



Report on the
Faculty Ombuds Office
July 2016 through July 2017

*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.
June 30, 2017*

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 second 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, 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 (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 2016-2017 (July through June) there were 67 contacts made for ombuds services, which is slightly higher 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.

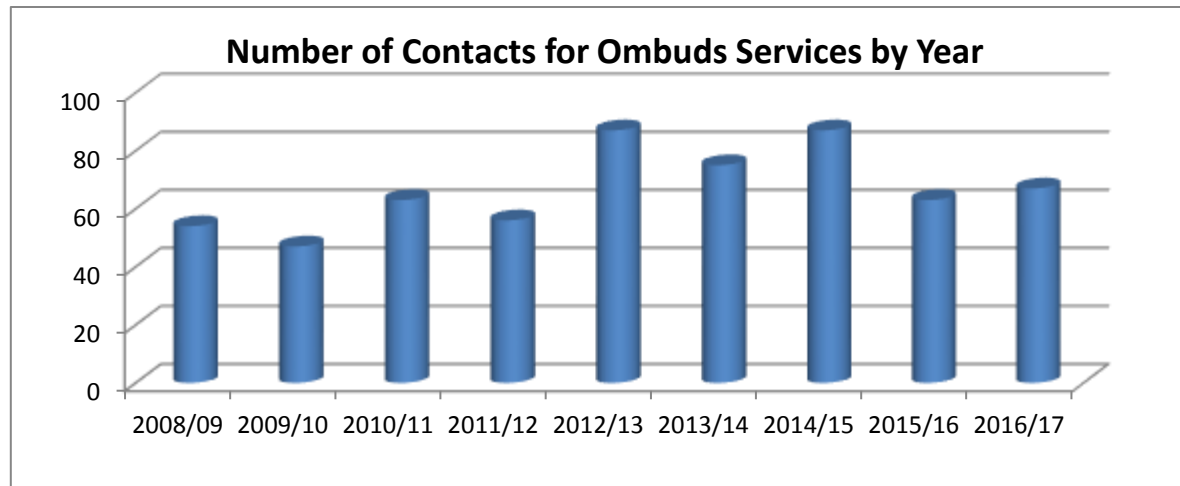


Figure 1

The three most frequently presented categories (this has been generally consistent over the last 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, 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 2016 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 2017 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 campus wide streaming video was set up last year 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.

The development of a Faculty/ Staff Discussion Board was announced by the Provost as another vehicle by which faculty and staff can lodge concerns, questions and comments on workplace issues. To date the online Board continues to have minimal use and should be re-evaluated for effectiveness.

Satisfaction Survey

The annual spring ombuds survey administered by the Office of Institutional Research, Assessment and Analysis yielded 182 respondents compared to 143 respondents the previous year. The Summer 2017 survey showed that approximately 82% 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 76% said yes and if they needed the services of the ombuds although never having gone there 80% 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 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.

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 (and then students) was drafted and submitted to the Provost for consideration under the previous Ombuds and remains a priority with the current Ombuds. Each year the ombuds has several requests from staff and now students for ombuds services. Conversations should continue to pilot the expansion proposal and assess its usage.
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.

July 2016 - June 2017 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 sixty seven (67) 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 in Figures 2a and 2b below.

