



Report on the Faculty Ombuds Office

July 2017 through June 2018

*Prepared by Steve Madden, faculty ombuds and submitted to the Faculty Senate Executive Committee; R. Smith, M. Wilkinson, K. Holody; and to Ralph Byington - provost and executive vice president. **July 10, 2018***

Executive Summary

This is the tenth report from the Faculty Ombuds Office to the Faculty Senate Executive Committee and the Provost and Executive Vice President. This is my third report as the current ombuds and it is intended to serve as a continuation (yearly activities report), an evaluation of trends and issues affecting faculty, and my recommendations for consideration towards positive change for the faculty, the campus community and the ombuds office. This report and earlier reports can be accessed at <http://www.coastal.edu/ombuds/reports.html>.

Background

The Coastal Carolina University (CCU) Faculty Ombuds Office was established in March 2008 as a pilot at the recommendation of the Faculty Welfare and Development Committee, a standing committee of the Faculty Senate. Since 2008 the office has offered services to all faculty members with Charmaine Tomczyk initiating and serving as faculty ombuds on a part-time basis. She earned her certification as an Organizational Ombuds Practitioner (CO-OP) from the International Ombudsman Association in January 2012.

In the May 2012 Faculty Senate meeting, the Faculty Ombuds position was approved to become a permanent position effective December 2012. The approved motion, stipulated “the individual serving as Faculty Ombuds would serve no more than two consecutive three-year terms.” This faculty position administratively reports to the provost and serves the Faculty Senate. In April 2015, an internal search conducted by the Faculty, Welfare and Development Committee, voted by the Faculty Senators and approved by Provost Byington, Steve Madden, professor of communication, was appointed faculty ombuds beginning July 2015.

Ombuds services at CCU strive to adhere to the International Ombudsman Association’s (IOA) Standards of Practice, Code of Ethics and Best Practices (www.internationalombudsmanassociation.org). These include the principles of confidentiality, independence, impartiality and informality. The Faculty Ombuds Office is not a “place of notice” for official University reporting, as stated in its charter <http://www.coastal.edu/ombuds/charter.html>.

Activities

Consultations and Facilitations

During 2017-2018 (July through June) there were 52 contacts made for ombuds services, which is slightly lower than the previous year but are similar with visits going back to 2012-2013. The bar graph below illustrates the numbers of contact each year since the inception of the office.

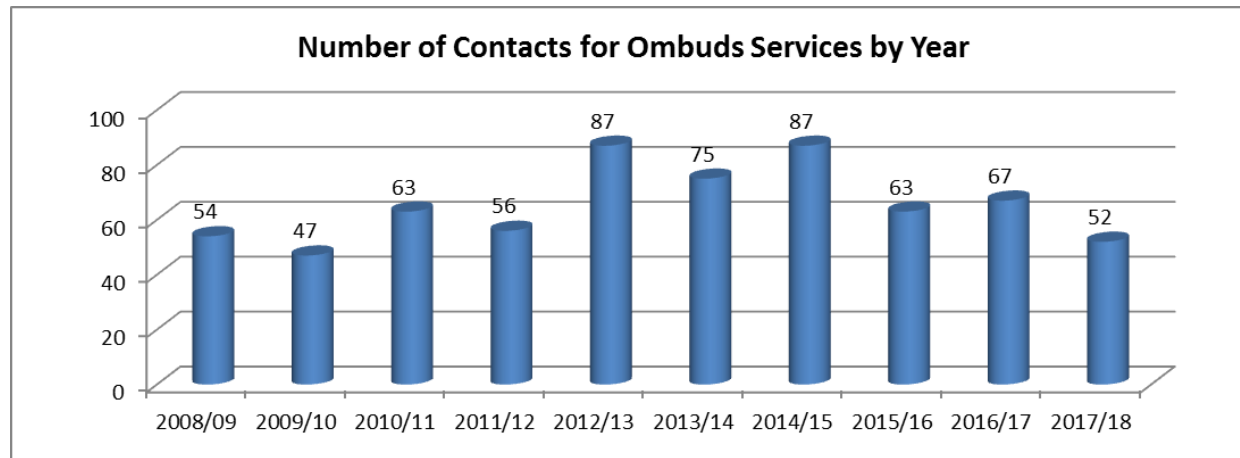


Figure 1

The three most frequently presented categories (this has been generally consistent over the last five years) of issues as classified by the International Ombudsman Association (IOA) for 2017-2018 were Peer and Colleague Relationships; Evaluative Relationships; and Values, Ethics and Standards. The first two listed here continue to be in the top three over this period of time as well. Details regarding these issues are noted later in this report.

