



**OFFICE OF THE UNIVERSITY OMBUDSMAN  
THE UNIVERSITY OF NEVADA, RENO  
ANNUAL REPORT  
JANUARY 2008 – DECEMBER 2008**

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University Ombudsman

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## **ACKNOWLEDGEMENT**

Gratitude is extended to the countless number of faculty and staff on campus who voluntarily participated in efforts to deal with issues, resolve conflicts, and experience change for the betterment of the campus community. The success of the Office of the Ombudsman greatly depends on the willingness of individuals to offer their cooperation and engage in sometimes continuous dialogue in addressing concerns. The communication, support, and dedication of these valiant individuals are hereby acknowledged and greatly appreciated.

## **INTRODUCTION**

### ***Message from the Ombudsman***

This annual report reviews the services offered by the Office of the Ombudsman and informs the campus community of trends, issues, and outcomes over the past 2008 year. More people contacted the UNR Office of the Ombudsman in the past year than in the first year of operation on campus. The most prevalent issues presented to the office involved Evaluative Relationships and Peer & Colleague Relationships (see Appendix A). The majority of the faculty and staff who visited the office wanted to identify ways to personally resolve their conflicts and discuss alternatives for addressing their concerns. The office was also presented with more group-related issues than in the previous year. Additionally, faculty and staff showed a strong interest in resource materials such as online assistance, articles highlighting communication tips in conflict situations, and videos about conflict resolution.

The Ombudsman works to meet the needs of faculty and staff by attempting to assist in resolving university-related issues. Dealing with the concerns presented to the office is often times a challenge because of the fear of retaliation and worry about confidentiality. These topics are real concerns for those who visit the office. The Ombudsman offers various options and methods for resolving problems to help visitors feel more comfortable about their communication with the Ombudsman. In most cases finding the middle ground and honest communication is the key to settling matters or coming to a decision of which both or all parties agree.

One important factor realized last year was the important role played by the Ombudsman as a confidant and facilitator for individuals who feel they are not being heard or acknowledged in their respective work environments. Visitors to the office trust that their conversations will be kept confidential and the Ombudsman will remain impartial when handling issues. Visitors expect that the Ombudsman will listen without judgment and allow them to share their experiences and concerns. On many occasions visitors were not looking for resolutions but an opportunity to express their feelings in a safe and non-confrontational setting. The merit of the Office lies in the integrity of the Office. As the Ombudsman, I will make every effort to uphold and continually develop the reputation of the Office of the Ombudsman.

### ***Mission***

The mission of the Office of the Ombudsman is to ensure that all members of the University faculty and staff are treated equitably. The Ombudsman considers employee allegations, complaints, and concerns, and seeks to address them informally. If formal means are preferred, the University Ombudsman will refer individuals to the appropriate University offices.

### ***The Role of the Ombudsman's Office***

Serving as an independent structure, the Office of the Ombudsman is a neutral, confidential, and informal resource that provides assistance to the University of Nevada, Reno faculty and staff. The Office assists faculty and staff in handling institutional and individual complaints and resolving conflicts without fear of reprisal. The Office of the Ombudsman does not take the place of other university grievances, complaint, or appeal procedures and does not handle legal complaints.

The Ombudsman maintains the confidentiality of faculty and staff and does not disclose information without permission. The Ombudsman may, at the request of the faculty or staff member, contact the other party to seek clarification in attempting to resolve a dispute/issue. The Ombudsman will not disclose the faculty or staff member's name or details of an issue, when speaking to the other party, unless given permission by the visitor. The only exception to this privilege of confidentiality is where there appears to be imminent risk of serious harm. The Office of the Ombudsman does not keep records identifying faculty or staff. Permanent records kept by the Office include only statistical data for annual reports and making recommendations to the University.

The Office is not an office of notice to the University of Nevada, Reno and the institution does not request the disclosure of confidential communications. The Ombudsman may decline to meet with a faculty or staff member if it is determined that involvement is inappropriate. The Office is strictly voluntary and serves as an alternate means for conflict resolution.

