



**OFFICE OF THE UNIVERSITY OMBUDSMAN  
THE UNIVERSITY OF NEVADA, RENO  
ANNUAL REPORT  
APRIL 2007 – DECEMBER 2007**

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University Ombudsman



University of Nevada, Reno

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## INTRODUCTION

### *Message from the Ombudsman*

The Office of the University Ombudsman fulfills a critical role in responding to issues and concerns of faculty and staff, promoting fairness, and encouraging improvements in the policies and services on campus. The annual report of the Ombudsman reviews the services offered by the office and informs the campus community of current and continuing trends, new issues, and outcomes. Providing the University with an annual report from the Office of the Ombudsman assists the stakeholders in the organization, by offering them recommendations for improvement where trend data indicate need or opportunity.

In April 2007, I joined the University of Nevada, Reno campus community as the first University Ombudsman. Since this time, I have had the opportunity to address issues relating to some of the basics of workplace civility. By bringing attention to these concerns and others, collectively we are able to take a closer look at our practices and the standards by which we all operate. The Office of the Ombudsman was also created to provide faculty and staff with a safe and objective environment in which they can settle complaints and seek solutions to problems and issues and I am committed to this charge. As a member of the University of Nevada, Reno campus, I will practice fairness and contribute positively to the campus community. As the Ombudsman, I will also respect the diversity of faculty and staff and contribute to the advancement and dissemination of knowledge that will help to improve the campus environment.

I have found that improvement usually happens gradually. Though it is difficult to measure problems that are prevented, satisfying faculty and staff about issues means that change is happening and future potential problems might be solved. The charge ahead will be to continue the outreach efforts of the office so that those who are in need are aware of the existence and services of the office. Together, I believe that we can continuously improve the climate and morale of our campus community.

### *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*

The hiring announcement of the University Ombudsman was posted internally and externally to raise consciousness about the position. After being hired, the Ombudsman met with Ombudsman consultants, peers, and investigated other websites in developing the office. Additionally, the Ombudsman attended the International Ombudsman Association Conference (IOA) and completed the new Ombudsman training which included establishing and awareness of an Ombudsman Office. The office advertising efforts were aimed at increasing the knowledge and understanding of the Office of the Ombudsman on campus. The Office of the Ombudsman's website was employed, outlining important information about the office. Brochures for the office were ordered with the continuing goal of improving faculty and staff awareness of the office services. Brochures were distributed to employees and various departments on campus.

### *Outreach*

The services provided to the faculty and staff included:

- Listening
- Informal Mediation
- Identifying Options for Resolution
- Providing Information about University Policies and Procedures
- Referrals to Other Services and Resources
- Conducting Informational and Professional Development & Training Session

The Ombudsman networked with faculty and staff by attending Faculty Senate, Staff Employee Council, and various campus department meetings. The Ombudsman also attended Town Hall meetings, met individually with numerous vice provosts, college deans/directors, department chairs, and campus employee groups.

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 Sessions (PD&T) were conducted by Dr. Haney:

- Presentation: New Faculty Orientation (August 21, 2007)
- PD&T: Understanding the Role of the Ombudsman's Office (October 10 & 11, 2007)
- PD&T Brown Bag: Dealing with Difficult People in the Workplace (December 13, 2007)

## 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.

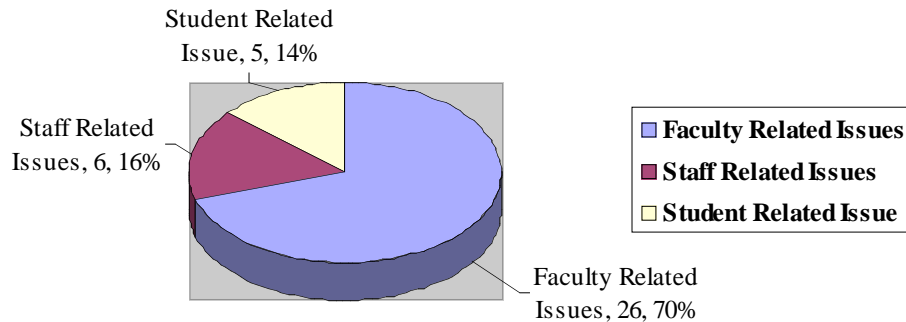
### *Total Office Visitors*

A total of 37 visitors initiated requests for assistance from the office of the Ombudsman from April 2007 through December 2007. A portion of the 37 requests for assistance required that additional persons be contacted, bringing the total number of visitors seen to 59.

