommendations

Therefore, Texas A&M University must write, implement, and enforce practical and effective driver, travel, and vehicle guidelines and procedures that will be adopted by the entire university:

- The guidelines and procedures must be clear and comprehensive.
- The guidelines and procedures must be written so that they are easily implemented and enforced.
- The guidelines and procedures must be readily available and centrally located.
- The guidelines and procedures must be written for the entire university.
- The guidelines and procedures must be a part of training for all people that travel.

Specifically, it is recommended based on the attached research, that Texas A&M University take the following actions with regard to travel by student organizations:

- Refer to the United Educators Insurance Risk Retention Group, Inc. (Publication: *Managing Liabilities – Vehicle Safety)*. Use the sample forms given as a framework to develop a driver qualifications policy, a driver obligations agreement, and a vehicle readiness checklist. Once developed, these will become a part of the travel guidelines and procedures for TAMU.
- Refer to the Department of Student Activities website and Van Rental Information booklet to create the complete guidelines and procedures for all student travel. Make sure the two sources match. Post all forms and policies on-line. Post the forms in a file format that can be downloaded to student computers and then sent as an attachment to advisors and CIRT.
- Develop a section of the risk management training required of advisors and officers that covers travel policies and procedures. Have discussions during the training on how these guidelines and procedures can be easily instituted.
- Require that all types of travel (university vehicle, personal vehicle, and commercial vehicle) follow the same guidelines and procedures and require that advisors be keepers of the records generated by complying with procedures. Advisors along with student leaders should then be held accountable to CIRT and Student Activities for all travel by their organizations.
- Create checks and balances to assure compliance. Transportation Services will not rent university vehicles without signed and completed travel forms. Student Organization Finance Center (SOFC) will not release funds for travel without signed and completed travel forms. Advisors will not sign travel forms for drivers until they have made a check of driver qualifications.

## IX. 1999 BONFIRE COMMISSION REPORT (Team Response to Charge A-4)

The Bonfire Commission Report was definitely an eye opener to everyone in regard to our lack of a comprehensive risk management program. The Risk Management Team felt the comments, while some were negative in nature, can be used as an outstanding resource as we develop a proactive risk management plan. The following are key points that we hope to address:

Key Point #1
Cultural bias on the part of the university administration and staff resulted in several missed opportunities in reactive risk management. The Bonfire structure had grown too large to be constructed using past practices.

- Cultural bias in decision making resulted in organizational tunnel vision.
- There was no independent internal oversight used as a method of critical evaluation for Bonfire organizational oversight.
- TAMU administration operated in a mode of REACTIVE risk management. This function was performed reasonably well in that there were appropriate and timely responses to significant events and adverse trends. However, administration failed in the area of PROACTIVE risk management by failing to set limits on the Bonfire structure and to assess risks and adjust controls based upon lessons learned from other events or other organizations with like events.
- Evidence was conclusive that TAMU administration functions acceptably in the reactive portions of risk management. However, the evidence also showed that the TAMU administration was not always successful in correcting unsafe and unproductive Bonfire behaviors in the reactive element of risk management.
- Evidence suggested the TAMU administration had de facto control of the Bonfire organization. If the administration wanted a change in the organization or the event, the change could and would be made, but the changes were not always effective in obtaining the intended results.
- Evidence was conclusive that the TAMU administration was not always successful in correcting unsafe and unproductive Bonfire behaviors in the reactive role of risk management.
- Evidence is conclusive that the reactive element of TAMU risk management was never triggered for Bonfire structure safety or stability. No credible source or person ever suggested to the TAMU administration that the Bonfire structure was unsafe, and the TAMU administration never put into place a process to evaluate structural safety.
- Bottom line – the TAMU organizational culture is such that no one at TAMU questions what independent observers would.

Key Point #2

Lack of a proactive risk management culture for student organizations resulted in several missed opportunities to identify, from problems in other Bonfire activities, that the Bonfire structure had grown too large to be constructed using past practices.

- No evidence showed that TAMU had performed a risk management assessment of Bonfire activities, including construction of the Bonfire structure.
- No evidence was found that TAMU performed risk management assessments for activities in any student organization, existing or proposed.
- Evidence from benchmarking studies of institutions of higher learning with significant risk activities suggests that a proactive risk management style is a reasonable expectation for university administrators controlling student organizations.
- Evidence shows that TAMU does a good job of developing students by allowing them to learn from experiences leading student organizations and significant risk student activities, allowing them to make their own decisions for good or bad. Benchmarking suggests that this is common practice. However, limits should be placed on the students such that bad decisions do not result in injury or property damage. Evidence suggested that this is the intent at TAMU but that is not always well implemented.
- Complex and risk significant activities should be analyzed to determine possible problems and limits should be placed on those activities to mitigate those risks. Evidence suggests that this is not done for student organizations at TAMU, although it is done for university activities at TAMU.

## X. REVIEW & REPORT ON RESOURCES AND MODELS OF RISK MANAGEMENT (Team Response to Charge B)

Benchmarking was a key part of the process. Extensive research was conducted in higher education, government, and industry. It became very apparent that while there is plenty of material available on risk management, the vast majority of it deals with insurance. We plowed through volumes of information readily available. Web searches through organizations such as NASPA proved useless in regard to risk management resources.