### ***Standards of Practice***

The Ombudsman reports directly to the President. The Ombudsman is independent of any University administrative structure. The Ombudsman does not advocate for either party in a disagreement, but promotes a fair and respectful workplace for all parties. The Ombudsman works autonomously, impartially, and informally to seek resolution of problems in accordance with the Nevada System of Higher Education (NSHE) codes and policies. The Office practices of the Ombudsman are guided by the Code of Ethics and Standards of Practice of the International Ombudsman Association which are available on the Office of the Ombudsman website at <http://www.unr.edu/ombudsman/> and at <http://www.ombudsassociation.org/>.

### ***Office Staff***

The Office of the Ombudsman was created in April 2007. The office is staffed by Dr. Pamela Haney. Dr. Haney is a former dean of Liberal Arts at Moraine Valley Community College, has served as a communications instructor, and has over eleven years of academic programming, recruitment, and organizational development experience combined. Dr. Haney holds a Doctorate degree in Interpersonal Communication from Bowling Green State University and a Master's degree in Speech Communication and Bachelor's degree in Mass Communication from Norfolk State University. Dr. Haney is a member of the International Ombudsman Association (IOA) and has extensive training in conflict management.

## CAMPUS AWARENESS AND OUTREACH

### *Awareness*

After meeting with various groups on campus, it was noted that more people are becoming aware of the Office of the Ombudsman but believe that it is an extension of Human Resources. The Ombudsman participated in various advertising efforts to inform the campus community about available services. A brief description of Ombudsman services is included on the following websites/pages: Office of the Ombudsman, Faculty Senate, and Staff and Employees' Council. The link to the Ombudsman's website was added to the Employee Services page and the front page of Discover Nevada: Nevada News, listed under Faculty & Staff. The link was added as a result of visitors commenting that they searched for information about Ombudsman services through Human Resources. Additional links to university services and information were also added to the Ombudsman's website. After contacting and surveying other Ombudsman offices, it was suggested that the Ombudsman continue providing workshops as needed and refrain from topics that fall under the authority of Human Resources and Affirmative Action. Additional efforts were made including meeting with campus groups by request and replenishing brochures to distribute at various activities. The Ombudsman also attended town hall meetings, met individually with numerous deans, directors, department chairs, and campus employee groups.

### *Outreach*

The Ombudsman provided various resources and services to faculty and staff. There were requests for more resources and services that would assist employees in resolving their own issues. Some of these resources and services included:

- Written and Online Resources
- Names and Credentials of Mediators
- Role playing and Serving as a Sounding Board for Visitors
- Identifying Options for Resolution

The Ombudsman facilitated presentations and workshops to provide visibility of the Office of the Ombudsman and provide assistance to employees regarding conflict management and resolution. The following presentations and Professional Development and Training Workshops were conducted by Dr. Haney:

- Presentation: The Ombudsman: Graduate Class Presentation (February 14, 2008)
- New Department Chairs/Directors Workshop (August 11, 1008)
- New Faculty Orientation (August 19, 2008)
- PD&T Brown Bag: 7 Most Frequently Asked Questions: The University Ombudsman (September 24, 2008)
- PD&T: You and Your Employee: Building Good Relationships (October 8, 2008)

The Ombudsman investigated the credentials of possible trainers being invited to campus for specific areas. Recommendations were made by the International Ombudsman Association and other local agencies. The Ombudsman provided various supervisors with information about mediators that could be used to facilitate large group issues in their respective areas.

The Ombudsman attended the International Ombudsman Association (IOA) training on Friday, March 7, 2008 in Las Vegas, Nevada. The Ombudsman received a certificate for the “Coaching Strategies for Ombudsmen” specialized course offering. This course provided participants with the skills to manage boundaries and organizational relationships in coaching situations, determine differences in skills required to coach for individual and systemic change, and identify various perspectives in a conflict. This specialized course also provided participants the opportunity to network, hear best practices, and collect useful information and tools to assist them in their individual offices.