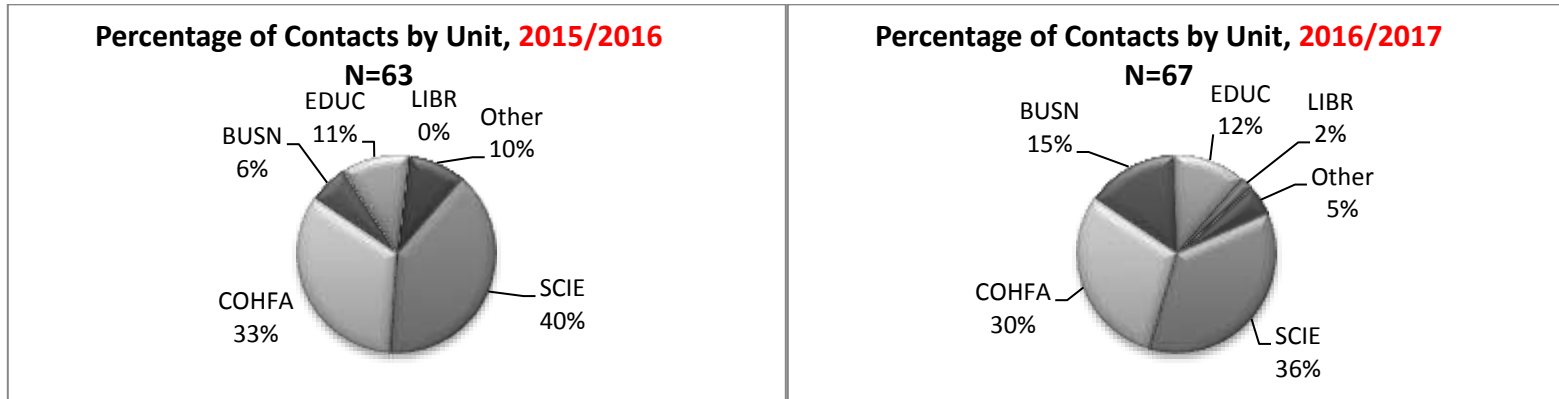


Figure 2a

Figure 2b

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

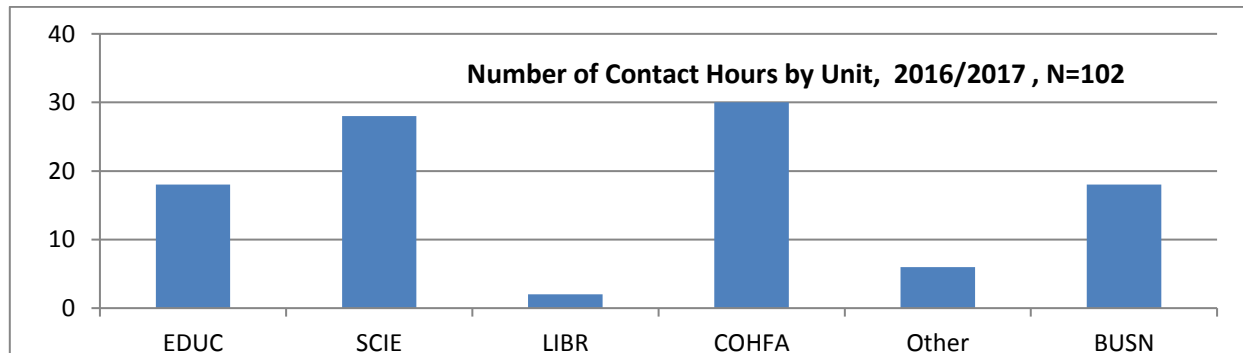


Figure 3

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.

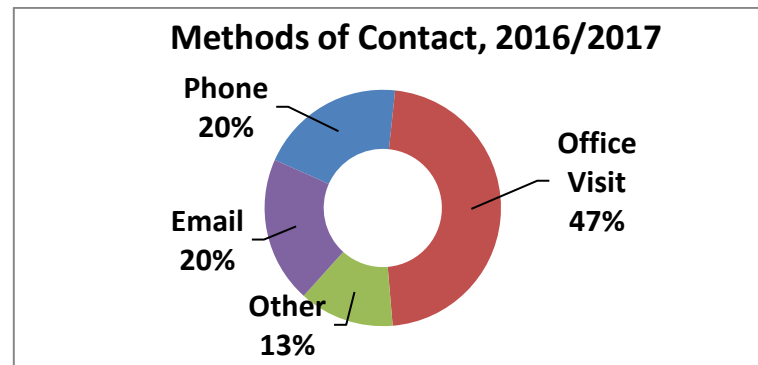


Figure 4

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. With a new ombuds this year comparisons of categories are shown numerically but not as approximate trends.

