



Report on the Faculty Ombuds Office

July 2018 through June 2019

*Prepared by Steve Madden, faculty ombuds and submitted to the Faculty Senate Executive Committee;
R. Smith, M. Wilkinson, K. Holody; and to Daniel Ennis, interim provost and vice president for academic affairs.*

June 30, 2019

Executive Summary

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

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. Charmaine Tomczyk was the first person elected to serve as faculty ombuds.

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, following 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 (<https://www.ombudsassociation.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 https://www.coastal.edu/media/2015ccuwebsite/contentassets/documents/ombuds/Ombuds_Office_Charter_2014.pdf.

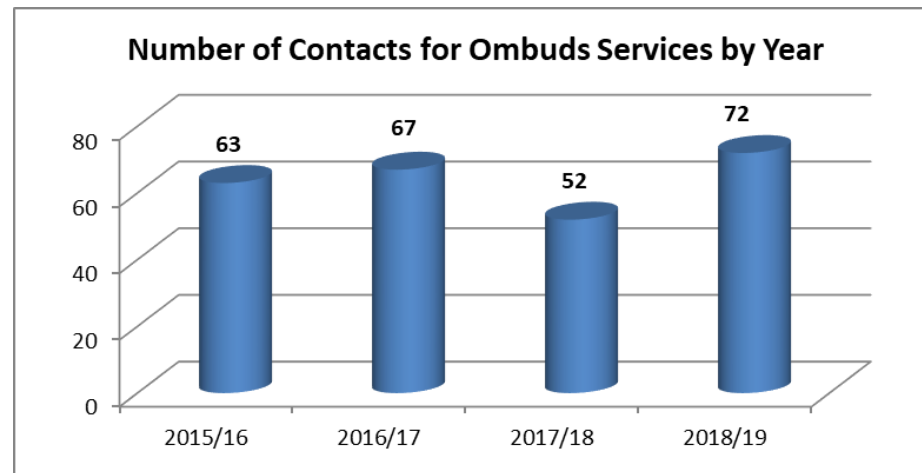
The Office of the Ombuds fulfills one of the responsibilities in its charter by publishing this Annual Report to provide **upward feedback** to CCU as an early warning system of potential challenges and risks. In this report, I describe the role and ethical standards of the Office of the Ombuds, the different services provided, the collaborations I participate in, and how we differ from other CCU resources. Additionally, this year’s report takes on a slightly different style and reporting approach.

I report statistical data on the number and types of cases seen, offer comparative data for the last four (4) fiscal years, and calculate potential costs of associated risks. I also fulfill one of the most specific responsibilities of the Office of the Ombuds: to report systemic organizational trends and suggest recommendations.

Activities

Consultations and Facilitations

During 2018-2019 (July through June) there were 72 contacts made for ombuds services, which is 38% higher than the previous year. The bar graph below illustrates the number of contacts each of the last 4 years.



The three most frequently presented categories (this has been generally consistent over the last four years) of issues as classified by the International Ombudsman Association (IOA) for 2016-2017 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
- 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. Most were afraid to do this citing retaliation.

The breakdown by visitor type is:

- Staff 7%
- Managers/Supervisors 2%
- Faculty 86%
- Students 4%
- Other 1%.

In addition, I trained 30 people in 7 training sessions; this will be a new reporting category for the future as the Ombuds office arrangements are in the planning stage to hold several training sessions over the next year and in the future.

Of the visitors seen during the last reporting year twenty three percent (23%) identified risks they would consider if their conflicts could not be resolved informally through Ombuds services. Successful outcomes resulted in the potential for significant savings to the institution in the 2018-2019 reporting year, avoiding the cost of absenteeism, grievances, litigation, staff/faculty turnover, and diminished productivity for the individual and their employment area.

Considering all visitors, the top 10 issues reported by visitors for 2018-2019 are:

- respect/treatment
- communication
- work style
- departmental/organizational climate
- trust/integrity
- use of positional power/authority
- organizational change
- role clarity
- recognition
- leadership/management quality and capacity

Based on visitor data and observations, The Office of the Ombuds reports the following organizational, systemic themes:

- lack of respect and poor treatment
- abrasive conduct
- lack of clarity of process and time frames for faculty/staff and academic personnel policies and procedures
- perceived or actual discrimination
- management of institutional change

The Office of the Ombuds recommends the following to address the challenges in our University environment:

- Leadership take a “no tolerance” stand on disrespect/incivility in the workplace and classroom.
- Expand current training on addressing abrasive conduct and bullying, including a focus on bystander behavior (if you see something what do you do?).