A short set of questions was sent to members of the University Risk Management & Insurance Association (URMIA). Their membership includes more than 500 university risk managers. The questions inquired about information regarding proactive risk management, surveys that have benchmarked proactive risk management, publications or web pages dealing with risk management, and possible consultants that could review our final product. Surprisingly, only seven risk managers from across the country responded. The following two quotes sum up the results best:

> "I really do not know of anyone who has a really proactive risk management program in student affairs. I always cite TAMU for a crisis response team. As far as books and articles, I have not seen any on this topic. There is a lot of "risk management" stuff out there, but not what I think you are looking for." From Donald D. Gehring – Bowling Green State University

> "Your goal is to develop a proactive risk management model for your student organizations. The truth is that URMIA will only be a moderate benefit to you in that each university has its own level of oversight/control over student organizations. It is a matter of our respective cultures. URMIA members would likely be shocked at some of the student groups' activities on their campus if they really know what went on without any oversight." From Ron Jasper – University of Pennsylvania

While we could not benefit from the majority of information received, the materials that were good were very good. A resource notebook has been compiled with benchmark summaries for those articles that benefited us.

The following is a highlight of those materials that were instrumental in the development of our model:

<u>Performance Improvement International</u>
The information that was shared by the consultant was instrumental in developing our model. He provided us with extensive benchmarking information during the Bonfire investigation which included:

- The United States Air Force Academy
- The United States Naval Academy
- Virginia Military Institute
- University of California – Berkley
- Dartmouth University
- Texas A&M University
- The United States Military Academy (West Point)
- The Citadel
- Stanford University
- University of Houston
- Rice University

It has been recommended that the proactive risk management programs at Air Force, University of Houston, and Dartmouth be investigated for potential site visits as we further develop our program.

Cornell University

The website at Cornell www.sao.cornell.edu/so is currently being considered for a national award. It should be no surprise that we have recommended this site as a model to emulate as we develop our website. The overall website is very well thought out, organized, and is extremely user friendly. The SAO Organization and Event Planning Handbook is also well planned and easy to use. The Alcohol and Drug Policy is the best we have reviewed so far; it is very comprehensive and even includes a flow chart for planning events. It addresses compliance, responsibility, liability, FAQs, education on drug abuse, and penalties. In summary, it is a great site, easy for students and advisors to access.

University of Nebraska, Lincoln

The Risk Management Team has identified the need to do a better job of educating advisors and students about liability insurance. The University of Nebraska has taken a very proactive approach to liability insurance. In their General University Policies & Procedures it states:

> "Student organizations have liability insurance protection for events held on campus as part of University coverage. The policy covers property damage and personal injury when legal proceedings are brought against the organization and negligence is proven. Proper registration of an event or activity by a Recognized Student Organization with the Student Involvement office insures the organization under this policy. Certain Greek activities may not be covered. The cost of the liability insurance is covered by Student Organization Financial Services."

We definitely feel this merits some attention and review.

University of Houston

University of Houston was part of the benchmarking survey and a recommendation for a possible site visit. They were instrumental in assisting us in the creation of our Pre-Event Planning Guide. Their Student Organizations' Event Registration process is very user friendly and was used as a role model for creation of our new guide. Their Campus Activities office was held in high regards by our consultant.

While the following items were not primarily used in the creation of our proactive risk management plan we feel they can be valuable resources for the Division of Student Affairs as we continue to develop the plan. The following institutions/organizations have developed outstanding information in regards to their specific areas of expertise. This information is also located in the resource notebook.

| Items | Primary User | Institutions/Organizations |
|---|---|---|
| Heat-Related Injuries & Treatments | Student Activities | U.S. Navy Safety Center |
| General Water Safety | Student Activities | Clemson University |
| Driving Safety | Student Activities | National Safety Council |
| Inline Skating & Bicycle Helmets | Student Activities | National Safety Council |
| Fire Safety | Student Activities | U.S. Army Safety Center |
| Outdoor Adventure Activities | Outdoor Programs & Activities | Boy Scouts of America |
| Organizational Enhancement Tools | Student Leader Training | Florida State University |
| Travel & Risk Management Plan | Travel Task Force | University of Florida |
| Sport Clubs | Recreational Sports | University of South Carolina |
| Advisors Information | Student Activities | University of Southern California |
| Sexual Assault | Student Life | Miami of Ohio University |
| Advisor Agreement Form | Student Activities | Michigan State University |

## XI. RECOMMEND PROACTIVE RISK MANAGEMENT MODEL TO SERVE AS A FRAMEWORK TO GUIDE DECISION MAKING AND ACTION TAKING IN THE DIVISION OF STUDENT AFFAIRS

This was one of the most difficult charges to respond to. It became obvious from our research and lack of response from URMIA that there is very little information available dealing with proactive risk management models in higher education. The Bonfire Commission Report criticized Texas A&M University for the reactive approach to risk management. Performance Improvement International or PII was part of the investigating team that formed the conclusions of these findings for the Bonfire Commission.