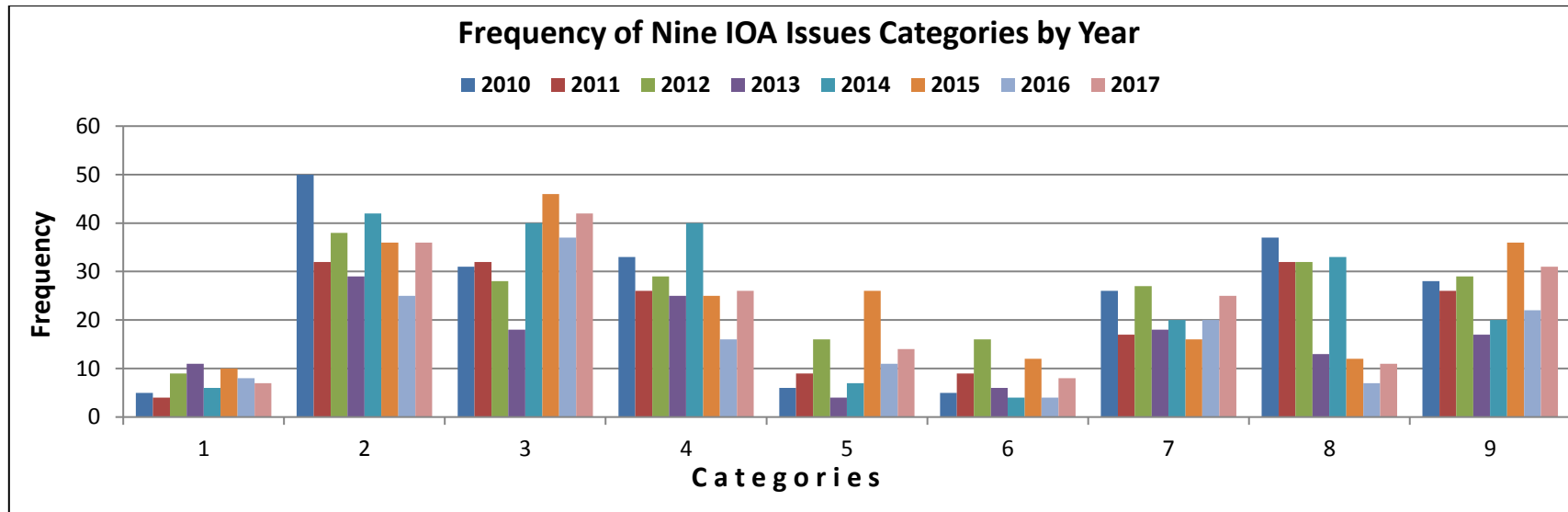


Figure 5

1. Compensation & Benefits - (Presented 7 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 36 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 42 times; includes cases of bullying and/or mobbing)

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 26 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 14 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 8 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 25 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 11 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 31 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 2017 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 of CCU will be given the benefit of a staff ombuds – 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.

Ombuds Survey

Summer 2017



Faculty Ombuds

Summer 2017

N = 182

Faculty Type	All Colleges	Faculty	Associated Faculty
TOTAL	182	114	68
Business	29 15.9%	20 17.5%	9 13.2%
Education	19 10.4%	14 12.3%	5 7.4%
Humanities & Fine Arts	69 37.9%	42 36.8%	27 39.7%
Science	52 28.6%	29 25.4%	23 33.8%
University	5 2.7%	1 0.9%	4 5.9%
Library	8 4.4%	8 7.0%	- -

Tenure Status	All Colleges	Tenured	Tenure-Track	Non Tenure-Track
TOTAL	182	71	40	71
Business	29 15.9%	12 16.9%	8 20.0%	9 12.7%
Education	19 10.4%	8 11.3%	6 15.0%	5 7.0%
Humanities & Fine Arts	69 37.9%	24 33.8%	15 37.5%	30 42.3%
Science	52 28.6%	22 31.0%	7 17.5%	23 32.4%
University	5 2.7%	1 1.4%	- -	4 5.6%
Library	8 4.4%	4 5.6%	4 10.0%	- -

Faculty Ombuds

Summer 2017

N = 182

Have you contacted the Faculty Ombuds Office, either this academic year or in the past?	
Yes	34 18.7%
No	148 81.3%

[If not contacted] Are you familiar with the Faculty Ombuds Office and the services they provide?	
Yes	98 66.7%
No	49 33.3%

[If contacted or are familiar] How did you find out about the Faculty Ombuds Office? Select all that apply.	
Faculty colleague	40 31.0%
Faculty Senate	27 20.9%
New Faculty Orientation	49 38.0%
Ombuds brochure	17 13.2%
Ombuds website	3 2.3%
University or College meetings	46 35.7%
University news release	7 5.4%
Other	11 8.5%

*Percentages may not equal 100 due to multiple response

In what other ways did you find out about the Faculty Ombuds Office?
Know the Ombudsman
Staff colleague
Faculty Welfare
Passed by the office while visiting the post office.
discussions of its creation.
I participated in creating the position numerous years ago.
Met the Omsbud-person and she told me about the services.
I have walked past it a number of times.
Suggestion from non Ccu employee