Setting new norms requires the development of new skills. Department chairs, faculty members, and senior administrators should lead in establishing norms of conflict competence and workplace civility, and productive interpersonal communication

Faculty Development / Informational Events

During Fall 2018 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.

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 campus wide streaming video was set up where the provost, faculty senate chair, and the ombuds made presentations to all faculty on our various jobs and services.

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 120 respondents compared to 193 respondents the previous year. The Summer 2019 survey showed that, of those who contacted the ombuds office last year 67% were satisfied and 33% were very satisfied with the services provided. The results of this survey are located in [Appendix A](#) of this report.

Ombuds Training

The current faculty ombuds attended the International Ombudsman Association’s annual conference in April 2017 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 after one year serving as a reviewer for the JIOA (The Journal for the International Ombudsman Association) the ombuds was asked to sit as one of seven journal board members.

Continuing 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 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 negative 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 taken place with the selection of an interim staff ombuds (Dan Lawless) Now that we have a faculty ombuds and an interim staff ombuds, we should continue to explore a consideration for student ombuds. .
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. A preventative approach may be as helpful as a checklist during the event or post-event. 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.

Specific Recommendations as of This Year

Improve strategies for all faculty, managers, supervisors, and leaders to receive regular meaningful feedback and for others to provide feedback without the threat of retaliation.

1. Support accountability for abrasive conduct through a well-staffed, efficient, transparent process for addressing allegations of abrasive behavior/hostile work environment.

2. Develop a central location/website for outlining the various grievance processes for how and where to file a complaint, what to expect and who is available as a resource to contact.
3. Implement a Workplace Bullying Prevention policy to specifically address abrasive/bullying behavior ([FAST-HREO 238 Workplace and Domestic Violence: Workplace Bullying](#)).
4. Develop more programs on diversity, understanding and embracing diverse beliefs, needs and expectations of our faculty.

While we all recognize the extraordinary work being done at CCU, a commitment to name and address the challenges can help us all live the ethical principles that we espouse and that support our mission of excellence.

The Role of the Office of the Ombuds

In addition to providing conflict resolution services to the campus, the Office of the Ombuds serves CCU by providing upward feedback on themes from the cases we address. In this way, we/I can alert leadership to potential challenges facing the institution without compromising individuals' confidentiality, reporting on themes in the aggregate. By identifying systemic trends in complaints, we provide an "early warning" system to leadership in support of institutional efforts to humanize the work and learning environment at CCU. Upward feedback is delivered at the institutional level and unit level, helping to address a pattern where it can best be addressed. The provision of upward feedback ensures that we not only serve the individuals and groups who make up the institution, but that we serve CCU as a whole. We're frequently asked how the Office of the Ombuds is similar to or different from other resources within CCU. Although there is some overlap (workplace problem solving on interpersonal concerns), we do fill a unique niche with specific professional standards and expertise.

Unlike Human Resources, the Office of the Ombuds provides off-the-record services and is not an office of notice for the University. Additionally, our neutrality allows us to explore all options with visitors. While we recognize the value of formal routes for conflict resolution complaints, our services provide the CCU community with an alternative that may be explored before (or even after) a formal option is exercised, potentially allowing parties to come to a satisfactory resolution between themselves. Through these means, we promote CCU-wide conflict competence, one person, dyad or team at a time.