The types of ombuds assistance provided (in order of prevalence) continued to be:

- Individual consultations - Offering strategies and options to help a visitor resolve his/her issues and analyzing the entire scope and ramifications of the issues involved to develop effective strategies and action plans,
- General information - Answering questions regarding policy, procedures and practices or referring faculty to specific departments or policies and procedures relevant to their expressed concerns,
- Group facilitation and/or informal mediation - Meeting with two or more faculty members to analyze common concerns, encouraging positive communication between and among colleagues and supervisors or within departmental units for improved workplace relationships and productivity, and
- Shuttle diplomacy wherein the ombuds (with the permission of the visitor) serves as a go-between for third party intervention to clarify issues and facilitate resolutions between individuals.

Faculty Development / Informational Events

During Fall 2017 New Faculty Orientation, the ombuds staffed an EXPO table distributing brochures and general information about CCU ombuds services. Increasingly, new faculty members are more familiar with or aware of ombuds services and their beneficial role in the workplace. The Spring 2018 ombuds survey showed that the majority of respondents found out about the ombuds office, largely through three methods: a faculty colleague, the Faculty Senate, or the new faculty orientation.

Campus Service

The ombuds continues to contribute as a member of the standing committee to review and revise the Faculty Manual. Several recommended revisions were forwarded to the Faculty Senate and subsequently approved with the continuing purpose of reviewing and improving the Faculty Manual.

The ombuds attended a meeting sponsored by the CCU AARP chapter and presented brochures.

A video was set up last year where the services of the ombuds office can now be viewed online by all faculty.

The ombuds continues to keep informed about the CCU Anti-Bullying Working Group and researching reliable methods of measuring and assessing campus climate.

Satisfaction Survey

The annual spring ombuds survey administered by the Office of Institutional Research, Assessment and Analysis yielded 193 respondents. The 2018 survey showed that approximately 76% of those who contacted the ombuds office last year were satisfied or very satisfied with the services provided.

When asked if they would refer others to the ombuds office 73% said yes and if they needed the services of the ombuds although never having gone there 87% agreed. The results of this survey are noted in Appendix A of this report.

Ombuds Training

The current faculty ombuds attended the International Ombudsman Association's annual conference in April 2018 participating in workshops covering "communicating through conflict, organizing the ombuds office, operationalizing fairness as an organizational ombuds, the ombuds role in creating a more compassionate workplace as well as other meetings." Additionally serving one year as a reviewer for the JIOA (The Journal for the International Ombudsman Association) the current ombuds is now one of seven journal board members.

Recommendations

The following recommendations made for last year are still the most relevant and have been noted for several years now.

1. Given that evaluative and peer relationships have been the highest areas of concern over several years, although efforts have been made it is evident that effective interpersonal communication is still a concern, both verbal and written, among and between colleagues and supervisors. The protocol might include guidelines for email communiqués – both style and content – (especially as more online faculty and programs are developed), guidelines for conducting collaborative meetings, and respectful conversations; all of which uphold the CCU Code of Ethical Conduct and promote professional courtesy. The continuance of abrasive workplace behaviors and disrespectful treatment should be noted, examined and sanctions enforced for such conduct.
2. A proposal to expand the Faculty Ombuds Office services to staff / has now been instituted (Summer 2018) with an interim Staff Ombuds. Conversations for a Student Ombuds should continue..
3. It is recommended that all campus units connected to teaching develop and provide personnel development training to explore examples of and sanctions for violations of the CCU Code of Ethical Conduct. This excellent document is a foundation and framework for a responsible, healthy workplace upholding ethical behavior. The CCU Code of Ethical Conduct interpretations and applications require a more wide-reaching dialogue for better intervention. Further, examples of sanctions for violations of this Code (and the processes leading to sanctions and appeals) must be clearly written and explained. If the campus community currently does this for its students' Code of Conduct, then we should lead by example and clarify protocol for employees, too. Through these efforts, I too believe, our community will function more effectively and follow these codified CCU professional standards.
4. It is recommended that the university continue the expansion of its' mandatory training to include scenarios that focus on how to identify behaviors (cognitive and affective) that may lead to abusive behaviors and how to take action to reduce an escalating scene or to seek intervention to reduce risk of harm. Interpersonal communication training and other constructive activities promoted as a positive approach. Also, creation and wide distribution of a preparedness plan and resources for this and related emergencies would be reassuring for the campus community (in combination with active shooter training). Also, expanded instruction on Title IX that includes scenarios and case studies to exemplify appropriate action by “responsible persons” could be beneficial.

July 2017 - June 2018 Activities

I. Contacts

One contact is defined as one visit to the Faculty Ombuds Office: an email, a phone call or another communication to the ombuds. This year there were fifty two (52) contacts (not including staff visitors). These contacts represented individuals from all colleges and other academic offices. The distribution of contacts by unit varied compared to last year as illustrated in Figures 2a and 2b below.