## **OVERVIEW OF OFFICE VISITORS APRIL 2007 – DECEMBER 2007**

### ***Definitions***

***Visitors*** refers to people that contacted the Ombudsman’s office.

***Issues*** are those concerns for which the Ombudsman is consulted to discuss and/or suggest options, to provide information and/or assistance in understanding, managing, or addressing. The issues counted are only those for which the Ombudsman provides information or for which options are explored.

A ***case*** is a person who has brought an issue to the Ombudsman’s attention – one case can bring more than one issue and/or visitor.

### ***Total Office Visitors***

A total of 61 visitors initiated requests for assistance from the Office of the Ombudsman from January 2008 through December 2008. A portion of the 61 requests for assistance required that additional persons be contacted, bringing the total number of visitors to 94.

### ***Visitor Issues***

Visitor issues were addressed with either single or multiple contacts, in person or by telephone. Thirty-five (35) issues were academic faculty related, fifteen (15) issues were administrative faculty related, eight issues (8) were classified staff related and three issues (3) were student related. Student issues that could not be answered by the Ombudsman were referred to the Student Advocacy Office and other appropriate offices on campus.

## **Chart of Visitor Issues and Cases**

The International Ombudsman Association Visitor Issue Categories Guide (see Appendix A) serves as a reference tool to help with classifying visitor’s questions, concerns, issues or inquiries.

## VISITOR ISSUES AND CASES OVERVIEW

**April 2007 – December 2007**

**January 2008 – December 2008**

Issues	No. of Cases	Issues	No. of Cases
Employee Compensation & Benefits	2	Employee Compensation & Benefits	1
Evaluative Relationships	21	Evaluative Relationships	18
Peer & Colleague Relationships	3	Peer & Colleague Relationships	31
Career Progression & Development	5	Career Progression & Development	3
Safety, Health & Physical Environment	1	Safety, Health & Physical Environment	2
Student	5	Services/ Administrative Issues	2
		Organizational, Strategic, and Mission	4
<b>Total</b>	<b>37</b>	<b>Total</b>	<b>61</b>

### Breakdown of Visitor Reporting Categories

Breakdown	Number
<b>Number of Cases</b>	<b>61</b>
Academic Faculty	35
Administrative Faculty	15
Classified Staff	8
Student	3
Female	28
Male	33
Cases Requiring Multiple Contacts	16
Additional Persons Contacted for Cases	33
Returning Visits	7
Cases Resolved/Completed	35
Cases Not Resolved	11
Referrals to Other Offices	8
Mediation	
Required/Resolved/Completed	5
Mediation Required/Not Resolved	2
Walk-In Contact	2
Phone Contact	49
E-mail Contact	10
Follow-up by Ombudsman	8

## ISSUES AND RECOMMENDATIONS

### *Issues*

- Numerous cases involved matters surrounding Evaluative Relationships and Peer & Colleague Relationships. Most of these concerned faculty and staff issues and behaviors consisted of:
  - Departmental Climate (prevailing behaviors, norms, or attitudes within a department for which supervisor or faculty have responsibility)
  - Supervisory Effectiveness (management of department, failure to address issues)
  - Respect/Treatment (demonstrations of inappropriate behavior, disregard for people, rudeness, crudeness, etc.)
  - Trust/Integrity (suspicion that others are not being honest, whether or to what extent one wishes to be honest, etc.)
  - Communication (quality and/or quantity of communication)
- There were several Organizational, Strategic, and Mission related issues. These involved displeasure with leadership decisions and work/territory disputes about which department/individuals should be doing what or taking the lead.
- Cases involving Career Progression & Development were initiated by visitors seeking to enhance their skills in the workplace and participate in professional development opportunities. These visitors also requested models of professional development plans that they could use as a guide to create their own one to three year plans.
- Additional cases dealing with Employee Compensation and Benefits, Safety, Health & Physical Environment, and Services/Administrative Issues were referred to other offices or questions that were answered by the Ombudsman by single contacts with the visitors.

### *Recommendations*

- Campus-wide civility initiatives are recommended with the support of upper administration. The Ombudsman will continue to encourage supervisors to address issues of bullying and intimidation and provide educational opportunities for individuals who find themselves in such situations.
- More opportunities for open dialogue should be provided for faculty and staff within their work areas or through professional development opportunities.
- Supervisors and employees alike should be engaged in communication training and periodical one-on-one meetings to heighten awareness of surrounding issues.
- Provide additional online and video training materials for faculty and staff as needed.