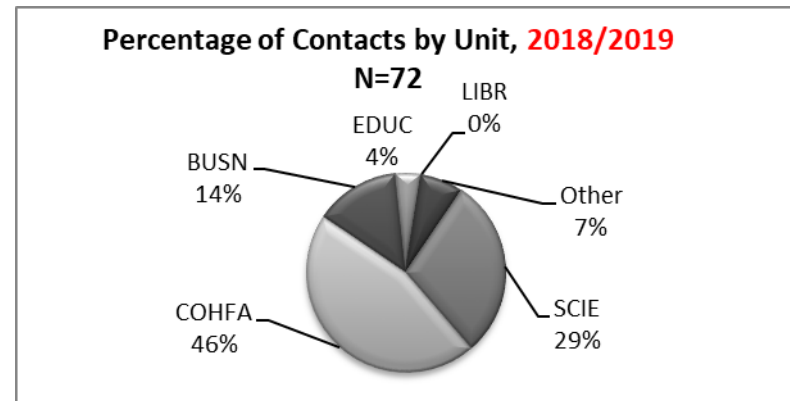
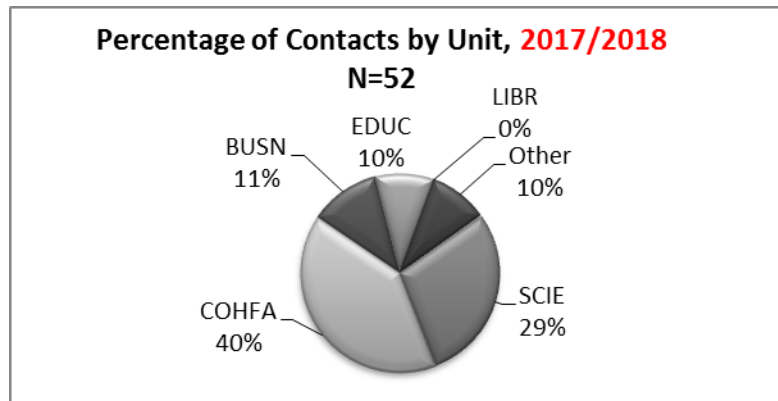
Traditionally, Employee Assistance Programs provide counseling services on a variety of personal issues such as stress and physical or mental health concerns that may be affecting job performance. The CCU Faculty and Staff Assistance Program (LifeServices EAP) is staffed by clinical psychologists, and we refer visitors to EAP to receive counseling services.

In contrast, ombuds offices traditionally address individual, team or departmental concerns from a conflict management approach that is based on mediation principles of impartiality, confidentiality, balance and self-determination, and voluntary participation, consistent with the Ombuds and Mediator Code of Ethics and Standards of Practice. With respect to employees, LifeServices EAP serves faculty and staff, the Student Health Service serves our students, while the Office of the Ombuds serves all faculty at CCU. For more information on the role of the ombuds, please see [Appendix B](#).

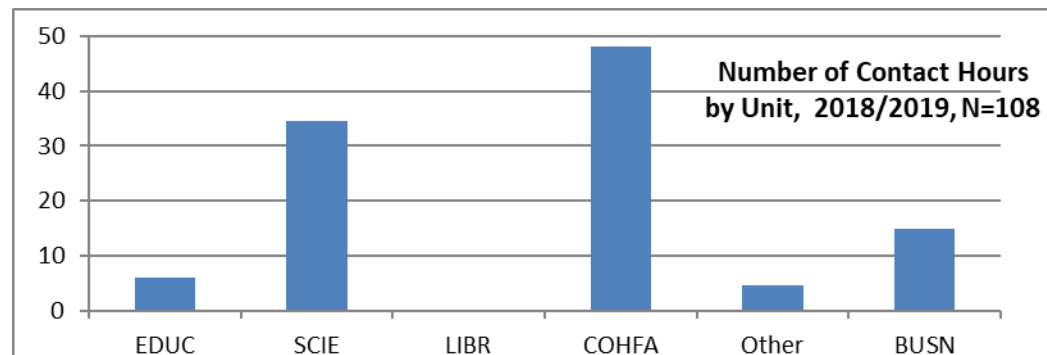
July 2018 - June 2019 Activities

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 seventy-two (72) contacts. These contacts represented individuals from all colleges, the library and other academic offices. The distribution of contacts by unit varied compared to last year as illustrated below.

