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The Safety Net



Baylor is Going Greener

In 2010, Baylor University participated in a peer audit initiative sponsored by the Independent Colleges and Universities of Texas (ICUT). Results of this audit were submitted to the Environmental Protection Agency (EPA). In August of 2012, the EPA notified Baylor of 100% penalty forgiveness contingent upon the EPA's Audit Policy Condition 1, which is Systematic Discovery. Baylor University agreed to create and implement an environmental management system (EMS) to fulfill the requirements of this condition.

An EMS is a set of management processes and procedures that allow a university to analyze, control, monitor and reduce the environmental impact of its activities. It follows the well-known and effective management system of Plan-Do-Check-Act, and is not dissimilar to the Southern Association of Colleges and Schools (SACS) Institutional Effectiveness model of measure it, record it, document it.

With the help of an environmental consultant, a Baylor EMS Team with representatives from

Arts, Athletics, BRIC, EHS, Emergency Management, Engineering, Facilities, Family and Consumer Sciences, Information Technology, Libraries, OGC, Sciences, and Senior Management have been meeting and working together to develop a robust EMS specific to Baylor University. The EMS strategies will be implemented by all campus constituents under the guidance of Executive Council and continuous oversight from the Director of Environmental Compliance. The expected date for the full implementation of Baylor's EMS is August 1, 2013.

Please contact the Department of EHS if you have any specific questions.

*Alan Stover**Director of Environmental Compliance**Office: BSB C.214**Phone: 710-7075*

Did You Know?

Accidents involving slips, trips and falls send 9 million people to the hospital each year and are a leading cause of workers' compensation claims, costing an average of \$20,000 per accident.

Did you know that 95 million work-days per year are lost due to slip-and-fall injuries? Here are a few facts about slip, trip and fall injuries:

- Wet walking surfaces are the cause for slips and falls 55 percent of the time.
- The average time off work due to a fall accident is 38 days.
- The top occupations for days missed due to occupational injury are police officers, janitors, nurses and food service workers.

There are several things that can be done in the workplace to help prevent this type of injury:

- Keep floors clean and dry as much as possible.
- Ensure wet-floor warning signs are posted.
- Maintain clear aisles and passageways.
- Eliminate uneven floor surfaces.
- Report and clean up spills immediately.
- Minimize carpet and mat trip hazards.
- Provide non-slip coatings in slippery locations.

Prevention is the best defense against accidents. Proper training, maintenance of facilities and adequate lighting can help to keep personnel safe from injury.

Planning on Working Alone in the Laboratory?

It is not prudent (practical, sensible, careful, wise) to work alone in a laboratory. The American Chemical Society states that one should “[n]ever work alone in the laboratory” (ACS, 2003). The OSHA Laboratory Standard states “avoid working alone in a building; do not work alone in a laboratory if the procedures being conducted are hazardous (risky, unsafe, harmful, dangerous).” Accidents are unexpected by definition, and if a person is working alone when one occurs, his or her ability to respond appropriately could be seriously impaired, which could result in personal injury or death and catastrophic facility damage. Thus it is imperative that, whenever working in the laboratory, others are actively aware of your activities. If faced with a situation where you feel it is necessary to work alone in a laboratory:

1. Reconsider the need. Are the increased risks to your health and safety really outweighed by the return?
2. Reconsider the timing and setup of the work. Is there any other way to accomplish the required tasks during a time when others will be present?
3. If the timing and the task cannot be changed and it must be accomplished when the lab is empty, is there another person trained in lab procedures who can accompany you while you work?
4. If not, is there anyone else in the building who can act as a “buddy” to check on you periodically?
5. If no-one can accompany you and you cannot find a “buddy”;

Do not proceed with the work! The situation is unsafe.

Speak to your supervisor to make arrangements to complete the work in a safe manner.

Source: *Prudent Practices in the Laboratory, Handling and Management of Chemical Hazards*, 2011, National Academy of the Sciences

Web Bytes

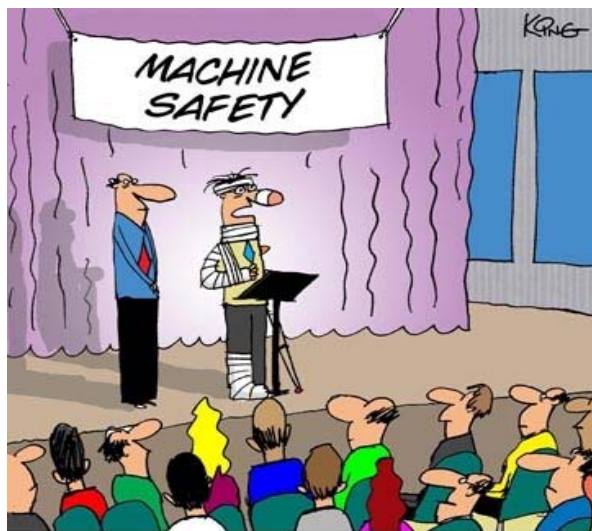
The EHS website is online, and chock-full of useful information! We'll be highlighting different areas in future issues of The Safety Net.