## GOALS AND CHALLENGES

### *Continuous Goals*

- The Ombudsman will continue to provide the University with an annual report from the Office of the University Ombudsman of activities and recommendations based on findings each year. Findings will be based on data collected from January through December of each year. The Ombudsman will investigate additional suggested data elements from the International Ombudsman Association. The additional data elements will be used to collect more specific data about the demographics of visitors to the Ombudsman's office.
- The Ombudsman will create and facilitate timely workshops for faculty and staff, attempting to address surface issues and deter possible future conflicts. The Ombudsman will seek to help strengthen the campus climate by equipping employees with the tools and information to resolve their own problems.
- The Ombudsman will continue its outreach and marketing efforts by promoting services and continuing to advertise the existence of the office. The Ombudsman will work with Digital Initiatives in providing useful information to employees who want to resolve their own issues, through a medium without having to directly contact the Ombudsman. This means of information dissemination will also provide resources to all faculty and staff. The Ombudsman will also include a brief description of Ombudsman services in university publications and advertise services by hosting tables at events and displaying information.

### *Challenges*

- Knowing the long-term outcome for visitors is a major challenge for the Ombudsman. Because of confidentiality issues, follow-up is limited and often times initiated by request.
- Providing visitors with tools for communication and conflict resolution will require financial resources and additional research and networking. Many visitors state that they do not have time to read and prefer online and video materials.
- The issue of civility needs to be an ongoing dialogue. Faculty and staff want to work in a campus community where employees treat each other with respect and courtesy in all situations. Supervisors and employees should be aware of issues of civility. In conflict situations both parties hold some level of responsibility, whether it is to address the issue at hand or attempt to make the situation better.

## APPENDIX A: IOA Visitor Issue Categories

1. Employee Compensation & Benefits Questions
  - a. Rate of pay
  - b. Payroll problems
  - c. Benefits
  - d. Retirement / Pension
2. Evaluative Relationships Questions
  - a. Assignments / Schedules
  - b. Supervisor Feedback
  - c. Consultation
  - d. Performance Appraisal
  - e. Departmental Climate
  - f. Supervisory Effectiveness
  - g. Insubordination
  - h. Disciplinary Actions
  - i. Equity of Treatment
  - j. Priorities, Values, Beliefs
  - k. Respect / Treatment
  - l. Trust / Integrity
  - m. Communication
  - n. Bullying / Mobbing
  - o. Diversity-related
  - p. Retaliation
  - q. Physical Violence
3. Peer & Colleague Relationships Questions
  - a. Priorities, Values, Beliefs
  - b. Respect / Treatment
  - c. Trust / Integrity
  - d. Communication
  - e. Bullying / Mobbing
  - f. Diversity-related
  - g. Retaliation
  - h. Physical Violence
4. Career Progression & Development Questions
  - a. Job Application / Selection and Recruitment
  - b. Job Classification and Description
  - c. Involuntary Transfer / Change of Assignments
  - d. Tenure / Position Security
  - e. Rotation and Duration of Assignment
  - f. Resignation
  - g. Termination / Non-renewal
  - h. Re-employment of Former Staff
  - i. Position Elimination
  - j. Career Development / Coaching / Mentoring
5. Legal, Regulatory, Financial, & Compliance Questions
  - a. Criminal Activity
  - b. Business and Financial Practices
  - c. Harassment
  - d. Discrimination
  - e. Disability and Reasonable Accommodation
  - f. Accessibility
  - g. Intellectual Property Rights
  - h. Privacy and Security of Information
6. Safety, Health, & Physical Environment Questions
  - a. Safety
  - b. Physical Working Conditions
  - c. Ergonomics
  - d. Cleanliness
  - e. Security
  - f. Telework / Flexplace
  - g. Safety Equipment
  - h. Environmental Policies
  - i. Work Related Stress and Work-Life Balance
7. Services / Administrative Issues Questions
  - a. Quality of Services
  - b. Responsiveness / Timeliness
  - c. Administrative Decisions and Interpretation / Application of Rules
  - d. Behavior of Service Provider
8. Organizational, Strategic, & Mission Related Questions
  - a. Strategic and Mission-Related
  - b. Leadership and Management
  - c. Use of Positional Power / Authority
  - d. Communication
  - e. Restructuring and Relocation
  - f. Organizational Climate
  - g. Change Management
  - h. Priority Setting / Funding
  - i. Data, Methodology, Interpretation of Results
  - j. Interdepartmental / Interorganizational Work / Territory
9. Values, Ethics, & Standards Questions
  - a. Standards of Conduct
  - b. Values and Culture
  - c. Scientific Conduct / Integrity
  - d. Policies / Procedures Not Covered Elsewhere

