# UNDERSTANDING THE ANALYTICAL APPROACHES OF COURTS IN NEGLIGENCE CASES[i]

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February 20, 2006
27th Annual National Conference on Law and Higher Education
Clearwater Beach, Florida

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**"The organization lacks effective checks and balances, does not have an independent safety program and has not demonstrated the characteristics of a learning organization…Changing the organization's culture will be the real challenge."**
~ Columbia Accident Investigation Board – August 2003

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Bill Hoye's expert review of recent case law, coupled with the identification of lessons learned and suggested strategies for mitigating risks, establishes a foundation for an overview of the development of a proactive risk management program aimed at uniting campus entities for the purpose of integrating effective decision- making strategies into the campus culture. Recent trends related to tort claims in higher education coupled with increased state and federal legislation have prompted institutions across the country to examine their role in enhancing safe learning and living environments for their students, faculty, staff, alumni and guests. This process of reflective evaluation has resulted in a need for administrators to re-examine how they define the student/university relationship outside the classroom. Based on the outcomes of this evaluative process, Student Affairs professionals are actively engaging in the creation of broad-based risk management initiatives to raise the awareness of and enhance the ability to effectively manage the multiple complexities inherent in today's society.

Over the past 5 years, the author has had the opportunity to serve as the point person

for the design and implementation of such a program within two distinctly different Student Affairs programs. One institution's focus was on the management of risks associated with events and activities coordinated by registered student organizations, while the other has focused on the implementation of proactive risk management into the operations and services of The Division of Student Affairs. Throughout the course of developing the programs, one underlying theme has consistently comes to light, the importance of focusing efforts not only on creating systems and protocols, but on the changing of the institution's culture. In this session we will discuss strategies for developing a fully integrated risk management model aimed at changing institutional culture.

The author has found that the influence an organization's culture has on the mitigation, or in some cases, facilitation of risk is profound. The 2000 Bonfire Commission Report generated by an independent team of investigators following the collapse of the Texas A&M Bonfire in November of 1999 concluded that: "Cultural bias on the part of the university administration and staff resulted in several missed opportunities in reactive risk management of Bonfire, resulting in failure to identify that the Bonfire structure had grown too large to be constructed using past practices." [ii] Specifically the Commission identified the following characteristics of the organization attributed to the tragedy;

- 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 functioned reasonably well in a mode of reactive risk management. However, they failed in the area of proactive risk management.
- 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.

- Bottom line – the TAMU organizational culture is such that no one at TAMU questions what independent observers would.

Similar cultural influences were identified in the report generated in 2003 by the Columbia Accident Investigation Board. In a 248-page report that took seven months to generate, the Board said the shuttle was not "inherently unsafe" but issued a series of twenty-nine recommendations for safe return to flight. Of the twenty-nine, six focused on organizational change, identifying NASA's blind spot as believing it had a strong safety culture. [iii] Both independent review teams cautioned the organizations that changing their cultures to reduce incidents of loss would be the greatest challenge.

A review of traditional organizational theory supports the challenge that changing culture is a major obstacle when attempting to implement new initiatives or ideologies. While both Texas A&M and NASA were attempting to identify strategies to respond to critical incidents, the author's experience when developing a proactive risk management plan devoid a precipitating incident indicates that the challenge of leading an organization to change merits attention. Traditional organizational characteristics such as the propensity to only learn in crisis, to be infused in their own values, and the fact that they will do anything to survive present barriers to success, particularly when prior philosophies of by-gone legal eras advised against proactive engagement with students and campus life. [iv] Additionally, large organizations tend to replicate performance, resulting in self-perpetuating practices that do not lend themselves to regular review. [v]

Acknowledgement of traditional organizational characteristics, in conjunction with the influence an institution's culture can have over safety protocols, calls for institutions to develop proactive risk management strategies that do more than create paper trails or complex administrative systems. The end goal must be creating systems that change institutional

values and philosophies to match the desire for mitigating risk. Specific to the advancement of student learning, institutions should seek to implement programs and processes to assist students, faculty, and staff in learning to identify the potential and perceived risks involved in the events they coordinate, or participate in, as well as to develop strategies for the use of value-based judgment skills to eliminate, limit or accept those risks. Three key strategic efforts have proven to advance efforts to design such a program; establishing proactive risk management as an organizational priority, identification of a guiding philosophy, and development of key staff, faculty and administrators as risk managers.