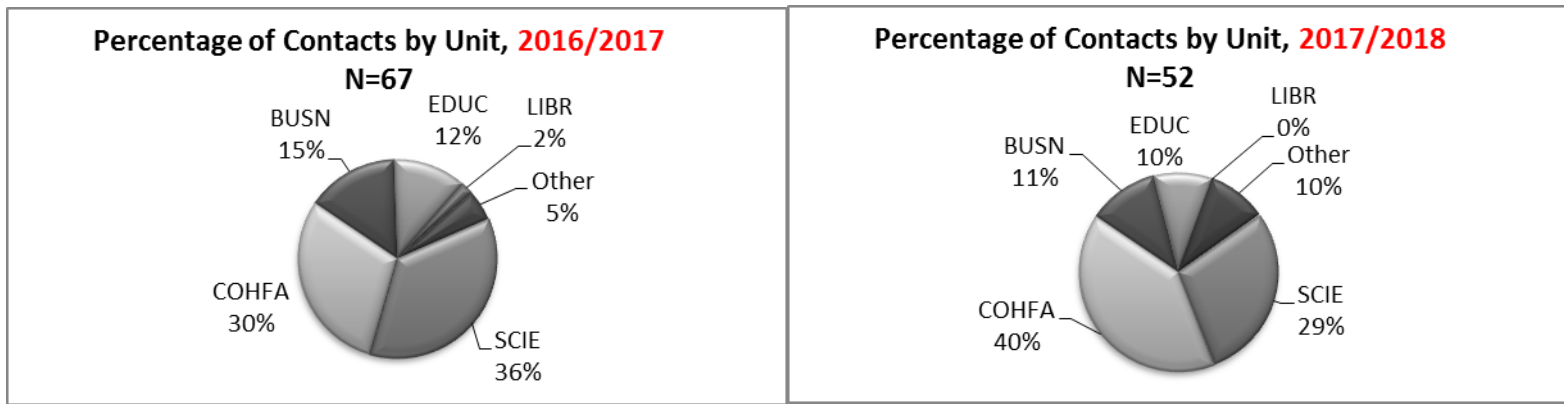


Figure 2a

Figure 2b

Figure 3 below shows the distribution by unit of total hours provided to faculty contacts.

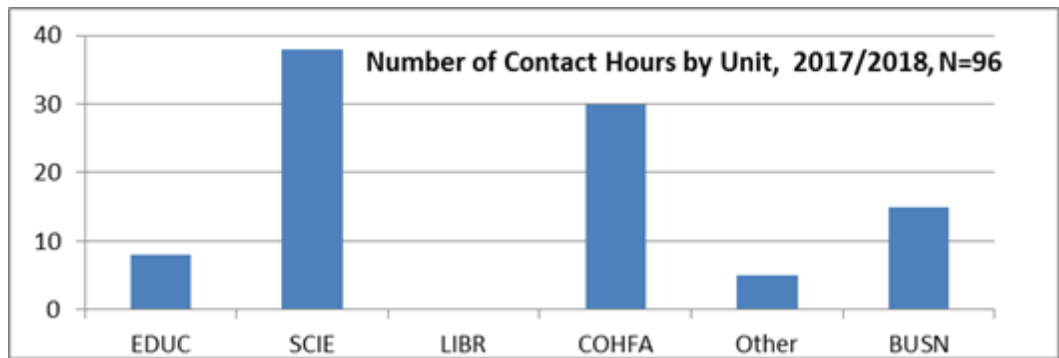


Figure 3

The prevalent method of contacting the ombuds continues to be visits to the office in Sands Hall 111. Whenever possible and most convenient, face-to-face meetings are the ombuds' preferred method of contact. Because email and voicemail are not considered confidential methods, and knowing that phone messages are linked to the email system, faculty members are encouraged to leave messages that simply provide their names, numbers and convenient times for a return call.

The Faculty Ombuds Office location is ideal for inconspicuous meetings that require confidentiality and anonymity. Visitors have no difficulty finding the office. The Other data category tracked in Figure 4 below includes meetings elsewhere on and off campus. Whichever method of contact is used, the ombuds' response time is typically within 24 hours, or sooner.