### 1. Compensation & Benefits

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

- 1.a **Compensation** (rate of pay, salary amount, job salary classification/level)
- 1.b **Payroll** (administration of pay, check wrong or delayed)
- 1.c **Benefits** (decisions related to medical, dental, life, vacation/sick leave, education, worker's compensation insurance, etc.)
- 1.d **Retirement, Pension** (eligibility, calculation of amount, retirement pension benefits)
- 1.e **Other** (any other employee compensation or benefit not described by the above sub-categories)

### 2. Evaluative Relationships

Questions, concerns, issues or inquiries arising between people in evaluative relationships (i.e. supervisor-employee, faculty-student.)

- 2.a **Priorities, Values, Beliefs** (differences about what should be considered important – or most important – often rooted in ethical or moral beliefs)
- 2.b **Respect/Treatment** (demonstrations of inappropriate regard for people, not listening, rudeness, crudeness, etc.)
- 2.c **Trust/Integrity** (suspicion that others are not being honest, whether or to what extent one wishes to be honest, etc.)
- 2.d **Reputation** (possible impact of rumors and/or gossip about professional or personal matters)
- 2.e **Communication** (quality and/or quantity of communication)
- 2.f **Bullying, Mobbing** (abusive, threatening, and/or coercive behaviors)
- 2.g **Diversity-Related** (comments or behaviors perceived to be insensitive, offensive, or intolerant on the basis of an identity-related difference such as race, gender, nationality, sexual orientation)
- 2.h **Retaliation** (punitive behaviors for previous actions or comments, whistleblower)
- 2.i **Physical Violence** (actual or threats of bodily harm to another)
- 2.j **Assignments/Schedules** (appropriateness or fairness of tasks, expected volume of work)
- 2.k **Feedback** (feedback or recognition given, or responses to feedback received)
- 2.l **Consultation** (requests for help in dealing with issues between two or more individuals they supervise/teach or with other unusual situations in evaluative relationships)

### 2.m Performance Appraisal/Grading

(job/academic performance in formal or informal evaluation)

- 2.n **Departmental Climate** (prevailing behaviors, norms, or attitudes within a department for which supervisors or faculty have responsibility.)
- 2.o **Supervisory Effectiveness** (management of department or classroom, failure to address issues)
- 2.p **Insubordination** (refusal to do what is asked)
- 2.q **Discipline** (appropriateness, timeliness, requirements, alternatives, or options for responding)
- 2.r **Equity of Treatment** (favoritism, one or more individuals receive preferential treatment)
- 2.s **Other** (any other evaluative relationship not described by the above sub-categories)

### 3. Peer and Colleague Relationships

Questions, concerns, issues or inquiries involving peers or colleagues who do not have a supervisory-employee or student-professor relationship (e.g., two staff members within the same department or conflict involving members of a student organization.)