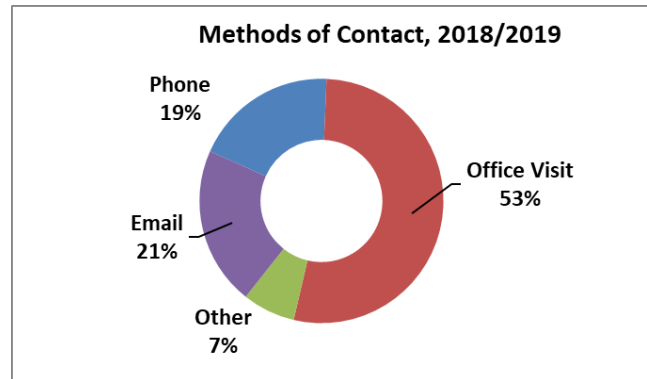


The distribution by unit of total hours provided to faculty contacts is shown below.



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 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.

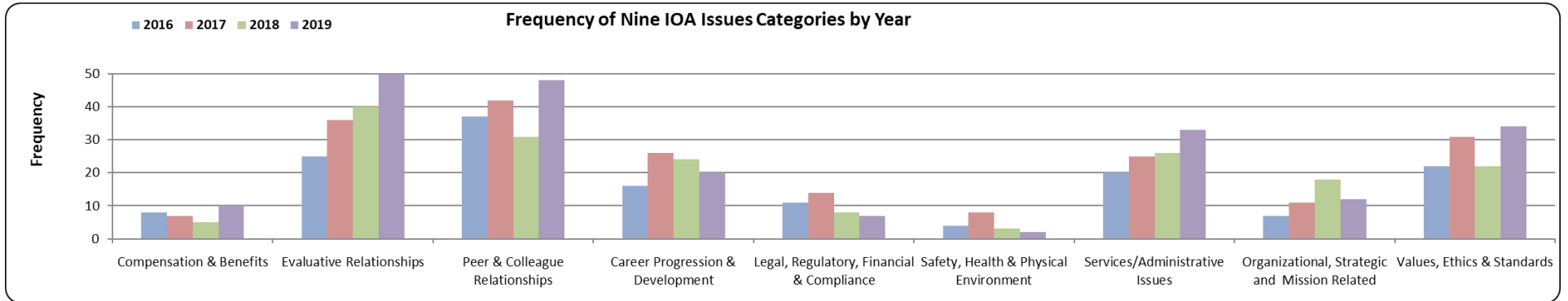


The Faculty Ombuds Office website <http://www.coastal.edu/ombuds> has been regularly updated to include links to other CCU and current external resources as well as new book materials added to the ombuds bibliography available in Sands Hall 111 and some in the Kimbel Library collections (with call numbers 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 below. Individual contacts often contain multiple issues simultaneously and all are counted in the data presented here.



1. Compensation & Benefits - (Presented 10 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 50 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 48 times; includes cases of bullying and/or abrasive behavior)

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 20 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 7 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 ¼ 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 2 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 33 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 12 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 34 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 2019 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.

Appendix A

Faculty Ombuds Survey

Summer 2019

N = 120

Faculty Type	All Colleges	Faculty	Associated Faculty
TOTAL	120	71	49
Business	28 23.3%	14 19.7%	14 28.6%
Education	8 6.7%	4 5.6%	4 8.2%
Humanities & Fine Arts	40 33.3%	24 33.8%	16 32.7%
Science	38 31.7%	24 33.8%	14 28.6%
Honors	1 0.8%	1 1.4%	- -
Other	5 4.2%	4 5.6%	1 2.0%

Faculty Ombuds Survey

Summer 2019

N = 120

Tenure Status	All Colleges	Tenured	Tenure-Track	Non Tenure-Track
TOTAL	120	42	22	56
Business	28 23.3%	7 16.7%	7 31.8%	14 25.0%
Education	8 6.7%	- -	4 18.2%	4 7.1%
Humanities & Fine Arts	40 33.3%	14 33.3%	5 22.7%	21 37.5%
Science	38 31.7%	17 40.5%	5 22.7%	16 28.6%
Honors	1 0.8%	- -	1 4.5%	- -
Other	5 4.2%	4 9.5%	- -	1 1.8%

Did you contact the Faculty Ombuds in the 2018-2019 academic year?	
Yes	6 5.0%
No	114 95.0%

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
[If contacted] Overall, how satisfied are you with the service the Faculty Ombuds provided you?	2 33.3%	4 66.7%	- -	- -	- -