Visit the site at:

www.baylor.edu/ehs



On The Lighter Side



“Mr. Barnes is here again to speak about machine safety. Unfortunately, I missed his first speech.”

Dear EHS

Dear EHS,

I had to use a fire extinguisher — just thought you might want to know.

—Proclivity for Pyrotechnics

Dear Mr. Finnigan,

Thank you for not burning the building down.

You did the right thing in letting us know that you had to use a fire extinguisher. Any time that a fire extinguisher has to be used on campus, it has to be recharged and

retagged by Central Texas Fire. So while you may want to walk away and pretend nothing happened, that's not a good idea, because the extinguisher may be empty and thus not able to extinguish the next time it is needed.

Call someone. Preferably, call the Baylor Police Department and let them know, since Steve Eskew is the university fire marshal and works in their office. That way, the extinguisher can be properly serviced.

The Power of Servant Leadership Adapted from an article by Tony Yeley, EHS OutLoud Blog

Throughout my career and travels, I have had the opportunity to see many people in leadership positions. Holding the position, however, does not make someone a leader. In fact, quite the opposite has been true in many cases.

General George S. Patton said, "Never tell someone how to do something. Tell them what to do and they will surprise you with their ingenuity." His idea of empowering people has resonated with me. Whether as a temporary foreman at one steel company, a full-time foreman and warehouse manager at another, a manager in a private business or a volunteer leader working with high school students, I have seen General Patton's theory work time and time again.

It's also why I have come to believe in a concept called servant leadership.

During my first real leadership role, I filled in for the foreman during his absences at a steel company. I soon noticed I had a knack for assisting the crew by adequately planning downtime and providing detailed support for them. I also noticed that they responded positively to my willingness to serve them during their performance of their jobs.

A few years later, I found myself in charge of a crew of millwrights. This crew consisted of capable, hardworking men who also had serious motivation issues. Their attitudes were bad

and absenteeism was prevalent. When I sat the crew down for a heart-to-heart talk, I learned that their complaints and reasons for absenteeism were as varied as their ages. My resolution to their problems included a simple concept: communication. If they would tell me why they couldn't work, I could adjust their shifts and provide work for them to complete. It was a win-win situation. Within a year, we had a cohesive and functioning team. The respect grew between all of us.

After I accepted new positions and my career changed, I worked with new groups of workers. Again, I offered respect and support, and again, I jumped in to help where I could. Once again, I was met with success.

These were professional positions, but my real test of my leadership theories took place when I volunteered with my daughter's high school band. Together, the band members and I embarked on a long, non-stop bus ride from Minnesota to Washington, DC. When that trip was over, I had 160 new friends. In the years that followed, I asked a few of the students why I seemed to have earned their respect so quickly and why they had developed a sincere affection for me. The answers were almost always the same: I talked to them, not *at* them. I actually listened to them. I

treated them like young adults, always being willing to allow them to act more mature and never trying to be an adult who lowered myself to their level to try to get them to like me. I tried to help them rather than boss them around.

I'm sharing this not because I think I'm special, but because I realized that all these students and workers are in fact valuable. What the teens didn't know was there was more to my relationship with them than fun. I tried to model responsibility. What the students and subordinates have taught me is that real leadership requires a desire to serve and an ability to communicate positive affirmation.

So whether it's the saltiest old millwright or a young tuba player, everyone responds to sincere appreciation spoken appropriately, respect for the effort they contribute to the organization, and a leader who will serve rather than boss. When these ingredients are properly blended, the results will astound even the most skeptical critic and bring tears to the eyes of a sentimental old guy.

I will never claim to be a great leader, but I am wise enough to recognize great potential in the people I've lead over the course of many years, miles and venues.

What We're Working On

Currently in revision are monthly self-inspection checklists for both laboratory and non-laboratory spaces. These checklists will have explanations added to the items in an effort to clarify what is being checked and why. They will be made available on the website once completed, and their completion will be announced via email or in this newsletter.

Incident reporting procedures are under review. The current procedures are still to be used while we revamp the process to make it more efficient and more applicable to the varying types of incidents that may occur on campus. Look for information concerning changes to reporting procedures to come via email or in this newsletter.

As the EMS system nears its date for full implementation, there is one final meeting scheduled for July 24-25, when the university team and the consultants will come together to address any remaining final touches before the system is rolled out (see article on first page for more information).

Training development continues. Please see the website for the listings of available trainings, as well as a matrix to help determine what training you need:
www.baylor.edu/ehs

***Current live training
schedule:***

[http://www.baylor.edu/BSB/
index.php?id=31630](http://www.baylor.edu/BSB/index.php?id=31630)

"The Safety Net" is a monthly electronic newsletter published by the Department of Environmental Health & Safety and intended to share information with the Baylor community, promote transparency within the university's safety program, and encourage the continued development of a culture of safety among university employees and students.

Comments, questions, and ideas for future stories are welcomed. Email: ehs@baylor.edu