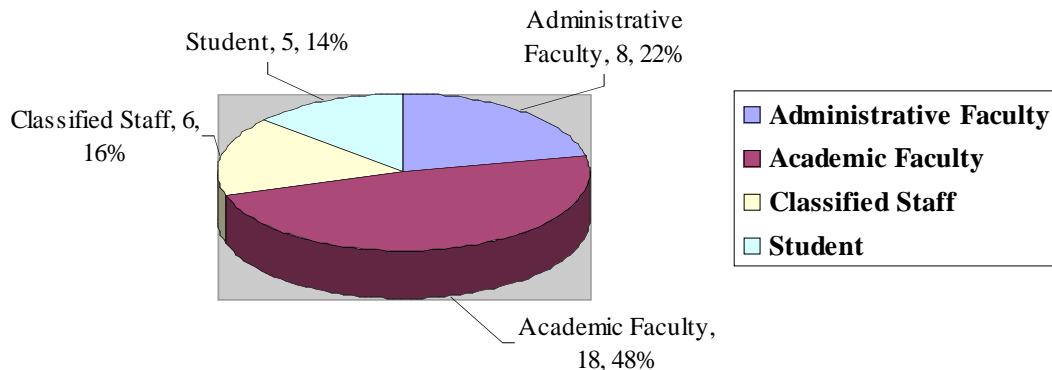
### *Visitor Issues*

Visitor issues were addressed with either single or multiple contacts, in person or by telephone. Twenty-six (26) issues were faculty related, six (6) were staff related and five (5) were student related. Student issues were referred to Student Advocacy Office and other appropriate offices on campus. Eight of all visitor issues required informal mediation.

### Visitor Issues

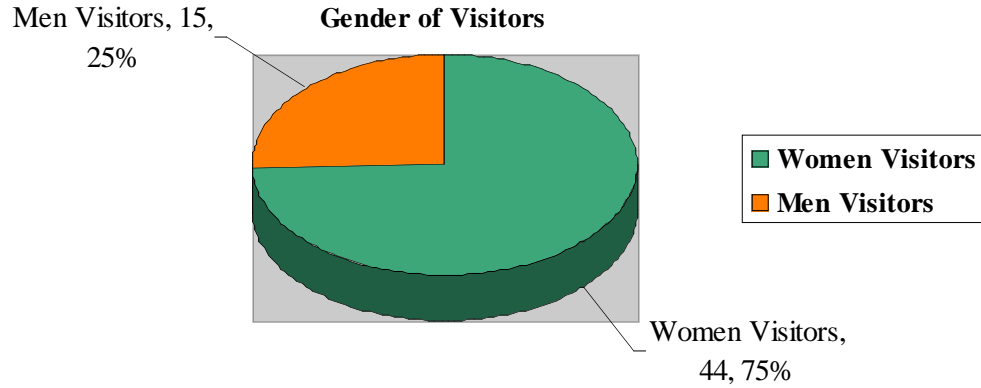


### Breakdown of Administrative and Academic Faculty



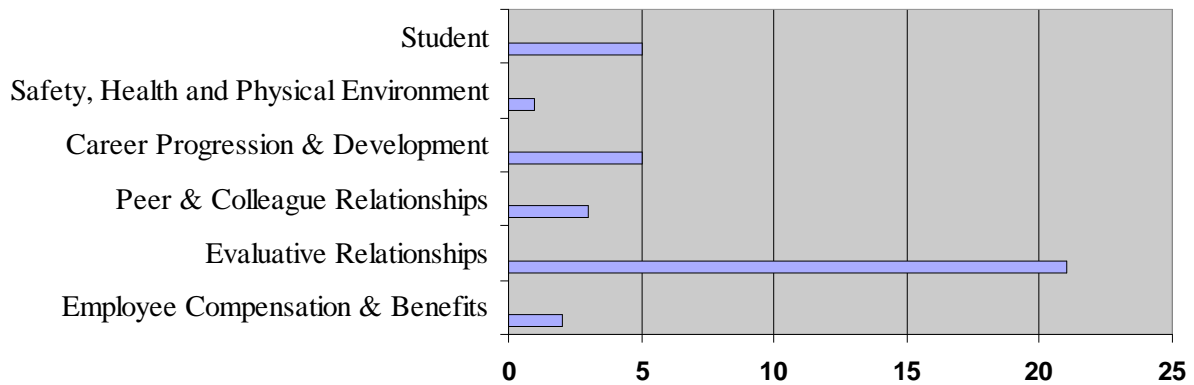
## Gender Breakdown

Regarding gender, forty-four (44) visitors were women and fifteen (15) were men.