Faculty Ombuds

Summer 2017

N = 182

[If contacted] When did you contact the Faculty Ombuds Office?	
During 2016/2017	16 47.1%
Prior to 2016	18 52.9%

[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.	21 72.4%	8 27.6%	- -	- -	- -
I was able to meet with the Ombuds for a reasonable amount of time.	19 63.3%	11 36.7%	- -	- -	- -
The Ombuds gave me the opportunity to express my concerns.	21 70.0%	9 30.0%	- -	- -	- -
The Ombuds appeared to understand the situation.	18 58.1%	12 38.7%	- -	- -	1 3.2%
The Ombuds helped me identify and evaluate my options.	17 54.8%	10 32.3%	3 9.7%	1 3.2%	- -
The Ombuds provided me with valuable information to help me make my decisions.	15 46.9%	9 28.1%	5 15.6%	3 9.4%	- -
Through my interactions with the Ombuds, I developed skills or learned approaches that might help me resolve future problems.	13 46.4%	7 25.0%	5 17.9%	2 7.1%	1 3.6%
The Ombuds was courteous and respectful.	25 78.1%	6 18.8%	- -	- -	1 3.1%
The Ombuds was neutral, unbiased and fair.	21 67.7%	8 25.8%	- -	1 3.2%	1 3.2%
I found the Ombuds conversant and knowledgeable about relevant institutional policies and procedures.	16 51.6%	12 38.7%	3 9.7%	- -	- -
I trust the Ombuds to maintain my confidentiality.	22 73.3%	7 23.3%	1 3.3%	- -	- -

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
[If contacted] Overall, how satisfied are you with the services the Ombuds office has provided to you?	17 51.5%	10 30.3%	3 9.1%	1 3.0%	2 6.1%

Faculty Ombuds

Summer 2017

N = 182

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 35.4%	53 40.8%	21 16.2%	5 3.8%	5 3.8%
[If not contacted but are familiar] Although I have not used the Faculty Ombuds Office, if I needed their services, I would access them.	34 35.1%	44 45.4%	9 9.3%	6 6.2%	4 4.1%

[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.	7 22.6%
I would not have brought the issue up as quickly.	2 6.5%
I would have brought the issue up through a formal channel.	11 35.5%
I would have left the University.	1 3.2%
Other	10 32.3%

*Percentages may not equal 100 due to multiple response

What other action would you have taken?
Not sure...
As Associate Dean, College of Science, I asked the Ombuds Office for help in mediating a difficult series of faculty meetings in which many points of view needed to be expressed, respected, considered, resolved. If no help were available, I would have gone on and held the meetings with myself only as mediator.
I was looking for a resource that I thought the ombuds might have a link for, so I would have contacted someone else.
I seriously considered suicide
I would have talked to colleagues
Seek private counseling
Consulting with others, who might have given me better advice. But I should clarify that the current Ombuds was not in the position at that time.
Spoke with colleagues..

Are there any suggestions you have for improvement in ombuds services or conflict resolution services on campus?
No.
I did not know this existed. I have addressed issues with my direct supervisor, and usually they are dismissed/deflected, and occasionally addressed.
No. Doing a very good job.
The last was a two part question. I am aware of the ombuds but not specific services.
Since I am not really aware of what the service is I feel suggestions are not appropriate.
None. Your availability may have a positive impact on faculty life (as folks know where to turn when they are unsure).
Steven is great he is the epitome of what an Ombuds should be. He gave me great advice.
Perhaps CeTEAL could offer periodic workshops on conflict resolution.

Faculty Ombuds

Summer 2017

N = 182

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

I have never used the services so I really can't suggest any changes

To create more of an awareness of the range of services provided by this office; I think many interpersonal problems in departments could be resolved or at least improved if one or more parties could visit the ombudsperson. To create a culture of it being okay to seek out the help of this office, I suppose that is what I am saying.

The ombuds office appears to be limited to faculty (although I know the prior ombud would meet with staff, and perhaps the current one will as well?). It would be nice to have a similar service that is advertised to staff. Although the University does not seem to have the same level of respect for staff, we are an engaged and important part of the University. It would be nice if that were recognized by the administration. It would be nice if we were treated as equals.

I do not know about this service, but this is my first year as a faculty member.

no

The ombudsman must have real teeth. Right now, there is no check on the administration and no perception of independence among the faculty regarding the ombudsman's office.

none

More publicity is needed about the existence of this office and what can they really do for faculty

Perhaps clarify the range of issues that may be dealt with and what types of support may be available. This information is probably already available somewhere, but I am not aware of it.