**Establishing Risk Management as an Organizational Priority**

Bill Hoye shares with us that "the best defense to the proliferation of tort claims is a good offense, in the form of reducing the risk of injury and harm to students, faculty, staff and guests. **To that end, college and university administrators and their counsel should invest greater thought, time, energy and resources in preventative law,** risk assessment, training, orientation and educational programs for faculty and staff." [vi] While many campuses are actively involved in the development of risk management resources within specific areas such as student clubs, study abroad programs, laboratory operations, etc., those institutions that work to advance efforts on a broader institutional level that pulls together independent efforts will experience greater success. Establishing campus safety as an institutional priority necessitates the development of partnerships among university administrators, counsel, Environmental Health and Safety professionals, campus safety officers, student leaders, staff responsible for the coordination of services to students, and faculty. Through these partnerships, a campus community can begin to influence change. Identification of risk

management as an institutional priority can take many forms; the drafting of a strategic objective to enhance risk management efforts, the development of risk management specialist positions within individual units either as full-time staff or by adding responsibilities to current duties, or the allocation of fiscal resources to proactive efforts.  One model of institutional commitment can be found at Texas A&M University.  Under the leadership of President Robert Gates, the institution has developed a university-wide commitment to proactive risk management.  Through the Office of the President it has been clearly communicated that executive management supports, advocates and expects a university-wide commitment to risk management. Recognizing that many departments and units across the campus had models, processes, and procedures in place to manage risk and compliance for specific areas of responsibility, a new initiative was developed in 2004 with the establishment of the University Risk and Compliance Office. This new unit was established specifically to coordinate university-wide efforts related to risk management and to facilitate the sharing of information and build on various units strengths and initiatives as they relate to risk management efforts.[vii] What makes this model ideal is the fact that independent departments and units are allowed to pursue risk management strategies that fit within the framework of the services they offer. For example, Residential Life, Academic Affairs, and Student Activities all have individual risk managers that coordinate programs geared towards specific areas of operation.  In addition to the establishment of an institutional office to coordinate efforts, universities may choose to establish staff and volunteer expectations that clearly identify risk management as a top priority.  Examples of this can be found in the development of the Risk Management Team at Arizona State University  through which risk management is added to job duties/responsibilities of individual  members (appendix 1) or in the Advisor

Agreement Letter designed to clearly communicate expectations to faculty and staff serving as advisors to registered student organizations (Appendix 2). Some institutions have established required risk management training for student organizations while others have set expectations for the addition of risk management officers for high-risk student clubs (Appendix 3).  All of the above-mentioned efforts, or any combination of them, will serve to advance institutional efforts to integrate proactive risk management into the campus culture.

**A Guiding Philosophy** [viii]

A critical element when integrating a proactive model of risk management into an institution's culture is the identification of a uniting theoretical framework that is aligned with the institution's core values and mission.  This foundational philosophy should serve to guide all efforts towards the advancement of pro-active risk management while providing opportunity for focus on the empowerment of both students and staff to continue the design, development, and facilitation of programs, events, and initiatives grounded in the pursuit of student as well as staff development and excellence. To this end the philosophical framework should guide not only traditional risk management efforts, but overall student development efforts. Any imperatives developed for the campus should be rooted firmly in such a philosophy and have the support of stakeholders' campus and community wide.  Both Texas A&M and ASU, as well several other institutions across the country, have identified the facilitator philosophy adapted from the facilitator model offered in *The Rights and Responsibilities of the Modern University: Who Assumes the Risk of College Life?*  as their uniting philosophy.[ix]  The authors of this book promote the concept of a facilitator university that seeks to operate within an environment in which administrators seek to **partner** with students and **share responsibility** for management of campus life rather than allocating it

unilaterally or not at all.  As related to risk management work, the facilitator model encourages members of the university community to collaborate on the promotion of a positive university –student relationship. The philosophy calls for the development of a system that allows students, staff, and faculty to operate within an educational environment that helps individuals make intelligent, fair and reasonable choices within the boundaries established by state, federal or local laws, institutional rules/polices  and the educational mission of  the university.