PII's Unique Qualifications

PII has performed several hundred assessments and cause analyses; all the analyses performed by PII were successful in identifying technical as well as Organizational & Programmatic (O&P) root solutions. This success rate is derived from PII integrity, technology, and depth of experience with cause analysis such as:

- PII is the industry leader for failure protection, detection and correction technology.
- PII has trained thousands of managers, supervisors, and individual contributors in error prevention and performing cause analysis.
- PII has developed the most comprehensive set of performance improvement technologies including human error production, engineering error prevention, supervising error prevention, project management error prevention, and risk management error prevention.
- PII has the largest database of failure modes, symptoms, causes, and corrective actions in the world.

The Risk Management Team agreed to contact Mr. Craig Clapper of PII to assist us with developing an approach for risk assessment and risk mitigation as applied to Student Activities. This task includes, but is not limited to:

- Debriefing the team on risk assessment and risk mitigation benchmarking results from the Commission investigation.
- Debriefing the team on risk assessment and risk mitigation information from TAMU relative to the Commission investigation.
- Technology transfer of PII models for risk assessment, risk mitigation, and management control.
- Technology overview of organizational culture, organization function, program design, and program implementation.
- Technology overview of performance measures for organizations and programs.
- Planning for follow-up benchmarking visits to high performing risk management organizations.

Mr. Clapper was one of the two partners from PII that was involved with the Bonfire investigation. His insight and assistance was above and beyond what anyone expected.

The contract called for Mr. Clapper to spend a total of three days consulting with us. The charge for his fee was $139 per hour plus all reasonable and customary business expenses.

The Model

We spent in the vicinity of 10-15 hours working either directly or indirectly on the Proactive Risk Management Model. What we quickly realized is that in order to have an effective risk management program it must include three models that work together, so we developed a Risk Management Model, Leading Change Model, and an Influencing Performance Model.

These three models work together to form a "Performance Management Model." After countless hours of discussing, explaining, changing, arguing, more discussion, more explaining, and more changing, the Risk Management Team agreed on the following Division of Student Affairs Performance Management Model. After sharing the model with our consultant he stated, "This model, while good, does not insure success. It has the best probability of success."

The implementation of the model will allow students to grow and make mistakes, but no mistakes will cause harm. Our goal is to have safe educational opportunities that provide for student development.

# Insert Performance Management Model

**RISK MANAGEMENT PROCESS EXAMPLE**

The model, while very effective, is difficult to explain and will require some training. We have already created documents that will assist student leaders, advisors, and organizational members. We found the best way to explain and train on the Performance Management Model is to walk through the model with an example. So we will start in the upper left hand corner of the Risk Management Model with Recognized Student Organizations.

<u>Risk Management Model</u>

| | |
|---|---|
| Recognized Student Organization | Texas Aggie Bonfire |
| Identify Events | An identified event was Bonfire cut. One of the risks associated with the event that we identified was a concern with the number of eye injuries at cut site. |
| Manage Risk<br>* Eliminate<br>* Limit<br>* Accept | Options are:<br>1. Eliminate – One option is to eliminate the risk. This would include hiring an independent third party contractor to cut the wood and deliver to the site.<br>2. Limit Risk – Another option is that decisions would be made as to what could be done to limit risks at cut site, i.e. eye protection, purchasing liability insurance (also an option of helping limit potential risks.)<br>3. Accept Risk – The third option may be that after research is done and pros and cons are completely discussed, the organization accepts the risk as is. This decision will be monitored in the influencing performance model against the organization's expectations. If performance does not live up to expectations, it will then kick into the problem-solving mode. |
| Change Management | In our example, the decision is made to limit the risk; changes have to be made in the way Texas Aggie Bonfire conducts business. |
| Define Objective<br>"What We Want" | We would like to see future cut sites free of eye injury. We envision a significant decrease in serious eye injuries. We believe if eye protection at cut site is mandatory, our goals are achievable. |
| Assess Capability | The organization needs to weigh the long-term benefits versus the likelihood and consequences of occurrence. We decide that the cost of safety goggles is worth the investment to reduce eye injuries. |
| Identify Challenges | We have serious concerns that students will not comply if eye protection is mandatory. Concerned with challenging the tradition of cut site, staff does not believe they will all wear safety goggles. |

| | |
|---|---|
| Develop Plan - Written, Names, Dates, SMART (Specific, Measurable, Action Oriented, Realistic, Time Specific) | 1. Bonfire Advisor will meet with the Director of Environmental Health & Safety to research and purchase enough safety goggles to adequately cover every person at cut site. Safety goggles must be purchased by August 1.<br>2. Bonfire Advisor and all the Bonfire student leaders will monitor cut site and ensure that anyone entering the restricted area of cut site will be properly wearing safety goggles effective immediately.<br>3. Our goal is to reduce all eye injuries by 95%. The Risk Management Office for Bonfire will be responsible for supplying weekly injury reports and comparison for the first five years. |
| Monitor Evaluation Plan | Texas Aggie Bonfire needs to monitor the project by developing individual plans to measure performance. As necessary, outside evaluation should take place. This will reduce group think. An evaluation must be done in the case of a significant event or catastrophe dealing with a like or similar activity. |
| Review Expectations<br>* Vision<br>* Mission<br>* Operation Plan<br>* Policy | This is what Aggie Bonfire does. They make sure any changes are included in the operation plan and policies are updated. Making people accountable is difficult if they are not sure what they are supposed to be doing. |
| Observe PMT (Performance, Monitor, Trending) | Now that the policy has been implemented, is everyone wearing safety goggles? As people monitor cut site what do they see? What do injury trends show? Is this in line with expectations? |
| Identify Gap | After the first weekend of cut, eye injuries are down only 5%. Reports from staff monitoring performance indicate a majority of the students are wearing safety goggles improperly on their heads. Phone calls to injured students indicate that they were not given safety goggles. |
| Problem Solve | Bonfire student leaders need to look at the situation with their advisors and do a problem solve. Findings might be that they did not have enough safety goggles, students did not realize the seriousness of the policy, or people thought the safety goggles were too uncomfortable. They narrow down the reasons why the problem is happening until they can pinpoint the root cause. They decided that the students did not take the new policy seriously. |
| Communicate | This is the key – Communication and compliance must happen both up and down the organizational chart. Advisors must inform appropriate university administrators depending on the severity of the problem and be sure that students are informed of changes. |
| Implement | They decide to implement an ID scanner at cut site. Students who violate the safety goggle policy will be banned from cut site. |

