

# **NC STATE UNIVERSITY**



**NC State Faculty & Staff Ombuds Office**

**Annual Report - 2017**

**Report covers 1/1/17 - 12/31/17**

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## Message from the NC State Faculty & Staff Ombuds Roy Baroff:

Welcome to the Annual Report of the NC State Faculty & Staff Ombuds Office!

2017 was an exciting year that saw continued faculty focus (with thanks for support from the Faculty Senate and Katharine Stewart, Vice Provost for Faculty Affairs) and a pilot expansion of ombuds services to staff members. The staff expansion received strong support from the Staff Senate (thanks to immediate past-Chair Angkana Bode and current-Chair Cathi Phillips-Dunnagan) and the office of Finance and Administration (thanks to Vice Chancellor Scott Douglas and Associate Vice Chancellor for Human Resources Marie Williams). The roll out of services went smoothly and the expanded staff services are ongoing into 2018.

Overall, employee (faculty & staff) ombuds services continue to develop at NC State with the goal of providing issue and conflict resolution services to the university community. The ombuds office is a safe place for people to share concerns and get impartial support navigating conflicts. It is a “zero barrier office” meaning that people can utilize the service confidentially, except for a few limited exceptions.

Operationally, in 2017, the second full year for faculty and first year for newly expanded staff services, the office opened 169 cases serving over 200 individuals and groups across the university. These cases ranged from single contacts and single meetings to multiple contacts and multiple meetings. No case was the same although similar types of cases presented from both faculty and staff and some general themes and observations can be drawn as noted below. Moving forward, the office remains focused on providing services to individuals, groups, and it also seeks to support conflict/issue engagement and resolution for the university as a whole.

The office appreciates the range of support offered and also wishes to thank Chancellor Woodson and Provost Arden for their continued support of the Faculty & Staff Ombuds Office. It is an honor to serve as the first NC State Faculty and now Staff Ombuds.

With warm regards and best wishes,

*Roy Baroff*

Roy Baroff, MA, JD, CO-OP

NC State Faculty & Staff Ombuds

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## **Executive Summary**

### **Office Development and Operations**

Continued faculty ombuds services and pilot expansion of staff ombuds services for 2017 including employees subject to and exempt from the NC State Human Resources Act (SHRA and EHRA non-faculty staff). Website expanded (second address obtained – [staffombuds.ncsu.edu](http://staffombuds.ncsu.edu)). Staff focused educational materials created and distributed. Attendance at Faculty and Staff Senate meetings along with departmental and unit presentations to provide updates and introduce the offices. Administrative meetings with Chancellor, Provost, Vice Provost for Faculty Affairs, Vice Chancellor for Finance and Administration, and Associate Vice Chancellor for Human Resources. Office updates provided to various leadership, faculty, and staff groups. Ongoing case services.

### **Case and Post Contact Survey Data**

Case openings for 2017 numbered 169 including Faculty 62 and Staff 107. See Faculty & Staff Ombuds Office Case Data - Appendix A. A post contact survey was administered separately to faculty and staff and results indicate high visitor satisfaction with services and demonstrate a range of impacts. See Faculty & Staff Ombuds Office Post Contact Survey Results - Appendix B.

### **General Considerations / System Issues / Observations**

Based on the day-to-day work of the faculty & staff ombuds along with Case Data and Post contact survey results a number of general themes surface for review and consideration. For 2017 these include:

#### Transitions

- Faculty retirement/leaving

- EHRA staff discontinuation

#### Non - Tenure Track faculty

- Leadership support and consideration of new ideas

- Staff management/supervision concerns

- Retention Promotion and Tenure

## Overview of Organizational Ombuds Role and Services

The term “ombuds” is generally thought to originate in 17<sup>th</sup> century Sweden where due to civil unrest an “ombudsman” was appointed as a “representative of the people” to help resolve matters of concern. The idea was to create an office independent of government to address citizen concerns and also provide input into government actions. The organizational ombuds role came to US universities in the 1960’s, spread to the corporate world in the 1970’s, and then into the federal government and beyond. NC State uses the term “ombuds” while others use ombudsperson, ombud, and ombudsman (the original Swedish term).

An organizational ombuds has two primary roles including direct services to individuals and groups – at NC State this includes all employees - anyone with a faculty appointment and all other staff. The second role is to pay attention to individual concerns and aggregate trends that may surface in discussions, and, while protecting the confidentiality of the source, share the information to support issue and conflict engagement / resolution across the university.