Adoption of the facilitator philosophy allows for a clear identification of the role of **both administrator and student** in the advancement of a pro-active environment, thus enhancing the probability that a deeper impact will be made.  The administrative role in the partnership requires that we abandon the thinking of legal eras of the past and accept the newly defined responsibility voiced by the courts in recent tort liability cases involving colleges and universities. Institutional leadership must clearly communicate expectations for commitment to actively engaging in risk identification and mitigation strategies to staff and students and respond appropriately to decisions and/or incidents that are not aligned with expectations while intentionally designing proactive processes to empower staff to create a safe and productive environment.  Leadership must continue to utilize General Counsel to frame strategies for meeting the challenges of administrative responsibility, being careful to allow the law to guide efforts rather than direct actions. The student's role in the partnership requires that each accept responsibility as both individuals and members of a community. They too must recognize that the environment of Higher Education has changed and that as adults they have the responsibility to actively engage in efforts to proactively respond to that environment.  Students are responsible for the safe and effective management of their events

and like administrators they must respond when their peers choose to act counter to the intended culture of good decision-making and campus safety. The balance of rights with this responsibility calls upon our students to embrace the proactive processes that serve as the foundation for their development as partners with the institution.

In addition to identifying a guiding philosophy, we must also redefine the concept of risk management. Through the course of the past five years via interactions with hundreds of staff, faculty and students from the across the country, the author has found that the number one barrier to engagement in proactive risk management is manner in which we as educators have often defined risk management. Rules, policies, and a litany of "thou shalt nots" have historically been the topics covered in risk management programs. A reconceptualized approach to risk management necessitates a definition that takes the campus community beyond policies and compliance, while these are important components, a successful proactive system will adopt a definition that incorporate the **process** of identifying the potential and perceived risks involved in campus activities and operations. It will also include **monitoring** organization activities and **provide opportunity** for campus community members to **taking corrective actions** and proactive steps to minimize accidental injury and/or loss. The types of risks we are seeking to identify and mitigate should also be defined. Again, our traditional approaches to dialogues about risk lead campus community members to only think of physical risks. This perception of risks only being those things that cause injury, death, or damage can result in poor buy in from individual who do not readily see the inherent physical risks in the events, operations, or services. If I do not think my event will cause injury then I will not think I need to be bothered with risk management. To broaden the campus communities understanding of risk and enhance individual buy-in for university

efforts to mitigate risk, consider the following:

- **Physical** risks can include things such as food poisoning, injuries that may result from physical activities, injuries that may result from travel related accidents
- **Reputation** risks are those things that may result in negative publicity for your organization, staff, members, the institution, and/or the venue where you are holding event.
- **Emotional** risks are those things that can cause a participant at your event or seeking your services  to feel alienated or that negatively impact the feelings of a member or members of the campus community
- **Financial** risks are those things that negatively impact the fiscal stability of your organization and/or other organizations financially supporting your event and/or services
- **Facilities** risks are those things which may cause property damage, prevent your event from being held (bad weather, not enough space for the number of participants, lack of equipment or materials needed for the event)

When an institution recognizes that they may have created an understanding of risk management that is far from appealing to most students, faculty and staff, and take actions to change that understanding they will create an environment that facilitates broader institutional support for efforts.