| | |
|---|---|
| Action within Recognized Student Organization | This is where the action needs to take place. Students within the organization decide if they are going to comply. If they do, it will be recognized when observing performance and the group will meet its expectations. If the organization does not comply, a gap will be identified and the organization will revert to the problem-solving model. |

Training Tools

The Risk Management Team realizes that it is necessary to develop training tools to assist student organizations and advisors. "Steps to Manage Performance in Student Organizations" (Appendix C) and the "Pre-Event Planning Form" (Appendix D) are both easy-to-use tools that will offer a step-by-step guide to successful event planning. Both of these educational tools are a necessity for a successful proactive risk management plan implementation.

## XII. IMPLEMENTATION OF RISK MANAGEMENT RECOMMENDATIONS (Team Response to Charges D-1 & D-2)

### A. REASON FOR ESTABLISHING THREE CATEGORIES OF STUDENT ORGANIZATIONS

Currently, Texas A&M University has one recognition category for all student organizations. According to the 1999-2000 Student Organization Manual, the advantages and privileges associated with official university recognition include the following:

- Having the use of the Texas A&M University name to identify institutional affiliation
- Recruiting members on campus
- Holding meetings and functions on campus
- Free e-mail and/or internet web site
- Using (primarily free) university meeting rooms and facilities
- Free computerized banking facilities in the Student Organization Finance Center
- Having the use of an organization mailbox in the Student Organization Finance Center
- Access to free publicity in publications like the University Calendar, Student Organizations Guide, *Battalion's* What's Up, etc.
- Publicizing activities on campus bulletin boards and kiosks
- Applying for Student Organization Funding (except for sports, religious, social and political issues organizations, hall councils, etc.)

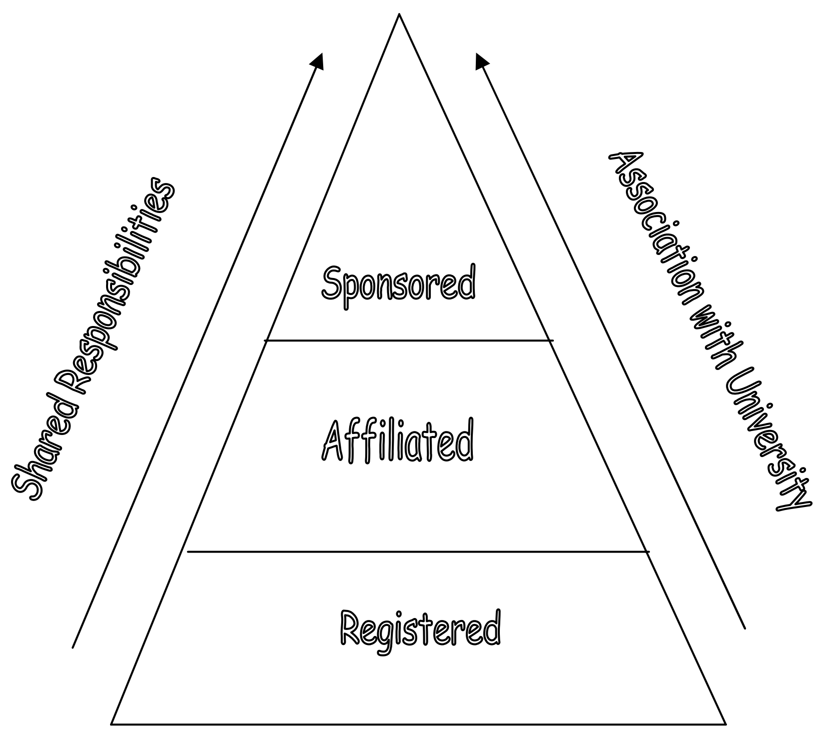
A dilemma we are currently facing while developing a proactive risk management model is the realization that there is a tremendous variance in the degree to which student organizations interface with the university. We felt it would be an impossible task imposing the same expectations on the Chess Club as we would impose on the Parsons Mounted Cavalry. Many organizations function completely autonomously and have little interaction with the university while others are directly involved in planning events, activities, or programs that are considered an integral part of the institution.

In the fall of 1995, a Student Organization Task Force was established at Texas A&M University to examine our student organization recognition process and to assess the impact of creating two categories of organizations. Their research showed that some universities delineate different categories of organizations to better define the relationship between the university and their student organizations. Some of the terminology used to describe these categories include "sponsored/registered, sponsored/recognized, agency/independent/quasi-departmental, and student/community/university."