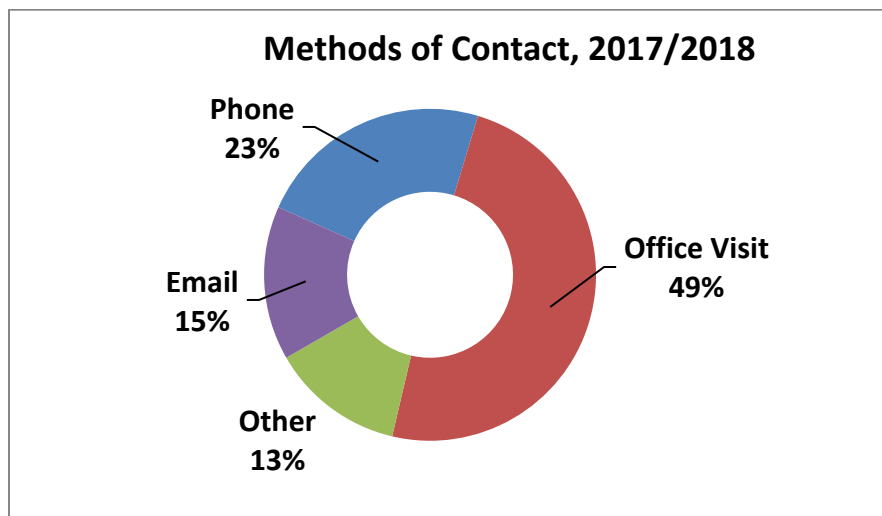


Figure 4

The Faculty Ombuds Office website www.coastal.edu/ombuds has been regularly updated to include links to other CCU and current external resources as well as new book materials added to the ombuds bibliography available in Sands Hall 111 and some in the Kimbel Library collections (with call numbers provided).

II. Topics of Concern / Issues Presented In keeping with the IOA Principles and Standards, no individuals' names, detailed records, or related documents are maintained on any contacts, cases or issues presented to the ombuds. Statistics are collected as aggregate data to identify trends or patterns that may demonstrate needs to be addressed in broader contexts.

The rubric used to categorize issues of concern is the *Uniform Reporting Categories of the International Ombudsman Association (IOA)*. These nine IOA broad categories are defined below and their frequency is expressed in Figure 5. Individual contacts often contain multiple issues simultaneously and all are counted in the data presented here. This year comparisons of categories are shown numerically but not as approximate trends.

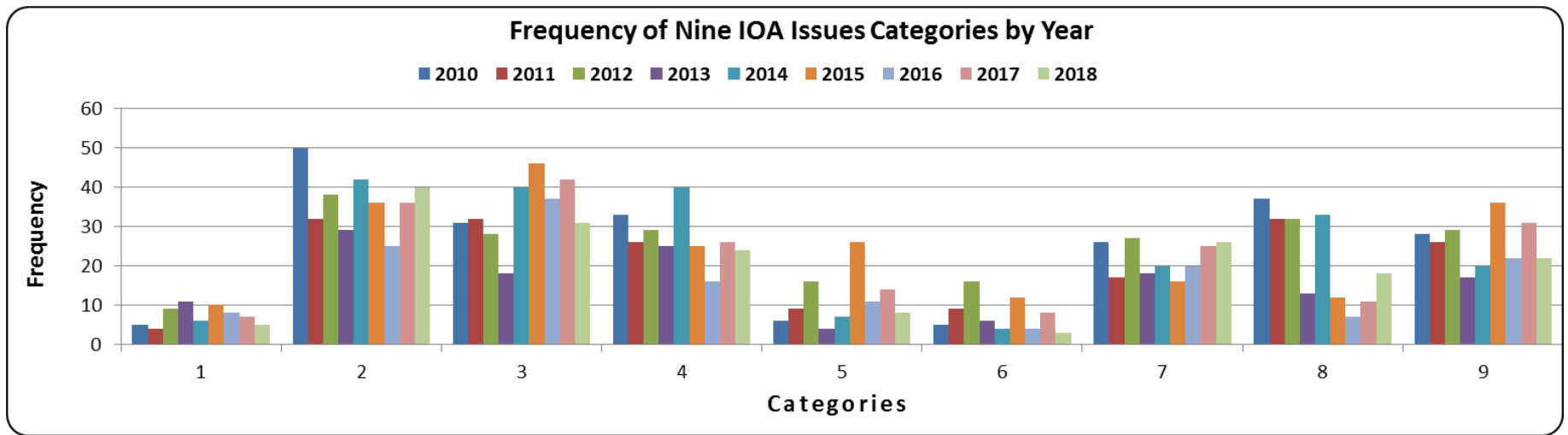


Figure 5

1. Compensation & Benefits - (Presented 5 times)

Defined as: Questions, concerns, issues or inquiries about the equity, appropriateness and competitiveness of employee compensation, benefits and other benefit programs.

Most frequent concerns: Delays in processing compensation paperwork; COBRA option is expensive, especially for families)., Increase in faculty contributions.

2. Evaluative Relationships - (Presented 40 times)

Defined as: Questions, concerns, issues or inquiries arising between people in evaluative relationships (i.e. dean-department chair, department chair – faculty member and peer review groups - faculty member)

Most frequent concerns: Disagreements between faculty members and supervisors regarding performance appraisals and ratings; summative not formative reviews with little advice on improvements; department’s priorities are perceived to be misaligned with individual performance expectations and career progression; minimal timely feedback provided to faculty throughout year. Advances for administrative positions that don’t include all faculty affected. Perceived supervisor preference toward certain faculty over others.