Faculty Ombuds Survey

Summer 2019

N = 120

[If contacted] If you had not contacted the Faculty Ombuds, what would you have done regarding this issue?	
I would not have talked to anyone about the issue	2 33.3%
I would not have brought the issue up as quickly	3 50.0%
I would have brought the issue up through a formal channel	1 16.7%
I would have left the University	- -
Other	- -

[If contacted] The Faculty Ombuds...	Mean	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Gave me the opportunity to express my concerns.	4.17	4 66.7%	1 16.7%	-	-	1 16.7%
Was knowledgeable about relevant institutional policies and procedures.	3.83	2 33.3%	3 50.0%	-	-	1 16.7%
Provided me with valuable information to help me make my decisions.	3.50	2 33.3%	1 16.7%	2 33.3%	-	1 16.7%
Understood the situation.	3.83	2 33.3%	3 50.0%	-	-	1 16.7%
Helped me identify my options.	3.83	3 50.0%	1 16.7%	1 16.7%	-	1 16.7%
Helped me evaluate my options.	3.67	2 33.3%	2 33.3%	1 16.7%	-	1 16.7%
Was courteous and respectful.	4.17	4 66.7%	1 16.7%	-	-	1 16.7%
Was neutral.	4.00	3 50.0%	2 33.3%	-	-	1 16.7%
Was unbiased.	4.00	3 50.0%	2 33.3%	-	-	1 16.7%

[If contacted] The Faculty Ombuds...	Mean	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Was fair.	3.80	2 40.0%	2 40.0%	- -	- -	1 20.0%
Helped me develop skills that might help resolve future issues.	3.67	1 16.7%	4 66.7%	- -	- -	1 16.7%
Helped me learn approaches that might help resolve future issues.	3.50	1 16.7%	3 50.0%	1 16.7%	- -	1 16.7%
Was available for an appointment promptly after contact.	4.00	3 60.0%	1 20.0%	- -	- -	1 20.0%
Was able to meet with me for a reasonable amount of time.	4.00	3 50.0%	2 33.3%	- -	- -	1 16.7%
Can be trusted to maintain confidentiality.	3.84	25 29.1%	30 34.9%	25 29.1%	4 4.7%	2 2.3%
Is a resource to which I would encourage colleagues to access.	3.82	28 32.9%	27 31.8%	20 23.5%	7 8.2%	3 3.5%
Is a resource I would access myself if needed in the future.	3.77	28 32.6%	31 36.0%	14 16.3%	5 5.8%	8 9.3%

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

Not at this time.
There is such a lack of respect from HR and other staff offices towards faculty. I attribute this to a lack of orientation of these services. There doesn't seem to be any orientation sections explaining the difference between Hight Education and other generic organizations.
none glad that person is there
I have gone to ombuds with a problem in the past. They were not at all helpful and the problem escalated as a result f their conversations. Will not use again.
The ombudsman should make the rounds at different department meetings and talk to faculty about the services they offer.
No
None! Please keep it going and advertise frequently!
None
What is the status of the Staff Ombuds? Is the campus offering this service?
not at this time

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

No

A new faculty ombuds would be a great improvement.

I do not know the person who is serving in this role presently, but my past experience has been good.

Not at this time.

No

No.

NA

No. I sent a colleague to FO last semester. The representative could not actually help resolve the problem but mapped out a course of action to take to help start resolving the problem.

Someone else as ombudsman

Replace Steve Madden.

Protection or resources against false student academic claims on end of semester evaluations. We now live in a world that is driven by ratings and students these days see them as ways to exploit that system, while we have NO recourse in the matter. I had a student that plagiarized and in retaliation, this student (as well as 4 of her friends) fabricated slightly different iterations of false complaints.

Not at this time

The Ombuds should strive to make him or herself visible on campus as someone who is trustworthy and worthwhile to contact. If the faculty remains unaware of and / or unsure of this person, the office will continue to exist in name only and will continue not to be a true resource for faculty.

Occasionally send out reminders that you exist. The only time we're reminded of this office is when you send out your annual survey.

Employees already have a confidential resource in HR to resolve employer/employee disputes, so I'm not sure why there is also a faculty ombuds, and now there will be a staff ombuds, too. It seems like duplication of services.