The committee chose to submit a proposal to establish two categories of student organizations: university-affiliated organizations and university-recognized organizations. Creating a new category of university-affiliated organizations would better define the relationship that the university has with a number of organizations that are inherently linked to the university because of their use of university resources, their role in representing the university, or their role in planning programs and activities that are considered an integral part of the institution. By creating the university-affiliated category, the university recognizes that these are still student-organized groups and will continue to respect their decision-making processes.

The Student Organization Task Force was unable to obtain complete support from the TAMU General Counsel Office and discontinued their quest for a tiered structure of recognized student organizations. Much of the concern comes from that ethical dilemma facing many institutions on how to define the legal relationship between the institution and the student organizations that they register or recognize. We would like to thank the Task Force for their efforts as much of their work will be used again for this proposal.

After studying the proposal from 1995, the Risk Management Team felt it would be more beneficial to propose a three-tier system. The classifications would be *sponsored*, *affiliated*, and *registered*. We felt if we broke them down only into two classifications, then approximately 20 organizations might be sponsored leaving up to 650 organizations in the second tier. We felt that with three distinct classifications, we could better classify organizations that will assist us in managing risk.



Student Organization Pyramid

| Sponsored | Affiliated | Registered |
| --- | --- | --- |
| - Organization is critical to the mission and culture of the university | - Organization contributes to mission and culture of the university | - Organization is consistent with the mission and culture of the university |
| - Advisor is a full-time employee of the university designated by virtue of job description | - Advisor is a full-time employee of the university selected by the organization | - Advisor can be professional staff, associate staff, faculty, or graduate assistant |
| - Organization carries a high amount of risk for the university due to the activity of the organization | - Organization is perceived to carry a moderate amount of risk for the university | - Organization is perceived to carry a lower amount of risk for the university |
| - Advisors must attend 15-20 hours of training per year | - Advisors must attend 3-9 hours of training per year | - Advisors must attend 1-2 hours of training per year |
| - Mandatory training workshops for student organization officers 10-15 hours per year | - Mandatory training workshops for student organization officers 3-9 hours per year | - Mandatory training workshops for student organization officers 1-2 hours per year |
| - Organization must appoint a risk management officer who will be responsible for developing an operations manual (Appendix E) | - Assessment will be done to determine if operations manual and additional insurance are necessary | - Assessment will be done to determine if operating manual and additional insurance are necessary |
| - Organization will carry additional liability insurance to cover membership and events as deemed appropriate by university review (Revised 12/18/00) | | |

What determines whether student organizations are sponsored, affiliated, or registered?

A score sheet will be developed that will be used to assist in determining how a student organization will be categorized. Six categories will be applied: (1) mission, (2) advising, (3) space, (4) funding, (5) risk, (6) responsibilities of the organization.

1. Mission

| Sponsored Organizations | Affiliated Organizations | Registered Organizations |
|---|---|---|
| - Organization is critical to the activity of the university | - Organization contributes to the mission and culture of the university | - Organization is consistent with the mission and culture of the university |

2. Advising

| Sponsored Organizations | Affiliated Organizations | Registered Organizations |
|---|---|---|
| - Advisor is full-time employee of the university, designated by virtue of job description, and is certified/trained in primary mission of the student organization they advise | - Advisor is a full-time employee of the university selected by the organization. Advisor should be certified/ trained or possess the skills and experiences in the primary mission of the organization | - Advisor must be professional staff, associate staff, faculty, or graduate assistant of the university |

3. Space

| Sponsored Organizations | Affiliated Organizations | Registered Organizations |
|---|---|---|
| - University provides designated office/work space | - Organization obtains space on a priority basis | - Organization rents space or obtains space on a lower priority basis |

4. Funding

| Sponsored Organizations | Affiliated Organizations | Registered Organizations |
|---|---|---|
| - University funding (Bookstore, Concessions, or Student Service Fees) | - Eligible to apply for student organization funding | - Eligible to apply for student organization funding |
| - University employees help manage the organizational funds accounts | - University employees do not manage the organization's | - University employees do not manage the organization's accounts |
| - Fiscal accounts (may be in addition to SOFC) | - Students manage funds and advisor oversees | - Students manage funds and advisor oversees |

5. Risks

| Sponsored Organizations | Affiliated Organizations | Registered Organizations |
|---|---|---|
| - Events or activities of higher risk for membership or risks are well known and accepted by the individuals | - Events or activities of moderate risk for membership, or risks are well known and accepted by the individuals | - Events or activities of lower risk for membership, or risks are well known and accepted by the individuals |
| - Organization carries a high amount of risk for the university due to the intimate connection between the university and the organization | - Organization is perceived to carry a moderate amount of risk for the university | - Organization is perceived to carry a lower amount of risk for the university |

6. Responsibilities of the Organization

| Sponsored Organizations | Affiliated Organizations | Registered Organizations |
|---|---|---|
| - Organization routinely represents the university | - Organization is responsible only for activities within the purpose of the organization; activities are normally limited to its membership | - Organization is responsible only for activities within the purpose of the organization; activities are normally limited to its membership |
| - Organization officially represents the university | | |

In addition to the benefits of being a recognized student organization listed earlier the following shows the varying benefits of organizations in the three-tier system.