**Developing Risk Managers**

The risk management professional is a manager that knows and advocates for the risk management process and can effectively communicate and lead the process within the organization to ensure continuing risk evaluation and mitigation. [x] The development of risk management skills in all students, staff and faculty should be the objective.  While the probability that not <u>all</u> campus community members will become proficient risk managers is high, efforts should be made to provide training and development opportunities for those that

have an interest in learning or whose job duties necessitate it.  The Arizona State University

Student Affairs Risk Management initiative was established to oversee and coordinate the

integration of proactive risk management practices into the services and operations of the

Division of Student Affairs. To this end, the program has focused on the continued

professional development of division staff, faculty advisors to student clubs, academic

partners, and most recently senior level administrators within the division.  While the

Assistant Director assumes greater responsibility for the oversight of risk management efforts

all staff is expected to actively engage in the advancement of the program.  Certain staff has

been identified as liaisons to the risk management program and serves as unit representatives

on the Risk Management Team.  These individuals are exposed to a higher level of training

and regularly meet to discuss key concepts of proactive risk management.  Their role within

their individual units and/or departments is to act as the "specialist", taking lessons learned

back to their colleagues and assisting with research, resource design and student outreach

efforts. (See appendix 1)

Staff development can be achieved through classroom style training programs, sharing

current literature on risk management related topics, or participation in external programs and

conferences that feature risk management education. In an effort to assure that members of the

campus community are afforded training opportunities that will enhance their risk assessment

and mitigation skills,  the Risk Management Team at ASU has developed a set of core

competencies for risk mangers.  Persons serving as institutional risk managers, insurance

providers, faculty that teach risk management courses, and current literature were consulted to

develop the list of core competencies. Although this list is not all-inclusive, it serves a solid

foundation for the development of risk managers. (Appendix 4)  Members of the campus

community or outside consultants that have some measured level of expertise in an identified area facilitate staff development.

**Conclusion**

The re-conceptualization of the university/student relationship with an emphasis on the reduction of risk and injury was precipitated at Texas A&M by a crisis resulting in loss of not only lives, but a long-standing tradition of the University.  At Arizona State University, the process was initiated because of lessons learned from TAMU and an innate awareness on behalf of executive administration of the importance of pro-actively engaging in risk management practices.  Both efforts have attained some level of measured success and both have struggled to overcome the challenges of shifting organizational culture.  Both have worked against services becoming little more than a paper process or another hoop for students to jump through as they seek to engage in campus life. Both are striving to change institutional culture.

Perhaps complete change will never be realized, the natural characteristics of complex organizations, the ever-changing composition of the campus community, and competing strategic priorities will necessitate intentional and continual efforts.  Keeping proactive risk management on the executive administration's radar, a firm commitment to a guiding philosophy that supports proactive risk management, and enduring staff and student development opportunities must remain at the forefront of efforts… **Changing the organization's culture will be the real challenge**

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[i] The author thanks the students of Texas A&M University and Arizona State University for their continued commitment to a campus culture of "safety first".

[ii] Bonfire Commission Report, Texas A&M University Spring 2000

[iii] Extracts form the Columbia Accident Investigation Board www.caib.us/news/report/default

[iv] See R. Bickel & P. Lake, *The Rights and Responsibilities of the Modern University; Who Assumes the Risk of Colleges Life, 1999*

[v] David Parrott, Associate VP of Student Affairs, Texas A&M University, staff development program 2001

[vi] William Hoye, *Understanding the Analytical Approaches of Courts in Negligence Cases*, Stetson 2006

[vii] *For detailed information on the recently established University Risk and Compliance Office see* *http://urc.tamu.edu/default.aspx*

[viii] Portions of this section adapted from a previous work by author titled; *Tort Liability Update and Student Tort Claims: An Update of Recent Tort Liability Cases and a Continuing Discussion of Strategic Initiatives in Risk Management,* Stetson 2005

[ix] Bickel and Lake

[x] Louisot, Jean-Paul *What Makes and Effective Risk Manager?* Risk Management Magazine Fall 2005

**Division of Student Affairs**
**Risk Management Team**

**Vision**

The development of A Division of Student Affairs that operates in an environment of effective decision making through education and proactive management of risk.