I believe the systems that are currently in place are sufficient.

The problem with the Ombudsman is the Administration does not listen to him, does not act in good faith and basically treats the office as a façade. The previous Provost was notorious for breaking policies and procedures and treating faculty in a high handed and disrespectful manner. Complaints to the Ombudsman did nothing. Unless the President and Board of Trustees are going to put real authority in this office, its operation will only be symbolic and ineffective.

I am cautious of on campus resolutions to problems because I had a friend complain of a title IX issue and I feel like she is the one being punished for it. Makes me not want to say anything to anyone

I have no suggestions, as I haven't used it. I am glad it exists, however, as this service should be available.

Appendix B

The following text came from the comments section of <https://www.insidehighered.com/blogs/confessions-community-college-dean/ombudspeople> (May, 2019), “*Ombudspeople – How does the position work effectively?*” by Matt Reed

Timothy Hedeon CERTIFIED OMBUDS

Among the unique challenges to understanding an ombuds is that there are many types--the three most commonly described are 'classical' (who seek to represent the interests of citizens when they feel treated inappropriately by government), 'advocate' (who seek to represent individuals who are under the care or control of others, such as hospital patients, crime victims, or residents of long-term care facilities), and 'organizational' (who seek to support fair and equitable treatment of all members of an organization).

Campus ombuds are most often organizational ombuds, and they serve "visitors" by listening thoroughly to their concerns, helping them to make sense of their situation, supporting their consideration of available options or approaches. Many ombuds offer referrals, as well as mediation or facilitation services. They also serve the host organization by providing appropriate anonymized feedback to relevant offices or officers; this feedback is intended to help the organization recognize persistent or prevalent issues, and to address these well.

Most campus ombuds in the US subscribe to the ethical standards of the Int'l Ombudsman Ass'n, which sets forth four major areas: impartiality, informality, independence, and confidentiality. More info available at <http://ombudsassociation.org>.

Jennifer Schneider CERTIFIED OMBUDS

The organizational ombuds profession is still relatively new and a bit obscure to many, so I appreciate the opportunity to share our thoughts here. For me, the beauty of the organizational ombuds role is the ability to influence without authority. An ombuds office provides a safe and credible space for visitors to share concerns that they have about organizational personnel, processes, policies and practices and then explore a continuum of options for responding--from doing nothing to filing a formal complaint/suit and many options in between. Sometimes folks just want someone to listen, and they aren't seeking a specific outcome. Sometimes they come seeking a solution, and an ombuds can help facilitate that in a way that's informal...offline... under the radar...no petition, no appeal, no arduous process -- just a fair review of the issue and a reasonable outcome. An ombuds can quietly get important information to the humans who are decision makers and raise awareness, offer perspective, encourage reason, and sometimes provide an opportunity for leaders to "address the thing before it becomes a Thing."

There's a skillset that makes a good ombuds good. I think that, perhaps more than any training or credential, it's important for an ombuds to demonstrate social perception and emotional intelligence. To code switch when necessary. To know when, how, to what extent and to whom an issue should be shared. It's hard to raise sensitive matters in a way that's perceived as being helpful, and I think many of us struggle with neutrality when the power differential is substantial or when a behavior being discussed is particularly egregious. An ombud's work can be messy, lonely and not always well received, but it's also incredibly rewarding and affirming.

[Marcia Martinez-Helfman](#)

As President of the International Ombudsman Association (IOA), I'd like to provide some information and refer readers here to helpful resources for understanding the role of organizational ombuds and the value they bring to the entities they serve.

It is important to note initially the distinction between the classical ombuds and the organizational ombuds. The classical ombuds has its roots in eighteenth century Sweden and was imported into the U.S. in the 20th century to serve an advocacy role for the public in relation to governmental functions. The organizational ombuds role, which has also evolved over the years and made its first appearance in U.S. higher education in the 1960s, is distinct and different in that it is confidential, informal, neutral, and independent, as embodied in the Standards of Practice and Code of Ethics of the International Ombudsman Association.