I believe the ombuds is to resolve conflict between employees? I guess it is a little hard to believe that fellow faculty could be "impartial." Why not an outside person?

No. I've never heard of Faculty Ombuds, but I will search for more information to learn about the services provided.

None

Make the position and its duties more present in campus life.

My visit was with the previous Ombuds. I will not visit the current Ombuds because I don't feel he understands policy or can read critically.

none

Per last question Exposure

No

No.

Don't feel the ombudsman has any influence with this administration and has no power to stop poor conduct of any administrator toward a faculty member. Seems to be more show than results.

Send occasional emails (perhaps twice a semester) to all faculty reminding them of what the Ombudsman does and how faculty can get in touch with his or her office.

Ask to explain the services at the college start of semester meeting.

I just want to know more about the process and how anonymity is kept

Coastal Carolina University needs to identify an individual that specifically an advocate for a faculty member for instances where the faculty member is in a conflict with the university or a student. Ombuds is an impartial entity, students have the Dean of Students, and the University has an on staff legal office.

Maybe more frequent interactions - couple of times a semester to keep in touch.

N/A

No

Not t this time.

Send out emails about the services the office offers.

Further emphasis on anonymity, trust, as well as confirmation all inquiries will be taken seriously without repercussion (i.e. Demotion, job loss, etc.).

Faculty Ombuds

Summer 2017

N = 182

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

The Ombuds office does a great job, but they are unable to "solve" issues, only help mediate them. They are unable to assist with a supervisor who is verbally abusive, rude, harassing, and/or inappropriate. During one of my situations requiring the assistance of the ombuds, the ombuds listened, offered suggestions, and agreed to mediate a discussion among myself, the offending party (my supervisor at the time), and our dean. Both the supervisor and the dean made comments and statements in that voluntary mediation session that were shocking to myself and the ombuds, to the point where the ombuds had to remind my supervisor and the dean that they were saying things that could be construed as in violation of federal law. They chuckled, agreed, and then made additional inappropriate comments. Unless the senior administration (provost/president) intervenes with junior administration (deans, associate deans, chairs), the ombuds effectiveness will always be minimal.

Because the Ombud has been unable to be party to effective change in the College of Education (from which we have lost 26 of 39 employees in the last 26 months due to the gross incompetence of the Dean of the college) and because the Provost has been twice made aware of this issue in writing and there has been no discernible action to save the College, it seems clear that any entity that is directly related to that office cannot be relied upon for positive change.

More exposure through various avenues.

The position is good for getting information and only as useful as administrators are willing to listen, sadly.

I have an administrator colleague who is having issues with a supervisee's behavior: taking over meetings, consistently getting everyone off topic, aggressive actions driven by anxiety over every little thing, etc. My colleague would like to keep the talk constructive and focused on work, and not directly on the behavioral issues, but it's difficult to know when he's overstepping his bounds when talking about personal/collegiality/behavioral issues. We both wonder whether this type of issue would be something that the Ombuds office would be able to handle. Not sure if it would be set up as a mediation situation involving the ombuds, supervisor and supervisee, but it would be helpful to have some sort of service to handle situations like these. Things like these are not necessarily "conflicts" if handled correctly but could turn ugly if the supervisee takes the constructive criticism the wrong way, so it may be beneficial to have a more formal venue for these situations. Going through HR for something like this seems like it would escalate the issue more than it needs to be...

none

Please maintain and support the Faculty Ombuds institution on campus. It provides a great service!

I do not have any suggestions at this time.

No

I believe the ombuds office is in the sands building, the post office, and it would be nice to see some literature about the space since there are faculty in that same building.

When I declined to take the Ombuds' initial suggestion, the Ombuds offered an alternative that I did follow, which turned out to be a bad idea with very negative consequences. However, I believe the advice was offered in good faith, and I acknowledge that it was not the Ombuds' preferred approach. Also, as I mentioned in a previous response, this was before the current Ombuds was in the position. If a colleague asked, I would mention the potential benefit of consulting with the Ombuds Office, but I would caution the colleague to weigh any advice carefully before following it.

No

Give the office some power

No, I do not have enough familiarity with the Ombuds service to make any suggestions.