- 3.a **Priorities, Values, Beliefs** (differences about what should be considered important – or most important – often rooted in ethical or moral beliefs)
- 3.b **Respect/Treatment** (demonstrations of inappropriate regard for people, not listening, rudeness, crudeness, etc.)
- 3.c **Trust/Integrity** (suspicion that others are not being honest, whether or to what extent one wishes to be honest, etc.)
- 3.d **Reputation** (possible impact of rumors and/or gossip about professional or personal matters)
- 3.e **Communication** (quality and/or quantity of communication)
- 3.f **Bullying, Mobbing** (abusive, threatening, and/or coercive behaviors)
- 3.g **Diversity-Related** (comments or behaviors perceived to be insensitive, offensive, or intolerant on the basis of an identity-related difference such as race, gender, nationality, sexual orientation)
- 3.h **Retaliation** (punitive behaviors for previous actions or comments, whistleblower)
- 3.i **Physical Violence** (actual or threats of bodily harm to another)
- 3.j **Other** (any peer or colleague relationship not described by the above sub-categories)

### 4. Career Progression and Development

Questions, concerns, issues or inquiries about administrative processes and decisions regarding entering and leaving a job, what it entails, (i.e., recruitment, nature and place of assignment, job security, and separation.)

- 4.a **Job Application/Selection and Recruitment Processes** (recruitment and selection processes, facilitation of job applications, short-listing and criteria for selection, disputed decisions linked to recruitment and selection)
- 4.b **Job Classification and Description** (changes or disagreements over requirements of assignment, appropriate tasks)
- 4.c **Involuntary Transfer/Change of Assignment** (notice, selection and special dislocation rights/benefits, removal from prior duties, unrequested change of work tasks)
- 4.d **Tenure/Position Security/Ambiguity** (security of position or contract, provision of secure contractual categories)
- 4.e **Career Progression** (promotion, reappointment, or tenure)
- 4.f **Rotation and Duration of Assignment** (non-completion or over-extension of assignments in specific settings/countries, lack of access or involuntary transfer to specific roles/assignments, requests for transfer to other places/duties/roles)
- 4.g **Resignation** (concerns about whether or how to voluntarily terminate employment or how such a decision might be communicated appropriately)
- 4.h **Termination/Non-Renewal** (end of contract, non-renewal of contract, disputed permanent separation from organization)
- 4.i **Re-employment of Former or Retired Staff** (loss of competitive advantages associated with re-hiring retired staff, favoritism)
- 4.j **Position Elimination** (elimination or abolition of an individual's position)
- 4.k **Career Development, Coaching, Mentoring** (classroom, on-the-job, and varied assignments as training and developmental opportunities)
- 4.l **Other** (any other issues linked to recruitment, assignment, job security or separation not described by the above sub-categories)

## 5. Legal, Regulatory, Financial and Compliance

Questions, concerns, issues or inquiries that may create a legal risk (financial, sanction etc.) for the organization or its members if not addressed, including issues related to waste, fraud or abuse.

- 5.a **Criminal Activity** (threats or crimes planned, observed, or experienced, fraud)
- 5.b **Business and Financial Practices** (inappropriate actions that abuse or waste organizational finances, facilities or equipment)
- 5.c **Harassment** (unwelcome physical, verbal, written, e-mail, audio, video psychological or sexual conduct that creates a hostile or intimidating environment)
- 5.d **Discrimination** (different treatment compared with others or exclusion from some benefit on the basis of, for example, gender, race, age, national origin, religion, etc.[being part of an Equal Employment Opportunity protected category – applies in the U.S.] )
- 5.e **Disability, Temporary or Permanent, Reasonable Accommodation** (extra time on exams, provision of assistive technology, interpreters, or Braille materials including questions on policies, etc. for people with disabilities)
- 5.f **Accessibility** (removal of physical barriers, providing ramps, elevators, etc.)
- 5.g **Intellectual Property Rights** (e.g., copyright and patent infringement)
- 5.h **Privacy and Security of Information** (release or access to individual or organizational private or confidential information)
- 5.i **Property Damage** (personal property damage, liabilities)
- 5.j **Other** (any other legal, financial and compliance issue not described by the above sub-categories)  
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## 6. Safety, Health, and Physical Environment

Questions, concerns, issues or inquiries about Safety, Health and Infrastructure-related issues.