The organizational ombuds assists members of the community it serves with dispute resolution, conflict management, and options identification in connection with obstacles they encounter. It does not rely on positional authority to manage conflicts or resolve disputes, and works with the parties involved to “turn down the heat” and find solutions. As such, the role serves a vital risk management function by offering alternatives to escalation and formalization of disputes. Further, the organizational ombuds serves as an influencer of systemic change by virtue of the ability to glean trends, possible gaps in policies and procedures, and potential sources of chronic dysfunction, tension and friction.

Faculty Ombuds Survey

Summer 2019



Faculty Ombuds Survey

Summer 2019

N = 120

Faculty Type	All Colleges	Faculty	Associated Faculty
TOTAL	120	71	49
Business	28 23.3%	14 19.7%	14 28.6%
Education	8 6.7%	4 5.6%	4 8.2%
Humanities & Fine Arts	40 33.3%	24 33.8%	16 32.7%
Science	38 31.7%	24 33.8%	14 28.6%
Honors	1 0.8%	1 1.4%	- -
Other	5 4.2%	4 5.6%	1 2.0%

Tenure Status	All Colleges	Tenured	Tenure-Track	Non Tenure-Track
TOTAL	120	42	22	56
Business	28 23.3%	7 16.7%	7 31.8%	14 25.0%
Education	8 6.7%	- -	4 18.2%	4 7.1%
Humanities & Fine Arts	40 33.3%	14 33.3%	5 22.7%	21 37.5%
Science	38 31.7%	17 40.5%	5 22.7%	16 28.6%
Honors	1 0.8%	- -	1 4.5%	- -
Other	5 4.2%	4 9.5%	- -	1 1.8%

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Did you contact the Faculty Ombuds in the 2018-2019 academic year?	
Yes	6 5.0%
No	114 95.0%

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
[If contacted] Overall, how satisfied are you with the service the Faculty Ombuds provided you?	2 33.3%	4 66.7%	-	-	-

[If not contacted] Are you familiar with the Faculty Ombuds and the services they provide?	
Yes	80 70.2%
No	34 29.8%

[If contacted] If you had not contacted the Faculty Ombuds, what would you have done regarding this issue?	
I would not have talked to anyone about the issue	2 33.3%
I would not have brought the issue up as quickly	3 50.0%
I would have brought the issue up through a formal channel	1 16.7%
I would have left the University	-
Other	-

Faculty Ombuds Survey

Summer 2019

N = 120

[If contacted] The Faculty Ombuds...	Mean	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Gave me the opportunity to express my concerns.	4.17	4 66.7%	1 16.7%	- -	- -	1 16.7%
Was knowledgeable about relevant institutional policies and procedures.	3.83	2 33.3%	3 50.0%	- -	- -	1 16.7%
Provided me with valuable information to help me make my decisions.	3.50	2 33.3%	1 16.7%	2 33.3%	- -	1 16.7%
Understood the situation.	3.83	2 33.3%	3 50.0%	- -	- -	1 16.7%
Helped me identify my options.	3.83	3 50.0%	1 16.7%	1 16.7%	- -	1 16.7%
Helped me evaluate my options.	3.67	2 33.3%	2 33.3%	1 16.7%	- -	1 16.7%
Was courteous and respectful.	4.17	4 66.7%	1 16.7%	- -	- -	1 16.7%
Was neutral.	4.00	3 50.0%	2 33.3%	- -	- -	1 16.7%
Was unbiased.	4.00	3 50.0%	2 33.3%	- -	- -	1 16.7%
Was fair.	3.80	2 40.0%	2 40.0%	- -	- -	1 20.0%
Helped me develop skills that might help resolve future issues.	3.67	1 16.7%	4 66.7%	- -	- -	1 16.7%
Helped me learn approaches that might help resolve future issues.	3.50	1 16.7%	3 50.0%	1 16.7%	- -	1 16.7%
Was available for an appointment promptly after contact.	4.00	3 60.0%	1 20.0%	- -	- -	1 20.0%
Was able to meet with me for a reasonable amount of time.	4.00	3 50.0%	2 33.3%	- -	- -	1 16.7%
Can be trusted to maintain confidentiality.	3.84	25 29.1%	30 34.9%	25 29.1%	4 4.7%	2 2.3%
Is a resource to which I would encourage colleagues to access.	3.82	28 32.9%	27 31.8%	20 23.5%	7 8.2%	3 3.5%
Is a resource I would access myself if needed in the future.	3.77	28 32.6%	31 36.0%	14 16.3%	5 5.8%	8 9.3%

Faculty Ombuds Survey

Summer 2019

N = 120

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

Not at this time.