3. Peer and Colleague Relationships - (Presented 31 times; *includes cases of bullying and/or abusive*

Defined as: Questions, concerns, issues or inquiries involving peers or colleagues who do not have a supervisory-employee relationship (e.g., two faculty members within the same department or conflict involving members of a faculty group).

Most frequent concerns: Unprofessional behaviors including disrespect and poor treatment, perceived ruthless competition; yelling and harsh language; avoidance of communication leading to mistrust, loss of cooperation and integrity.

4. Career Progression and Development (Presented 21 times)

Defined as: Questions, concerns, issues or inquiries about dismissals for cause and non-reappointment or tenure denial, as well as processes and decisions regarding entering and / or leaving a position or added responsibilities, (i.e., nature of and changes in current assignments, job security, and separation).

Most frequent concerns: Career options after non-reappointment, especially when termination is immediate; frequent changes or additions to job expectations and performance levels; lack of clarity in some evaluative rubrics; lack of or absence of mentorship. Increased paperwork and expectations for 3rd year and 5th year reviews as well as post tenure reviews.

5. Legal, Regulatory, Financial and Compliance (Presented 8 times)

Defined as: Questions, concerns, issues or inquiries that may create a legal risk (financial, sanctions, etc.) for the organization or its members if not addressed, including issues related to waste, fraud or abuse; federally mandated compliance requirements (such as Title IX, harassment, hostile work environment, active shooter protocol).

Most frequent concerns: Over 1/4 of these concerns were perceived harassment; others were perceived hostile work environment including abrasive, bullying treatment by colleagues and supervisors.

6. Safety, Health, and Physical Environment (Presented 3 times)

Defined as: Questions, concerns, or issues about Safety, Health and Infrastructure-related issues.

Most frequent concerns: Work-related stress and work-life balance due to a pattern of unprofessional treatment; insufficient mandatory training addressing only reactive moves (such as, after the violation or incident) instead of teaching preventative measures to be proactive.

7. Services/Administrative Issues (Presented 26 times)

Defined as: Questions, concerns, issues or inquiries about services or administrative offices including from external parties.

Most frequent concerns: Perceived arbitrary judgments by administrators who disregard faculty recommendations.. Perceptions of preferential treatment for certain people over others.

8. Organizational, Strategic, and Mission Related (Presented 7 times)

Defined as: Questions, concerns or issues that relate to the whole or some part of an organization's mission, goals, objectives and/or initiatives.

Most frequent concerns: Excessive use of positional power and authority without faculty input prior to decisions; lack of rationale expressed or without request for feedback before implementation; negative organizational and departmental climates.

9. Values, Ethics, and Standards (Presented 22 times)

Defined as: Questions, concerns, issues or inquiries about the fairness of organizational values, ethics, and/or standards, the application of related policies and/or procedures, or the need for creation or revision of policies, and/or standards.

Most frequent concerns: Concerns dealing with shifts in values and campus culture due to rapid growth; no apparent sanctions imposed for violations of Code of Ethical Conduct, no apparent oversight on administration at all levels.

Summary

Activities and services of the Faculty Ombuds Office continue to provide a benefit to CCU faculty and to exercise fairness, respect, integrity and confidentiality. The 2018 Ombuds Faculty Survey confirms the satisfaction of faculty contacts to the office and its programs. Faculty contacts to the Ombuds Office expressing concerns over evaluative relationships and colleague interactions continue to be areas of strong and frequent conflict. Monitoring related campus climate issues from employees' viewpoints should be measured regularly through reliable surveys and other methods.

Serving as faculty ombuds I am appreciative of the support from the Faculty Senate Executive Committee and the Provost in making ombuds services available to all faculty. It is my sincere hope that the office's services will be sustained, utilized, and expanded based on the needs of the faculty and that the staff – and eventually CCU students to have a student ombuds. With this comprehensive model, evident at many academic institutions, the CCU community will gain the advantages of ombuds services and extend service equitably to all of its members.