**Purpose**

1.  Develop, implement, and maintain proactive risk management strategies/initiatives at the Department level across all ASU campuses.
2.  Provide a mechanism through which Department Risk Management Coordinators can gain a broader perspective about risk management issues and gain the expertise to address those issues in their respective departments.
3.  Identify and address areas in the Division where education and training about risk management are needed.
4.  Facilitate an annual review of Department  risk management efforts

**\*Preferred Committee Membership Criteria**

1.  Interest in risk management
2.  Experience in risk identification, reduction, and assessment related activities
3.  Job position of sufficient level of authority to affect risk management decisions and to influence the enforcement of policies while facilitating full integration of proactive principles and strategies into Department  operations
4.  Current position is such that proactive risk management is critical component of individual staff development

*\* Some Directors may find that their departments are best served by designating more than one staff member to serve on this team.  Factors to consider when determining the number of staff to assign should include the nature and number of services provided by a department, specialization of those services, and communication models followed within the department.*

**Department Responsibilities**

Department responsibilities for risk management include, but are not limited to, the following:
1.  Designate a Risk Management Coordinator (s)
    a.  Oversee departmental compliance of risk management policies and procedures, i.e., chairs internal Risk Management Committee
    b.  Attend risk management training
    c.  Conduct internal risk management review
    d.  Train staff on Proactive Risk Management  Model
2.  Facilitate the development of a  Risk Management Operations Manual for the Department
**3.  Update Staff Job Descriptions**
    **a.  Designate risk management functions**
    **b.  Integrate safety and risk management responsibilities into annual evaluation process**
    **c.  Update percentages to adequately reflect responsibilities**
4.  Develop Risk Management Initiatives
    a.  Budget requirements
    b.  Strategic plan update
    c.  Incorporate risk management into department assessment and reporting  initiatives
5.  Have a representative or representatives on the Student Affairs Risk Management  Team

*Based upon the structure of the Division Risk Management Coordination Committee at Texas A&M University*

**APPENDIX 2**



Dear Student Organization Advisor,

The Student Organization Resource Center (SORC) appreciates your commitment to serve as an advisor to a registered student organization at Arizona State University. The advisor plays an integral role in helping student leaders create an environment within their organizations that is productive, safe, enjoyable, and educational.

To adjust to the changing dynamic of higher education, and to advance a proactive risk management strategy at Arizona State University, the Division of Student Affairs has adopted the following model:

The Facilitator Model: A Guiding Philosophy of Shared Responsibility

*As facilitators, advisors work with students to make intelligent, fair, and reasonable choices within the boundaries established by state, federal, and local laws, University policies, and the educational mission of Arizona State University. Universities should strive to facilitate the coordination of organization events and help student leaders take corrective actions and proactive steps to minimize accidental injury and loss.*

*A facilitator institution seeks to balance the rights and responsibilities; it is neither extremely authoritarian nor overly solicitous of student freedom.*
Adapted from The Rights and Responsibilities of the Modern University: Who Assumes the Risks of College? Robert Bickel and Peter Lake

To this end, the SORC believes it is important to provide clear guidance and support regarding the expected role you will play as a *facilitator advisor*.

**As an advisor you agree:**

- That you are a full-time employee (faculty or staff) at Arizona State University and that you will notify SORC immediately if your employment status changes.
- To assist your student organization in developing realistic goals for the academic year. This will contribute to the educational and personal development of the students involved.
- To be familiar with the student organization's constitution and all other governing documents, so that you may advise effectively.
- To attend executive office and general meetings regularly.
- To attend organization events when possible.
- To receive and review monthly financial reports from the organization's treasurer.

**APPENDIX 2**

- To encourage the officers of the organization to share information with the general membership.
- To assist in the orientation of new members and with the transition process each year.
- To be familiar with the Arizona Board of Regents *Student Code of Conduct* and other institutional guidelines that establish expectations for student behavior and activities.
- To guide the group and its officers to established policies, answer policy questions, and explain the consequences for choosing to operate outside their parameters.