There is such a lack of respect from HR and other staff offices towards faculty. I attribute this to a lack of orientation of these services. There doesn't seem to be any orientation sections explaining the difference between Hight Education and other generic organizations.

none glad that person is there

I have gone to ombuds with a problem in the past. They were not at all helpful and the problem escalated as a result f their conversations. Will not use again.

The ombudsman should make the rounds at different department meetings and talk to faculty about the services they offer.

I have not personally used the Faculty Ombuds but I am aware of faculty who have and the results have been mixed. I am less inclined to use the Faculty Ombuds because I expect the person in this role to be neutral and I feel that the neutral was not displayed in the special meeting of Faculty Senate on May 15th regarding Oran Smith. The five faculty (former faculty) who spoke up in support of Dr. Smith were the current Faculty Senate Chair, two former Faculty Senate Chairs, former Faculty Ombuds and the current Faculty Ombuds. The roles in which these members hold/have held spoke volumes and instead of asking faculty to voice their concerns, they provided an unqualified endorsement to state that it was not their experience. If on such a sensitive issue, the Faculty Ombuds could not display his/her neutrality, it does not lend a great of deal of confidence in the general neutrality of the office. At no time did the Faculty Senate Chair nor the Faculty Ombuds acknowledge the impact of Dr. Smith's (former) affiliations on minority members of this campus and that spoke volumes in terms of how likely one can expect their issues/concerns to be taken in this current campus climate.

No

None! Please keep it going and advertise frequently!

None

What is the status of the Staff Ombuds? Is the campus offering this service?

not at this time

No

A new faculty ombuds would be a great improvement.

I do not know the person who is serving in this role presently, but my past experience has been good.

Not at this time.

No

No.

NA

No. I sent a colleague to FO last semester. The representative could not actually help resolve the problem but mapped out a course of action to take to help start resolving the problem.

Someone else as ombudsman

Replace Steve Madden.

Protection or resources against false student academic claims on end of semester evaluations. We now live in a world that is driven by ratings and students these days see them as ways to exploit that system, while we have NO recourse in the matter. I had a student that plagiarized and in retaliation, this student (as well as 4 of her friends) fabricated slightly different iterations of false complaints.

Not at this time

The Ombuds should strive to make him or herself visible on campus as someone who is trustworthy and worthwhile to contact. If the faculty remains unaware of and / or unsure of this person, the office will continue to exist in name only and will continue not to be a true resource for faculty.

Occasionally send out reminders that you exist. The only time we're reminded of this office is when you send out your annual survey.

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

Employees already have a confidential resource in HR to resolve employer/employee disputes, so I'm not sure why there is also a faculty ombuds, and now there will be a staff ombuds, too. It seems like duplication of services.

I believe the systems that are currently in place are sufficient.

The problem with the Ombudsman is the Administration does not listen to him, does not act in good faith and basically treats the office as a façade. The previous Provost was notorious for breaking policies and procedures and treating faculty in a high handed and disrespectful manner. Complaints to the Ombudsman did nothing. Unless the President and Board of Trustees are going to put real authority in this office, its operation will only be symbolic and ineffective.

I am cautious of on campus resolutions to problems because I had a friend complain of a title IX issue and I feel like she is the one being punished for it. Makes me not want to say anything to anyone

I have no suggestions, as I haven't used it. I am glad it exists, however, as this service should be available.

NO

N/A

NA

I have heard multiple presentations from the Faculty Ombuds and I still have no idea really what services they provide. Plus, as a lecturer, I am not sure what uses I could have with the Faculty Ombuds that would not put my position in jeopardy.

Make it a more professional and detached body separate from the university leadership. The current chief of this body does not inspire any confidence because he is seen as someone who is close to university administration! So if as a faculty I have a grievance against my senior or an administrator, he is the last person I would go to!

None that I can think of.