Faculty Ombuds Survey

Summer 2018



Faculty Ombuds Survey

Summer 2018

N = 193

Faculty Type	All Colleges	Faculty	Associated Faculty
TOTAL	193	114	79
Business	30 15.5%	19 16.7%	11 13.9%
Education	21 10.9%	11 9.6%	10 12.7%
Humanities & Fine Arts	71 36.8%	45 39.5%	26 32.9%
Science	56 29.0%	29 25.4%	27 34.2%
University	7 3.6%	2 1.8%	5 6.3%
Library	8 4.1%	8 7.0%	- -

Tenure Status	All Colleges	Tenured	Tenure-Track	Non Tenure-Track
TOTAL	193	68	38	87
Business	30 15.5%	13 19.1%	6 15.8%	11 12.6%
Education	21 10.9%	5 7.4%	6 15.8%	10 11.5%
Humanities & Fine Arts	71 36.8%	26 38.2%	13 34.2%	32 36.8%
Science	56 29.0%	18 26.5%	9 23.7%	29 33.3%
University	7 3.6%	- -	2 5.3%	5 5.7%
Library	8 4.1%	6 8.8%	2 5.3%	- -

Faculty Ombuds Survey

Summer 2018

N = 193

Have you contacted the Faculty Ombuds Office, either this academic year or in the past?	
Yes	25 13.0%
No	168 87.0%

[If not contacted] Are you familiar with the Faculty Ombuds Office and the services they provide?	
Yes	111 66.1%
No	57 33.9%

[If contacted] When did you contact the Faculty Ombuds Office?	
During 2017/2018	7 28.0%
Prior to 2017	18 72.0%

[If contacted or are familiar] How did you find out about the Faculty Ombuds Office? Select all that apply.	
Faculty colleague	34 25.0%
Faculty Senate	28 20.6%
New Faculty Orientation	50 36.8%
Ombuds brochure	8 5.9%
Ombuds website	11 8.1%
University or College meetings	53 39.0%
University news release	4 2.9%
Other	21 15.4%

*Percentages may not equal 100 due to multiple response

Faculty Ombuds Survey

Summer 2018

N = 193

In what other ways did you find out about the Faculty Ombuds Office?

I was trained about searches by Charmaine.

word of mouth

email

I became aware of the Ombuds Office when Charmaine Tomczick (sp?) was appointed to that position many years ago.

I have known the Ombudsman for years as colleagues

Faculty Welfare and Development Committee

Email announcement.

Email re: this survey

email

I have had interactions with the Ombuds person through AAUP.

As Associate Dean

administrative emails

I knew the first Ombuds very well and was informed when the office was initiated.

I was here when it was established.

I had an office in Sands for a bit.

A seminar about Faculty ombuds was required this past year. I watched the seminar and completed the survey/questions online.

Most large organizations have an Ombuds Office - I assumed CCU did as well.

emails about ombuds surveys

Faculty Ombuds Survey

Summer 2018

N = 193

[If contacted] I've contacted the Faculty Ombuds Office and...	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I was able to get an appointment with the Ombuds promptly after contact.	23 92.0%	1 4.0%	1 4.0%	- -	- -
I was able to meet with the Ombuds for a reasonable amount of time.	22 88.0%	2 8.0%	1 4.0%	- -	- -
The Ombuds gave me the opportunity to express my concerns.	21 87.5%	3 12.5%	- -	- -	- -
The Ombuds appeared to understand the situation.	19 79.2%	4 16.7%	1 4.2%	- -	- -
The Ombuds helped me identify and evaluate my options.	13 52.0%	6 24.0%	5 20.0%	- -	1 4.0%
The Ombuds provided me with valuable information to help me make my decisions.	13 52.0%	6 24.0%	5 20.0%	1 4.0%	- -
Through my interactions with the Ombuds, I developed skills or learned approaches that might help me resolve future problems.	7 30.4%	8 34.8%	5 21.7%	2 8.7%	1 4.3%
The Ombuds was courteous and respectful.	21 84.0%	4 16.0%	- -	- -	- -
The Ombuds was neutral, unbiased and fair.	19 76.0%	3 12.0%	2 8.0%	1 4.0%	- -
I found the Ombuds conversant and knowledgeable about relevant institutional policies and procedures.	17 68.0%	6 24.0%	2 8.0%	- -	- -
I trust the Ombuds to maintain my confidentiality.	16 66.7%	4 16.7%	2 8.3%	1 4.2%	1 4.2%

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
[If contacted] Overall, how satisfied are you with the services the Ombuds office has provided to you?	13 52.0%	6 24.0%	5 20.0%	1 4.0%	- -

Faculty Ombuds Survey

Summer 2018

N = 193

Please indicate your level of agreement with the following statement(s):	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
[If contacted or are familiar] I would refer others to the Faculty Ombuds Office.	46 34.3%	53 39.6%	28 20.9%	6 4.5%	1 0.7%
[If not contacted but are familiar] Although I have not used the Faculty Ombuds Office, if I needed their services, I would access them.	33 30.3%	63 57.8%	6 5.5%	4 3.7%	3 2.8%

[If contacted] If you had not used the Ombuds Office, what would you have done regarding the issue?	
I would not have talked to anyone about the issue.	5 20.8%
I would not have brought the issue up as quickly.	4 16.7%
I would have brought the issue up through a formal channel.	4 16.7%
I would have left the University.	1 4.2%
Other	10 41.7%