The SORC will continue to be a resource for you as an advisor in a variety of capacities. In an effort to provide enhanced resources and guidance for advisors, the SORC and Student Risk Management have introduced the Advisor Development Series. Topics addressed in these sessions include event planning, travel, and fundraising, and organizational development. In addition, the SORC will also provide advisors with relevant articles, newsletters, and professional development opportunities throughout the year. For more information about these resources, please visit: http://www.asu.edu/clubs

**By signing this agreement letter you have affirmed that you have read and understand the 2005 – 2006 advisor roles, and that you are willing to serve as an advisor to the student organization named below.** If you have any questions regarding the information presented in this document, please contact the Student Organization Resource Center at 480-965-9665.


_____
Name of Organization


_____          _____
Organization President Signature                 Advisor Signature


_____          _____
Print Name                                       Print Name


_____          _____
Date                                             Date

APPENDIX 3

# RISK MANAGEMENT OFFICER
# INFORMATION SHEET

## What is a Risk Management Officer?

A Risk Management Officer is a member of your executive team who serves as the point of contact for your organization on risk management issues. This officer will work with your advisor(s), the Department of Student Activities, and other leaders within your organization to identify risk issues for your organization and develop appropriate responses. Some of the job functions of this position may include:

- Raising awareness of risk issues
- Coordinating training and education on risk management
- Facilitating discussions on risk management
- Developing policies and procedures to address risk issues
- Producing and/or maintaining an operations manual
- Connecting leaders with risk management resources

## Who should I select as my Risk Management Officer?

Your organization's Risk Management Officer may be a new officer position that you create or it may be a responsibility that you add to an existing officer position. Either way, it is important that this officer be an active participant in your regularly scheduled officer meetings—this communicates the importance of the position to the rest of the organization and empowers your Risk Management Officer to take action.

Your Risk Management Officer does NOT need to be a risk management "expert". The Department of Student Activities will provide training and other forms of support once this officer is selected. So what are the qualifications for this position? The following are skills you may want your Risk Management Officer to possess:

- Basic familiarity with all areas, policies, and procedures of the organization
- Superior communication and conflict management skills
- Experience leading meetings or discussions
- Ability to lead change
- Motivation, creativity, and flexibility

## What resources are available to my Risk Management Officer?

The Department of Student Activities will sponsor regular training and education programs for Risk Management Officers. Answers to many questions can also be obtained through the Risk Management website at http://studentactivities.tamu.edu/risk. Risk Management Officers will have the opportunity to work individually with Kim Novak, the Program Coordinator for Risk Management in the Department of Student Activities. For additional information on available risk management resources, contact Kim at (979) 845-0692 or kim@stuact.tamu.edu.

## What is my role as Risk Management Officer?

If you are selected to be a Risk Management Officer, you are essentially the leader for the risk management effort within your organization. So what does that mean? Below are some of the roles and responsibilities that come with this new leadership position.

- You are an active member of your organization's leadership team, and your role here is to create an organizational focus on risk management. Suggested action items for this role include:

  *Send weekly e-mail updates to officers at all levels*
  *Publicize resources available, especially training opportunities*
  *Plan educational opportunities for your organization*

**Designed by The Student Organization Risk Management Team at Texas A&M University, Department of Student Activities. April 2001**

*Recognize organizations or individuals who are leading the way*
*Speak out on issues at organizational meetings*
*Meet with your organization's president regularly to discuss issues*

- You are the chair of your organization's risk management team, and your role here is to facilitate discussion within your organization on risk management issues. Suggested action items for this role include:

    *Set an agenda for your team and publicize it throughout the organization*
    *Circulate initiatives and proposals to spark discussion*
    *Distribute and post minutes of meetings*
    *Oversee the development and maintenance of an organizational operations manual*

- You are the point of contact for your organization on risk management issues, and your role here is to ensure that communication is happening on these issues at every level of the organization. Suggested action items for this role include:

    *Include advisors in your process, and brief them regularly*
    *Act as a clearinghouse for resources and information*
    *Look for ways to integrate risk management into organizational processes and procedures*
    *Facilitate the sharing of information between parts of the organization*

## What is a Risk Management Team?

Your organization may find it useful to create an internal team to discuss risk management issues, chaired by your Risk Management Officer. Here is an overview of the functions such a group could serve:

- Identify and discuss organizational risk issues
- Develop an action plan to respond to identified risk issues
- Obtain resources to assist with identifying and responding to risk issues
- Educate all levels of the organization on your risk management plans
- Monitor and evaluate your organization's performance
- Document your progress and use this to train future generations of leadership
- Create and/or maintain the organization's operations manual

Appendix 4
Developed March 24, 2005

## Core Competencies for Risk Managers

*The following list of core competencies was developed via insight from current practitioners in the field of university risk management.  Staff from United Educators and URMIA membership contributed significant feedback to this project.*

**The Risk Manager should start with some type of official risk management certification. Options identified include:**

*Associate in Risk Management (ARM)*

The three-course Associate in Risk Management program deals with identification and evaluation of exposures to both accidental losses and business risks, analysis of risk control and financing techniques for each exposure, selection of the most effective risk management alternative, and ways to implement and monitor selected risk control and risk financing techniques. It can be of value to those responsible for controlling and financing risks of loss that their firms face, to corporate and government safety personnel, to insurance producers and consultants who are interested in providing risk management counseling for their clients, and to underwriters seeking to sharpen their risk selections and loss control recommendations. The purpose of the ARM program is to enable completers to apply a risk management decision-making process to any organization's exposures to accidental and business losses. Successful completers earn the ARM designation.

http://www.ieatraining.com/programs/arm.asp

*Certified Risk Manager Program (CRM)*

The Certified Risk Manager (CRM) Program is a fully recognized, independent professional designation program designed by and for individuals in the risk management field who wish to enhance their professional skills and recognition.

Comprised of five separate but interdependent courses, the curricula will benefit all levels of experience, however, two or more years of prior experience or knowledge in the field is recommended. CRM courses include Risk Management Essentials, Risk Analysis, Risk Control, Risk Financing, and Risk Administration. Offered across the United States in major cities throughout the calendar year, each course consists of 2½ days of instruction followed by an optional examination. The successful completion of all five examinations earns you the distinction of becoming a Certified Risk Manager (CRM). Retaining the CRM designation requires the fulfillment of an annual continuing education requirement to assure that each CRM remains at the highest level of knowledge and achievement. The CRM designation is visible recognition of professionalism, knowledge, and commitment to continuing excellence.

For more information: http://www.scic.com/CRM/CRMmain.htm

**Additional certification, and training in emergency preparedness is also suggested**.  See -
http://www.fema.gov/tab_education.shtm

**Understanding the multiple element aspects of claims and losses – suggested training/education on the cascading properties of catastrophic losses.**

**Recognizing that the campus environment changes and that the challenges we face as administrators are impacted by those changes, it is important to stay abreast of core issues.  Higher Education Specific Competencies identified include but should not be limited to:**

Appendix 4
Developed March 24, 2005

1. Alcohol abuse
2. Effective planning of events involving alcohol
3. Defensive driving curriculum
4. Emergency response processes and systems
5. Understanding and responding to workplace violence
6. Facility management principles
7. Environmental Risk factors that affect the broader campus community (alcohol poisoning, vandalism, sexual violence, stalking, suicide)
8. Understanding institutional administrative judicial processes

**Additional knowledge areas identified include:**
Knowledge of insurance coverage
Knowledge of claims handling
Knowledge of best practices in safety/loss control
Knowledge of current organizational trends related to campus safety
Knowledge of risk management process
Knowledge of Higher Education Law
Knowledge of best practices for crisis response protocols

**Specific skill sets identified**
Negotiation
Team leadership ability
Motivation
Written and verbal communication
Attention to detail
*Analytical strategies and tactics
Organizational skills
Ability to work independently
Computer/technology
Excellent interpersonal skills
Desire to assist and inspire others to assist
Ability to develop networks and effective partnerships

*Ability to analyze how a situation occurred and what steps can be put on place to prevent the same thing from happening again*

*The Student Affairs Risk Management Team at Arizona State University will utilize this information to develop a strategic staff-development plan. As strategies for developing competencies, enhancing knowledge and building skills are identified, the RMT will provide updates to interested persons.*

**For more information contact:**
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http://www.asu.edu/studentaffairs/risk/