Sponsored

- Assigned professional advisor
- Access to purchase liability insurance
- Able to receive bookstore allocation funding
- University/department office space
- Consideration for participation in new student conferences and high visibility publications
- Preferred registration for room reservations
- Part of the All-University Calendar meetings
- Regular interaction with VPSA for student leaders
- Opportunity to apply for Koldus parking garage space
- Opportunity for student leaders to be appointed to university committees
- Potential for small stipends for certain leaders
- Preferred early registration and UB parking for selected organization officers
- Opportunity to have all contracts reviewed by University Contracts & Compliance Office

Affiliated

- Advisor may be chosen by organization
- First priority for cubicle space
- Second priority for room reservations
- Eligible to apply for student organization funding

Registered

- Advisor may be staff or graduate assistant
- Second priority for cubicle space
- May reserve rooms and space on campus
- Eligible to apply for organization funding

The privileges of becoming a recognized student organization are not extended without careful consideration. Once recognized, an organization carries the name of Texas A&M University; therefore, the programs and activities planned and presented by the officers and membership of the organization should reflect the policies of the institution. In order to be recognized and retain official recognition student organizations must maintain certain requirements. Current student rules may be found at [http://student-rules.tamu.edu/](http://student-rules.tamu.edu/)

As the association with the university increases, so do the responsibilities and expectations of the student organizations. A following is a sample of the policies and procedures that must be followed:

| Sponsored Organization | Affiliated Organization | Registered Organization |
| --- | --- | --- |
| - Mandatory training work-shops for advisors 15-20 hours per year (behavior modification, problem solving, risk management, media relations, conflict resolution, financial, collegiate licensing, travel, student rules for open events) | - Mandatory training work-shops for advisors 3-9 hours per year (behavior modification, problem solving, risk management, media relations, conflict resolution, financial, collegiate licensing, travel, student rules for open events) | - Mandatory training work-shops for advisors 1-2 hours per year (behavior modification, problem solving, risk management, media relations, conflict resolution, financial, collegiate licensing, travel, student rules for open events) |
| - Advising skills are part of the annual performance evaluation for the advisor | - Opportunity to attend continuing education workshops for advising | - Opportunity to attend continuing education workshops for advising |
| - Advisor attends meetings and events in sufficient numbers to assess and influence student performance, event planning and production, and risk management | - Periodically, advisor attends meetings, is present at major events, and interacts with student leadership to assure adherence to university policies and procedures | - Advisor is adequately informed of student organization activities to ensure adherence to university policies and procedures |
| - Mandatory training work-shops for student organization officers 10-15 hours per year (leadership skills, sexual harassment, alcohol and hazing awareness, risk management, fiscal procedures, event planning) | - Mandatory training workshops for student organization officers 3-9 hours per year (leadership skills, sexual harassment, alcohol and hazing awareness, risk management, fiscal procedures) | - Mandatory training workshops for student organization officers 1-2 hours per year (leadership skills, sexual harassment, alcohol and hazing awareness, risk management, fiscal procedures) |

- Must follow all student rules and Student Activities policies/procedures/paperwork for concessions, collegiate licensing, room reservations, open events, social events, special events, travel, and publications
- Organization must designate a risk management officer
- Roundtable discussions for officers involved in those groups
- Organization must submit operations manual for review on an annual basis
- Organization must carry additional liability insurance to cover membership and events
- Organization must have all contracts reviewed and approved by TAMU Contracts Office

- Must follow all student rules and Student Activities policies/procedures/paperwork for concessions, collegiate licensing, room reservations, open events, social events, special events, travel, and publications
- Assessment will be done to determine if organization must submit student operations manual
- Assessment will be done to determine if organization must carry additional liability insurance

- Must follow all student rules and Student Activities policies/procedures/paperwork for concessions, collegiate licensing, room reservations, open events, social events, special events, travel, and publications
- Assessment will be done to determine if organization must submit student operations manual
- Assessment will be done to determine if organization must carry additional liability insurance

Risky Activities

Some student organizations requesting recognition may be deemed risky in nature and deserving of special requirements. If the organization meets all the requirements to become recognized, the following requirements may be imposed upon the club:

- Have their activities occur off university property
- Make sure they comply with all necessary professional standards (i.e., FAA)
- Make waivers and release statements mandatory
- Require club and individuals carry adequate insurance determined by TAMU Risk Management Office
- Keep those activities out of university publications.