- 6.a **Safety** (physical safety, injury, medical evacuation, meeting federal and state requirements for training and equipment)
- 6.b **Physical Working/Living Conditions** (temperature, odors, noise, available space, lighting, etc)
- 6.c **Ergonomics** (proper set-up of workstation affecting physical functioning)
- 6.d **Cleanliness** (sanitary conditions and facilities to prevent the spread of disease)
- 6.e **Security** (adequate lighting in parking lots, metal detectors, guards, limited access to building by outsiders, anti-terrorists measures (not for classifying “compromise of classified or top secret” information)

- 6.f **Telework/Flexplace** (ability to work from home or other location because of business or personal need, e.g., in case of man-made or natural emergency)
- 6.g **Safety Equipment** (access to/use of safety equipment as well as access to or use of safety equipment, e.g., fire extinguisher)
- 6.h **Environmental Policies** (policies not being followed, being unfair ineffective, cumbersome)
- 6.i **Work Related Stress and Work-Life Balance** (Post-Traumatic Stress, Critical Incident Response, internal/external stress, e.g. divorce, shooting, caring for sick, injured)
- 6.j **Other** (any safety, health, or physical environment issue not described by the above sub-categories)  
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## 7. Services/Administrative Issues

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

- 7.a **Quality of Services** (how well services were provided, accuracy or thoroughness of information, competence, etc.)
- 7.b **Responsiveness/Timeliness** (time involved in getting a response or return call or about the time for a complete response to be provided)
- 7.c **Administrative Decisions and Interpretation/Application of Rules** (impact of non-disciplinary decisions, decisions about requests for administrative and academic services, e.g., exceptions to policy deadlines or limits, refund requests, appeals of library or parking fines, application for financial aid, etc.)
- 7.d **Behavior of Service Provider(s)** (how an administrator or staff member spoke to or dealt with a constituent, customer, or client, e.g., rude, inattentive, or impatient)
- 7.e **Other** (any services or administrative issue not described by the above sub-categories)  
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## 8. Organizational, Strategic, and Mission Related

Questions, concerns, issues or inquiries that relate to the whole or some part of an organization.

- 8.a **Strategic and Mission-Related/ Strategic and Technical Management** (principles, decisions and actions related to where and how the organization is moving)
- 8.b **Leadership and Management** (quality/capacity of management and/or management/leadership decisions, suggested training, reassignments and reorganizations)

- 8.c **Use of Positional Power/Authority** (lack of abuse of power provided by individual's position)
- 8.d **Communication** (content, style, timing, effects and amount of organizational and leader's communication, quality of communication about strategic issues)
- 8.e **Restructuring and Relocation** (issues related to broad scope planned or actual restructuring and/or relocation affecting the whole or major divisions of an organization, e.g. downsizing, off shoring, outsourcing)
- 8.f **Organizational Climate** (issues related to organizational morale and/or capacity for functioning)
- 8.g **Change Management** (making, responding or adapting to organizational changes, quality of leadership in facilitating organizational change)
- 8.h **Priority Setting and/or Funding** (disputes about setting organizational/departmental priorities and/or allocation of funding within programs)
- 8.i **Data, Methodology, Interpretation of Results** (scientific disputes about the conduct, outcomes and interpretation of studies and resulting data for policy)
- 8.j **Interdepartment/Interorganization Work/Territory** (disputes about which department/organization should be doing what/taking the lead)
- 8.k **Other** (any organizational issue not described by the above sub-categories)  
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## 9. Values, Ethics, and Standards

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.

- 9.a **Standards of Conduct** (fairness, applicability or lack of behavioral guidelines and/or Codes of Conduct, e.g., Academic Honesty, plagiarism, Code of Conduct, conflict of interest)
- 9.b **Values and Culture** (questions, concerns or issues about the values or culture of the organization)
- 9.c **Scientific Conduct/Integrity** (scientific or research misconduct or misdemeanors, e.g., authorship; falsification of results)
- 9.d **Policies and Procedures NOT Covered in Broad Categories 1 thru 8** (fairness or lack of policy or the application of the policy, policy not followed, or needs revision, e.g., appropriate dress, use of internet or cell phones)
- 9.e **Other** (Other policy, procedure, ethics or standards issues not described in the above sub-categories)  
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