Fear of job loss for bringing up issues and lies is my main concern. I was advised that if I push my complaint it could have repercussions due to the administrative people involved. Fear of doing what is right in your job because others are corrupt and can create an uncomfortable threatening work environment needs to be addressed.

NA

No suggestions.

Faculty Ombuds
Respondents Contacting Ombuds During 2016/2017

Summer 2017

N = 16

Faculty Type	All Colleges	Faculty	Associated Faculty
TOTAL	16	13	3
Business	1 6.3%	1 7.7%	- -
Education	1 6.3%	1 7.7%	- -
Humanities & Fine Arts	11 68.8%	8 61.5%	3 100.0%
Science	2 12.5%	2 15.4%	- -
University	- -	- -	- -
Library	1 6.3%	1 7.7%	- -

Tenure Status	All Colleges	Tenured	Tenure-Track	Non Tenure-Track
TOTAL	16	6	7	3
Business	1 6.3%	1 16.7%	- -	- -
Education	1 6.3%	- -	1 14.3%	- -
Humanities & Fine Arts	11 68.8%	5 83.3%	3 42.9%	3 100.0%
Science	2 12.5%	- -	2 28.6%	- -
University	- -	- -	- -	- -
Library	1 6.3%	- -	1 14.3%	- -

Faculty Ombuds
Respondents Contacting Ombuds During 2016/2017

Summer 2017

N = 16

How did you find out about the Faculty Ombuds Office? Select all that apply.	
Faculty colleague	7 46.7%
Faculty Senate	3 20.0%
New Faculty Orientation	5 33.3%
Ombuds brochure	3 20.0%
Ombuds website	- -
University or College meetings	4 26.7%
University news release	- -
Other	2 13.3%

*Percentages may not equal 100 due to multiple response

In what other ways did you find out about the Faculty Ombuds Office?
Know the Ombudsman
Suggestion from non Ccu employee

Faculty Ombuds
Respondents Contacting Ombuds During 2016/2017

Summer 2017

N = 16

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.	10 83.3%	2 16.7%	- -	- -	- -
I was able to meet with the Ombuds for a reasonable amount of time.	9 75.0%	3 25.0%	- -	- -	- -
The Ombuds gave me the opportunity to express my concerns.	10 76.9%	3 23.1%	- -	- -	- -
The Ombuds appeared to understand the situation.	7 53.8%	5 38.5%	- -	- -	1 7.7%
The Ombuds helped me identify and evaluate my options.	8 61.5%	3 23.1%	1 7.7%	1 7.7%	- -
The Ombuds provided me with valuable information to help me make my decisions.	9 64.3%	1 7.1%	2 14.3%	2 14.3%	- -
Through my interactions with the Ombuds, I developed skills or learned approaches that might help me resolve future problems.	7 58.3%	1 8.3%	2 16.7%	2 16.7%	- -
The Ombuds was courteous and respectful.	11 78.6%	2 14.3%	- -	- -	1 7.1%
The Ombuds was neutral, unbiased and fair.	9 69.2%	3 23.1%	- -	- -	1 7.7%
I found the Ombuds conversant and knowledgeable about relevant institutional policies and procedures.	7 53.8%	4 30.8%	2 15.4%	- -	- -
I trust the Ombuds to maintain my confidentiality.	10 76.9%	2 15.4%	1 7.7%	- -	- -

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
Overall, how satisfied are you with the services the Ombuds office has provided to you?	9 60.0%	4 26.7%	1 6.7%	- -	1 6.7%

Please indicate your level of agreement with the following statement:	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
I would refer others to the Faculty Ombuds Office.	9 60.0%	4 26.7%	1 6.7%	- -	1 6.7%

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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.	1 7.1%
I would not have brought the issue up as quickly.	2 14.3%
I would have brought the issue up through a formal channel.	6 42.9%
I would have left the University.	1 7.1%
Other	4 28.6%

*Percentages may not equal 100 due to multiple response

What other action would you have taken?
I was looking for a resource that I thought the ombuds might have a link for, so I would have contacted someone else.
I would have talked to colleagues
Spoke with colleagues..

Are there any suggestions you have for improvement in ombuds services or conflict resolution services on campus?
Steven is great he is the epitome of what an Ombus should be. He gave me great advice.
Fear of job loss for bringing up issues and lies is my main concern. I was advised that if I push my complaint it could have repercussions due to the administrative people involved. Fear of doing what is right in your job because others are corrupt and can create an uncomfortable threatening work environment needs to be addressed.
No suggestions.