# Timeline for Implementation of Proactive Risk Management Strategies (Team Response to Charges D-3 & D-4)

## Fall 2000

- **Create a Student Affairs Risk Management Team composed of various members throughout the division**
  Cost: $0.00 | Who: VPSA | Why: To increase sharing of risk management issues throughout the division

- **Define Risk Management for Recognized Student Organizations**
  Cost: $0.00 | Who: Risk Management Team | Why: Consistent message to students

- **Centralize Recognized Student Organization risk management policies**
  Cost: $0.00 | Who: Student Activities | Why: Ease of use for officers and advisors

- **Investigate the creation of a Risk Management Office (Appendix F) to oversee categorization of Recognized Student Organizations, compliance, and risk**
  Cost: $0.00 | Who: VPSA & Student Activities | Why: To enable effective proactive stance

- **Begin article/ad campaign in *Battalion* about increasing campus risk awareness**
  Cost: $5,000 | Who: Student Activities | Why: Increase student compliance with policy

- **Identify incentives for ten Recognized Student Organizations who volunteer to serve as pilot organizations**
  Cost: $4,000 | Who: Student Activities | Why: Increase student compliance with policy

- **Begin training on use of Pre-Event Planning Guide for all Recognized Student Organizations**
  Cost: $0.00 | Who: Student Activities | Why: Increase student knowledge of policy

- **Implement use of Pre-Event Planning Guide for all Recognized Student Organizations**
  Cost: $1,000 | Who: Student Activities | Why: Immediate proactive action regarding risk

- **Create Recognized Student Organization Category Checklist to enable categorization of Recognized Student Organizations into levels**
  Cost: $0.00 | Who: Risk Management Team | Why: Provide consistent categorization

- **Create comprehensive list of Recognized Student Organizations identified by a specific level (one, two, three)**
  Cost: $0.00 | Who: Risk Management Team | Why: Increase student compliance with policy

- **Develop Risk Assessment Matrix**
  Cost: $0.00 | Who: Risk Management Team | Why: To identify risks as high, medium, low

- **Begin training on Steps to Manage Performance for level one Recognized Student Organizations**
  Cost: $100 | Who: Student Activities | Why: Increase knowledge of risk management

- **Implement use of Steps to Manage Worksheet for level one Recognized Student Organizations**
  Cost: $100 | Who: Student Activities | Why: Increase proactive steps with level one

- **Develop roles, responsibilities, and expectations of advisors**
  Cost: $0.00 | Who: Student Activities | Why: To set common base for training sessions

- **Develop Task Force with university representation for all student travel. Create a standard policy and procedure for TAMU**
  Cost: $0.00 Who: VPSA Why: To develop consistency in student travel

- **Develop Advisor Agreement Letter**
  Cost: $0.00 Who: Student Activities Why: Increase accountability of advisors

- **Develop officer and advisor training workshops/programs**
  Cost: $0.00 Who: Student Activities Why: Increase knowledge for advisors/officers

- **Create/implement Advisor Exit Survey to gain information about why advisors leave groups**
  Cost: $1000 Who: Student Life Studies Why: Improve advisor retention

- **Incorporate Risk Management into Comprehensive Program Review**
  Cost: $0.00 Who: Student Life Studies Why: External review every five years

- **Pilot test ten level one Recognized Student Organizations to implement new philosophy, guidelines, and policies**
  Cost: $0.00 Who: Student Activities Why: Dry run to assess realistic nature of model

- **Level one Recognized Student Organizations given guidelines for Operations Manuals and begin development**
  Cost: $0.00 Who: Student Activities Why: Prepare for full accountability in Fall 2001

- **Level one Recognized Student Organizations informed about creation of a "Student Risk Management Officer"**
  Cost: $0.00 Who: Student Activities Why: Prepare for full accountability in Fall 2001

- **Discuss issue of university furnished liability insurance coverage for level one Recognized Student Organizations**
  Cost: $0.00 Who: VPSA Task Force Why: Increased incentives for officers/advisors

- **Refine hazing policy, sexual abuse policy, alcohol/drug policy (review, clarify, and publicize)**
  Cost: $0.00 Who: Student Life Why: Consistent message to students

- **Begin discussion about professional recognition for advisors that are academic faculty**
  Cost: $0.00 Who: Student Activities Why: Increase advisor retention

Spring 2001

- **Begin search process for new employees (finalize job descriptions, post positions, interview)**
  Cost: $5,000 Who: Student Activities Why: To implement complete RM plan

- **Complete development of training programs for level one Advisors and Student Officers**
  Cost: $5,000 Who: Student Activities Why: Increase knowledge and compliance

- **Complete development of training programs for levels two and three Advisors and Student Officers**
  Cost: $5,000 Who: Student Activities Why: Increase knowledge and compliance

- **Discuss need for "Commissioners" to oversee Recognized Student Organizations in conjunction with Risk Management Office**
  Cost: $0.00 Who: Student Activities Why: Reality check of staffing issues

- **Risk Management Officers elected for all level one Recognized Student Organizations (will maintain operations manual)**
  Cost: $0.00 Who: RSOs/Student Activities Why: Proactive stance with level one operations

- **Implement categorization by level of Recognized Student Organizations as they go through recognition**
  Cost: $0.00 Who: Student Activities Why: Preparing for compliance in Fall 2001

- **Implement Advisor Agreement Letter as Recognized Student Organizations go through recognition**
  Cost: $100 Who: Student Activities Why: Accountability of advisors

- **Pilot (test) training programs for all level one RSO officers and advisors**
  Cost: $0.00 Who: Student Activities Why: Gain assessment info on small scale

- **Implement Anonymous Incident Report mechanism for violations in RSO**
  Cost: $5,000* Who: Student Counseling/Help Line Why: Reduction of violations
  *Money requested from AFS and TAMU Mothers' Club

- **Preferred early registration for key student leaders whose RSO is critical to TAMU mission/culture**
  Cost: $0.00 Who: Student Activities Why: Incentive for level one officers to comply