## Chart of Visitor Issues and Cases

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



## Breakdown of Visitor Issues and Cases

Issue	No. of Cases
<b>Student:</b>	<b>5</b>
Graduate Student/Advisor	
Termination of Campus Employment	
Financial Aid/Scholarship	
Parking	
<b>Safety, Health, &amp; Physical Environment:</b>	<b>1</b>
Security	
<b>Career Progression &amp; Development:</b>	<b>5</b>
Tenure/Position Security	
Termination/Non-renewal	
Career Development/Coaching/Mentoring	
<b>Peer &amp; Colleague Relationships:</b>	<b>3</b>
Respect/Treatment	
Bullying/Mobbing	
<b>Evaluative Relationships:</b>	<b>21</b>
Performance Appraisal	
Departmental Climate	
Supervisory Effectiveness	
Equity of Treatment	
Respect/Treatment	
Communication	
Bully/Mobbing	
Retaliation	
<b>Employee Compensation &amp; Benefits:</b>	<b>2</b>
Rate of pay	
<b>Total</b>	<b>37</b>

## ISSUES & RECOMMENDATIONS

**Issue:** Many visitors to the office expressed that there is a fear of retaliation if issues are confronted or brought to the attention of their immediate supervisors.

**Recommendation:** Meet with all problem-handlers of the institution to discuss past and future practices for retaliation cases. Provide a channel of communication whereby faculty and staff can voice their concerns without fear of retaliation. Outline the departmental protocol for initiating complaints/concerns and provide feedback in a timely manner. If no protocol has been established, make clear the process as outlined by the University Bylaws.

**Issue:** A significant number of issues related to workplace civility. These issues included bullying by co-workers and supervisors, perceived equity of treatment problems in the workplace, communication and morale issues in departments, rivalry among co-workers in departments, and perceived retaliation initiated by supervisors.

**Recommendation:** Institute a proactive approach to handling these concerns with the support of upper administrative. Dedicate a series of workshops to Workplace Civility and invite faculty and staff to share their concerns. Provide resources to faculty and staff for handling such issues.

**Issue:** Concerns over the evaluation/performance review process was a recurring theme.

**Recommendation:** Meet with administrators, faculty and staff to review the evaluation/performance process. Encourage department chairs/managers to meet with faculty and staff regarding their goals and the expectations of the department. Examine the evaluation processes and committees to ensure fairness and quality representation of the departments.

**Issue:** Issues related to deans/department chairs were also a major concern.

**Recommendation:** Continue providing training opportunities for deans and department chairs, especially those who are new to their positions. Evaluate deans and department chairs and provide an anonymous means of evaluation by which faculty and staff can provide feedback. Create a mentor program for new department chairs which includes a series of workshops that will help strengthen the role of the department chair. Bring in outside sources to assist with supervisory training.

**Issue:** There was confusion about the processes on procedures on campus as they relate to performance evaluation and termination/non-renewal. Many visitors were either confused or unaware about next steps when dissatisfied with a performance evaluation or being terminated.

**Recommendation:** Integrate departmental efforts to make faculty and staff aware of the University Bylaws. Hold informational sessions and encourage faculty and staff to take advantage of the training opportunities provided by the University.

***Issue:*** Several managers expressed additional concerns about the hiring process for classified staff at the University. Managers would like to be certain that those hired can meet the required needs of the department.

***Recommendation:*** Explore implementing a more rigorous process for hiring. Specifically, consider adding specific testing components to the interview process based on the position.

## GOALS AND CHALLENGES

### *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 per academic 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 engage in the continuous evaluation and improvement of processes to ensure high quality services. This will include implementing tools for measuring the visibility and effectiveness of the Ombudsman's Office. The Ombudsman will initiate working with employee groups such as the Faculty Senate, Staff Employee Council, and Faculty Alliance for the purpose of creating an employee survey about services of the Ombudsman's Office.
- The Ombudsman will develop and conduct ongoing university wide training as part of a holistic approach to faculty and staff conflict management/resolution. This will be accomplished by facilitating workshops and hosting guest speakers.
- The Ombudsman will provide more signage and implement a university wide marketing plan to increase awareness of the Office of the Ombudsman. The Ombudsman will utilize technology to implement a proactive marketing strategy such as creating a listserve for the dissemination of information to the campus community.

### *Challenges*

- A major challenge is dealing with the fear of reprisal. Faculty and staff often express their hesitancy to proceed with mediation because of the fear of retaliation. The Ombudsman will attempt to play a part in encouraging faculty and staff to participate in informal discussions before using a formal means for resolving issues. The Ombudsman will make aware and emphasize the appropriate channels of communication that can be used if retaliation is suspected by visitors. The Ombudsman will also assist in the continuous improvement of morale.
- Based on feedback from visitors, improved signage is needed in the building where the Ombudsman's office is located. Visitors have a difficult time locating the office. An additional challenge is making faculty and staff aware of the how the services of the Ombudsman's Office differ from services provided by Human Resources.
- Confidentiality and safety are continuous concerns. Adhering to the Code of Ethics and Standards of Practice of the International Ombudsman Association, the Ombudsman maintains the confidentiality of visitor information by shredding paperwork, locking temporary documents, deleting email documents and discretion in email correspondence.

Increased safety measures for databases will be investigated. Furthermore, a safety office assessment was conducted by a representative from University Police Services. The relocation of the Ombudsman's Office is being discussed because of safety concerns surrounding the isolated location of the office.

## 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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