The faculty and staff ombuds role at NC State is directed by the Standards of Practice and Code of Ethics of the International Ombudsman Association (IOA) (For more information see [facultyombuds.ncsu.edu](http://facultyombuds.ncsu.edu) or [staffombuds.ncsu.edu](http://staffombuds.ncsu.edu))

The standards:

### **Confidential**

**Confidential** – all communication is confidential and off-the-record with disclosure only if imminent risk of serious harm (physical harm), with agreement, or otherwise required by law.

### **Informal**

**Informal** – the ombuds does not participate in formal internal University processes or actions; contact with the office does not place the University on notice of any issue, complaint, grievance or claim; no permanent records with identifiable information maintained.

### **Impartial**

**Impartial** – the ombuds does not take sides in an issue or matter; instead, the ombuds helps people navigate issues while not advocating for a particular outcome; seeks to facilitate understanding and communication to reach mutually acceptable results.

### **Independent**

**Independent** – the ombuds operates independently of ordinary line and employee structures; makes administrative reports including trend observations and aggregate data to university leadership; current Faculty & Staff Ombuds is an independent contractor.

## **Program Operations**

The office is located at 112 Cox Ave., Ste. 212/213 near campus with parking available, confidential access, and comfortable meeting/office space. Faculty and staff members have found the location with relative ease and appreciated the parking and meeting space.

Educational materials include an office handout and poster along with websites at [facultyombuds.ncsu.edu](http://facultyombuds.ncsu.edu) and [staffombuds.ncsu.edu](http://staffombuds.ncsu.edu). The website includes a blog with monthly posts sharing information about the office and issues in the ombuds and conflict resolution field.

The Faculty & Staff Ombuds attends a range of faculty and staff meetings across campus to provide an introduction and updates to the office. The office also provides various conflict resolution related trainings/workshops to groups across campus including Lunch & Learn programs. The “Meet the Faculty & Staff Ombuds” program continues to raise awareness of services offered.

Direct ombuds activities are primarily individual consultations, primarily in-person, with some meetings by phone or email. (See Case Data below.) Ombuds activities also include conflict coaching, making confidential inquiries, providing information, review and discussion of policies, regulations, and rules, and referral to existing NC State services.

## **Sample Case Narratives**

People often ask about the types of issues that come to the ombuds office. Here are a sample from 2017:

### **Faculty**

Faculty member contacted office to learn about ombuds services for a colleague who had a serious health issue. Colleague with health issue met ombuds to review situation and developed a strategy to deal with health issue and continued departmental work.

Faculty member working on project with faculty outside NC State and a conflict developed. Wanted to discuss options for how to address either directly or with departmental support as both faculty work in same geographic area and will need to potentially work jointly in the future.

Faculty member felt change in level of support from department leadership and met with ombuds to discuss, develop a strategy, and prepare for meetings to address next steps.



Faculty that used own material for a class and wanted information about how to handle situation. Ombuds made confidential inquiry to learn about how Conflict of Interest situations are handled including how and whether a management plan might be needed. Provided information to faculty about process so that additional steps could be taken.

Faculty member was apprised of some teaching issues as it related to classroom management and came to ombuds to discuss and consider next steps. Developed strategy and identified additional resources.

Senior Faculty member with concerns about requests to take on new responsibilities that s/he believed would create significant difficulty in completing a current major project involving outside collaborators. Wanted help planning a meeting with department leadership to constructively discuss the situation.

Non-Tenure Track faculty member shared concerns about continued employment while also trying to make plans about whether to seek positions elsewhere. While discussions were generally supportive with department leadership, the uncertainty was creating timing challenges in terms of the job market. Developed strategies for additional discussions with leadership and provided referral information for promotion process information.

Faculty member met with ombuds as part of retirement transition. Faculty member referenced how much the academy had changed over time and that s/he had not really kept up with building local department relations and that as career was winding down, did not have the local support desired. Discussed transition strategy along with resources available to assist faculty member.

Department Head and faculty member sought facilitation assistance to discuss communication concerns and retention considerations. Discussed a range of issues with acknowledgement and agreement about staying at NC State.

Tenure track faculty with questions and concerns about meeting departmental expectations and staying within the tenure track. Reviewed and discussed RPT process, current circumstances, and future goals in order to develop a strategy for moving forward. Provided referral information and made confidential inquiry to learn about tenure clock extension considerations.