- **Preferred University Business Parking Tags for key student leaders whose RSO is critical to TAMU mission/culture**
  Cost: $0.00 Who: Student Activities Why: Incentive for level one officers to comply

- **Special Assistant to the Vice President for risk management hired to oversee proactive risk management program for the Division of Student Affairs**
  Cost: $101,500 Who: VPSA Why: Assist Departments within division with risk management

- **Have RSO Handbook, Advisor Handbook ready for recognition**
  Cost: $0.00 Who: Student Activities Why: Increase knowledge and compliance

Summer 2001

- **Complete hiring/training of new staff to operate Risk Management Office**
  Cost: $251,813 Who: Student Activities Why: Plan for increased RSO policies in Fall

- **Complete revisions to training programs for officers and advisors**
  Cost: $0.00 Who: Student Activities Why: Plan for increase RSO training in Fall

- **Conduct assessment of how well pilot Recognized Student Organizations and pilot training programs did during the fall/spring**
  Cost: $500 Who: Student Life Studies Why: Gain info for revisions to forms/training

- **Develop website within Student Activities to contain all risk information (forms, policy, procedure)**
  Cost: $0.00 Who: Student Activities Why: Increase compliance by advisors/students

- **Develop RSO Handbook (general operations manual for all Recognized Student Organizations for students)**
  Cost: $5,000 Who: Student Activities Why: Increase knowledge of students

- **Develop Advisors Handbook (general policy and procedures manual)**
  Cost: $1,000 Who: Student Activities Why: Increase knowledge for advisors

Fall 2001

- **Student Activities website containing all risk information for Recognized Student Organizations is on-line and functional**
  Cost: $0.00 Who: Student Activities Why: Increase ease of compliance with policy

- **All Recognized Student Organizations identified by level and begin complying with all required policies and procedures**
  Cost: $0.00 Who: Student Activities Why: Proactive stance with all RSOs

- **Implement mandatory training workshops for officers and advisors for all levels of Recognized Student Organizations**
  Cost: $0.00 Who: Student Activities Why: Proactive stance with all RSOs

- **Level one Recognized Student Organizations required to purchase liability insurance to cover membership and events**
  Cost: TBD Who: Student Activities Why: Benefit to TAMU and students

- **Implement contract review by TAMU Contracts and Compliance Office for level one Recognized Student Organizations**
  Cost: $0.00 Who: Student Activities Why: Benefit to TAMU and students

- **Conduct assessment to determine if insurance is necessary for levels two and three Recognized Student Organizations**
  Cost: $0.00 Who: Student Activities Why: Benefit to TAMU and students

- **Develop Risk Management Booklets (one per topic of risk with very specific strategies)**
  Cost: $5,000 Who: Student Activities Why: Increase compliance with policy

Fall 2002

- **Develop a TAMU Advisors Academy (charge for participants), and graduates receive a certification**
  Cost: $5,000 Who: Student Activities Why: Increase knowledge for advisors

Fall 2003

- **Begin assessment to see if program, policies, and procedures are effective**
  Cost: $0.00 Who: Student Life Studies Why: Proactive step to reduce cultural bias

**Other Recommendations (Team Response to D-5)**

These are some miscellaneous recommendations from the Risk Management Team that have not previously been mentioned in the report:

- Cultural bias in decision-making is the organization's equivalent of tunnel vision. While our team addressed some factors contributing to cultural bias, more research needs to be done in this area as it was considered a contributing factor to the Bonfire collapse.
- Work needs to be done with SIMS to assist the Critical Incident Response Team. There is currently no next of kin screen that can be accessed in case of a fatality.
- Work needs to be done with PTTS to encourage them to purchase some handicapped accessible vans that would allow wheelchair bound students and staff the opportunity to travel with their organizations/departments to university sponsored functions.

Expenses for Risk Management Team

| Description | Amount | Balance |
|---|---|---|
| Funding from Vice President's Office | $25,000.00 | $25,000.00 |
| Consultant Charge 7/2/00-7/22/00 | $5,387.31 | |
| | | |
| Breakfast Items for 7/5/00 | $29.25 | |
| Morning Snack for 7/5/00 | $50.00 | |
| Lunch for 7/5/00 (Faculty Club) | $172.97 | |
| Afternoon Snack for 7/5/00 | $9.00 | |
| Dinner for 7/5/00 (Johnny Carino's) | $93.00 | |
| | | |
| Breakfast Items for 7/6/00 | $22.00 | |
| Morning Snack for 7/6/00 | $50.00 | |
| Lunch for 7/6/00 (Faculty Club) | $172.97 | |
| Afternoon Snack for 7/6/00 | $10.50 | |
| | | |
| Breakfast Items for 7/17/00 | $25.50 | |
| Morning Snack for 7/17/00 | $50.00 | |
| Lunch for 7/17/00 (Faculty Club) | $137.35 | |
| Afternoon Snack for 7/17/00 | $9.00 | |
| Cake for Mark Macicek for 7/17/00 | $13.50 | |
| | | |
| Copy Corner – Materials for Report | $54.70 | |
| Copy Corner – Materials for Report | $87.75 | |
| Risk Management Books | $314.52 | |
| Editing/Technical Writer (Estimate) | $595.50 | |
| Copy Corner – Materials for Final Report | $88.20 | |
| Grand Total | $7,373.02 | |