*Percentages may not equal 100 due to multiple response

What other action would you have taken?
Approached another person to request they act as an impartial arbiter of a disagreement in my unit.
I seriously considered suicide. Fortunately, some good friends were willing to listen and help me. This whole experience was a one-time occurrence. The person serving as Ombuds at the time was a good friend, and I was really devastated at the lack of support and understanding about this particular incident.
Discuss with the chair of Faculty Senate.
In any case, I cannot afford to sue the University.
I would have spoken to another colleague. I appreciated the neutrality of the position of the Ombudsman when I spoke with her, though, and as a new faculty member, she made me feel as though there was someone I could turn to with questions who was safe.
Would have looked for an outside lawyer.
I would likely have consulted an attorney.
I might have talked to colleagues.
EEOC

Faculty Ombuds Survey

Summer 2018

N = 193

Are there any suggestions you have for improvement in ombuds services or conflict resolution services on campus?
Why is there no ombuds service for staff? Staff are people too.
Nothing per se, but word on the street is the University doesn't take Ombuds recommendations seriously.
More awareness as to what services are provided.
NA
Thank you for what you do for us. I would recommend, however, that the person serving in this position have training in counseling or be prepared to make referrals.
none
need real support, not hand holding.
not at this time.
What the hell is ombuds?
Maybe remind people during the semester that this exists.
Not really sure what their function is. Not sure if they re really neutral or safe to report problems with superiors
No
There are no clear written provisions about the rights and responsibilities that arise from faculty rank and seniority that I can tell. The "chain of command" directs all faculty members through the department chair, who may not be full professor in a department with several full professors. Authority to direct the department's decisions about important matters seems to go to those with the loudest voices regardless of rank and standing.
none
They should popularize their services and what all are covered
Nope. I know the Ombuds is there should I have a need.
Your efforts are appreciated. I am sorry to be so uninformed!
Just a yearly or even a semester reminder of your services.
None.
Several colleagues over the years have commented to me and others that interactions with Ombuds doesn't really help. Faculty member visits, uses services, then still nothing happens, no resolution of the issue(s), nothing is moved forward. Recently I have heard faculty members discuss the need for a faculty representative, someone like the Ombuds, but who can take things further and represent faculty members in a public forum. If the Ombuds position has no "teeth" then many faculty members will just not go to the trouble of visiting. I assume that the Ombuds can informally visit with university administration if a trend shows itself, such as one administrator having tons of subordinates visit over a short period of time, but with the ultra-confidentiality of everything it's hard to know what goes on at all.
Responses are not reflective of the ombudsman himself, it is of who he must report to. The Ombudsman cannot be effective because he is manipulated by Provost Byington, nor will Provost Byington listen and resolve issues quickly and quietly. The Provost always wants to be in a confrontational mode with faculty and make excuses for other administrators in his administration instead of realizing he has people under him that need strong supervision to avoid faculty problems
Maybe some more marketing of the organization and its benefits.
I was unaware.
Not at this time.
no
NO
I suppose it's always nice to talk any issues over with a neutral party, but it's unclear to me how anything actionable occurs from this. Or is it even supposed to or are things taken on a case-by-case basis? I'm suppose I'm unclear on how the Ombuds office is supposed to operate within the context of Deans, Directors, the Provost's Office, and the university as a whole.
I would do more marketing to make sure people understand the mission and purpose of the office and are encouraged to use it.

Faculty Ombuds Survey

Summer 2018

N = 193

Are there any suggestions you have for improvement in ombuds services or conflict resolution services on campus?

No

N/A

Please make new faculty aware of your services.

Have a speaker and a handout at new faculty orientation, if there isn't one already.

There is concern that info passed to the ombudsman involving chain of command issues risks a negative outcome.

I would like to see more about your services and for your office to be more visible to those of us on campus who are not sure of your services.

As Paul Harvey always said, there tends to always be 'the rest of the story.' The original facts (as presented) are often incomplete and require digging to uncover. I encourage you to continue to be sensitive to this dynamic in ombudsman work.

This survey seems fairly meaningless.

no

It would be helpful to know if this survey is anonymous. An embedded link in an email means you can link the responses with the email address. A better method is needed to garner responses.

Let faculty know what you do on a regular basis. You would be surprised how many faculty have no idea what you do. Too much happens at orientation to retain everything.

no

no

everything was very helpful

N/A

If the Ombuds office does not already do so, I suggest it send a representative to all the beginning-of-the-year college meetings to share information about what services it offers.

none

Not at this time

If the ombuds is not currently on the faculty welfare and development committee, he/she should be.

No comments

No

No

none

Visit the various depts. during the meetings at the beginning of the Fall term to let us know about your services.

Be more visible. Provide examples of why and how the office is used.

I think everyone knows about the issues in my department but nothing is done about it.

Increase visibility by offering reports on resources and # of faculty contacts to faculty senate or department meetings.

No

No

Faculty Ombuds
Respondents Contacting Ombuds During 2017/2018

Summer 2018

N = 7

Faculty Type	All Colleges	Faculty	Associated Faculty
TOTAL	7	6	1
Business	1 14.3%	1 16.7%	-
Education	-	-	-
Humanities & Fine Arts	5 71.4%	4 66.7%	1 100.0%
Science	1 14.3%	1 16.7%	-
University	-	-	-
Library	-	-	-

Tenure Status	All Colleges	Tenured	Tenure-Track	Non Tenure-Track
TOTAL	7	6	-	1
Business	1 14.3%	1 16.7%	-	-
Education	-	-	-	-
Humanities & Fine Arts	5 71.4%	4 66.7%	-	1 100.0%
Science	1 14.3%	1 16.7%	-	-
University	-	-	-	-
Library	-	-	-	-

Faculty Ombuds
Respondents Contacting Ombuds During 2017/2018

Summer 2018

N = 7

Have you contacted the Faculty Ombuds Office, either this academic year or in the past?	
Yes	7 100.0%
No	- -

[If contacted] When did you contact the Faculty Ombuds Office?	
During 2017/2018	7 100.0%
Prior to 2017	- -

[If contacted or are familiar] How did you find out about the Faculty Ombuds Office? Select all that apply.	
Faculty colleague	5 71.4%
Faculty Senate	1 14.3%
New Faculty Orientation	1 14.3%
Ombuds brochure	1 14.3%
Ombuds website	1 14.3%
University or College meetings	- -
University news release	- -
Other	2 28.6%

*Percentages may not equal 100 due to multiple response

In what other ways did you find out about the Faculty Ombuds Office?
I became aware of the Ombuds Office when Charmaine Tomczick (sp?) was appointed to that position many years ago.
I have known the Ombudsman for years as colleagues

Faculty Ombuds
Respondents Contacting Ombuds During 2017/2018

Summer 2018

N = 7

[If contacted] I've contacted the Faculty Ombuds Office and...	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I was able to get an appointment with the Ombuds promptly after contact.	6 85.7%	1 14.3%	- -	- -	- -
I was able to meet with the Ombuds for a reasonable amount of time.	6 85.7%	1 14.3%	- -	- -	- -
The Ombuds gave me the opportunity to express my concerns.	6 85.7%	1 14.3%	- -	- -	- -
The Ombuds appeared to understand the situation.	6 85.7%	1 14.3%	- -	- -	- -
The Ombuds helped me identify and evaluate my options.	5 71.4%	1 14.3%	1 14.3%	- -	- -
The Ombuds provided me with valuable information to help me make my decisions.	5 71.4%	1 14.3%	1 14.3%	- -	- -
Through my interactions with the Ombuds, I developed skills or learned approaches that might help me resolve future problems.	2 28.6%	2 28.6%	2 28.6%	1 14.3%	- -
The Ombuds was courteous and respectful.	6 85.7%	1 14.3%	- -	- -	- -
The Ombuds was neutral, unbiased and fair.	4 57.1%	2 28.6%	1 14.3%	- -	- -
I found the Ombuds conversant and knowledgeable about relevant institutional policies and procedures.	5 71.4%	1 14.3%	1 14.3%	- -	- -
I trust the Ombuds to maintain my confidentiality.	4 57.1%	3 42.9%	- -	- -	- -

[If contacted] Overall, how satisfied are you with the services the Ombuds office has provided to you?	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
	4 57.1%	2 28.6%	1 14.3%	- -	- -

Faculty Ombuds
Respondents Contacting Ombuds During 2017/2018

Summer 2018

N = 7

Please indicate your level of agreement with the following statement(s):	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
[If contacted or are familiar] I would refer others to the Faculty Ombuds Office.	5 71.4%	1 14.3%	1 14.3%	-	-
[If not contacted but are familiar] Although I have not used the Faculty Ombuds Office, if I needed their services, I would access them.	-	-	-	-	-

[If contacted] If you had not used the Ombuds Office, what would you have done regarding the issue?	
I would not have talked to anyone about the issue.	2 33.3%
I would not have brought the issue up as quickly.	1 16.7%
I would have brought the issue up through a formal channel.	2 33.3%
I would have left the University.	1 16.7%
Other	-

*Percentages may not equal 100 due to multiple response

Are there any suggestions you have for improvement in ombuds services or conflict resolution services on campus?
There are no clear written provisions about the rights and responsibilities that arise from faculty rank and seniority that I can tell. The "chain of command" directs all faculty members through the department chair, who may not be full professor in a department with several full professors. Authority to direct the department's decisions about important matters seems to go to those with the loudest voices regardless of rank and standing.
everything was very helpful