## **Staff**

Staff member with new unit leadership brought concern about being cut off from information believed to be needed to effectively do the job. Former leader established an open environment with collaboration across units and routinely shared information with a senior team for use and dissemination. New leader disbanded the senior team and no longer allowed access to leadership meetings and did not encourage collaboration. Staff member explained that after more

than 20 years at NC State, they both preferred and thought it was necessary for there to be a collaborative environment. Staff member wanted to ask leader about approach. Through discussion with the ombuds a strategy was developed. The idea was to connect with an ally of the leader and pitch the idea of a collaborative team as a pilot for a specific project. In this manner, the staff member could find out about the leader's approach without framing it as me vs you and instead as us trying to solve a problem together.

Staff member concerned about appropriate resource use by individual in unit. Discussed options ranging from direct conversation, discuss with program director, internal audit, and not taking any action. Follow up indicated that individual brought up the issue with program director and others in leadership position that led to review and decisions that resolved the situation.

Staff and faculty member had a dispute about publication of data. Assisted resolution by facilitating the sharing of information to clarify situation.

Change in leadership led to change in management style. While prior manager let folks in unit do their work, new leader was perceived as micro-manager and causing difficulty in function of unit. Discussed strategies to bring up differences and frame constructively instead of focusing on negative aspects.

Staff member raised concerns about unit/department reorganization, its impact on position, along with supervisor gender treatment differences. Discussed options including self-care via the FASAP (Faculty and Staff Assistance Program), whether and how to address issues in the workplace, and consideration of contacting the Equal Opportunity and Equity staff at OIED.

### **Office Initiatives**

One of the challenges for any ombuds office is to be both independent from yet connected to the institution it serves. Thus, educational marketing is essential to the success of an office. As noted above, this includes departmental, unit, and other meeting presentations under the umbrella of the **"Meet the Faculty Ombuds Program."** Establishing this program allows the ombuds to be on campus, meet with groups and individuals, and build campus relationships while maintaining the confidentiality of specific faculty and staff member cases and contacts. If the ombuds has not yet been to your department or unit, please contact the office to set one up.



## **Faculty and Staff Comments**

The following comments were provided to the office either as part of its Post Contact Survey or as a visitor update and are used with permission.

### **Staff Comments**

I was able to better communicate with the individual that I had an issue with. I felt understood and heard. His knowledge of campus resources and options were impressive and easily laid out directions/paths for me to explore.

Roy effectively facilitated a team development activity by request.

Although my issue was not fully resolved, the Staff Ombuds provided helpful resources and suggestions. After speaking with the Staff Ombuds, I felt like a huge weight had been lifted off of my shoulders!

The Staff Ombuds was impartial and was very comprehensive in assisting me to look at my issues from every angle and develop a plan of how to resolve my issue. I felt so much better after meeting with the Staff Ombuds.

I received careful attention and a high level of engagement for my issue. I am very thankful for this resource, and it is invaluable for a healthy working environment at the university.

I appreciated being able to contact the ombuds using non-university email on both sides. I was very anxious about sharing what was happening but Roy made me feel comfortable and he seemed trustworthy. He followed up with me as promised which helped a great deal.

The ombuds was an excellent resource for me to discuss my workplace concerns. For the first time in four years, I felt extremely comfortable in speaking with someone with full confidentiality.

I wanted to give you an update about my situation. I sat down and had a conversation with \_\_\_\_\_ (Supervisor). We have cleared the air and discussed many things with work, myself and \_\_\_\_\_. To sum it up, everything is much better. My conversation with \_\_\_\_\_ was exactly what I needed, both \_\_\_\_\_ and I are on the same page and taking the appropriate steps to help me balance work and my challenges at home.

### **Faculty Comments**

The Faculty Ombuds Office was incredibly helpful to me during a very difficult situation.

Ombuds fulfills an important niche on our campus. I think the person we have is good. I have enjoyed working with him on a few personnel issues in my college.

The ombuds was very, very helpful. He helped me to organize my thoughts and to figure out a strategy to move forward. He was very welcoming and I felt safe.

It felt good to talk through a complex situation with someone unbiased.

This office was very helpful in providing information and perspective on the situation I was in. As a result, I was able to sort things out with senior administrators and reach a satisfactory resolution.

The Faculty Ombuds provides an important service to university faculty. He is easy to contact and easy to talk with, while providing helpful information, referring you to other resources if he does not know the answer. I would recommend the office to other faculty who may be hesitant to seek help with a university issue of most any kind.

## Professional Activities

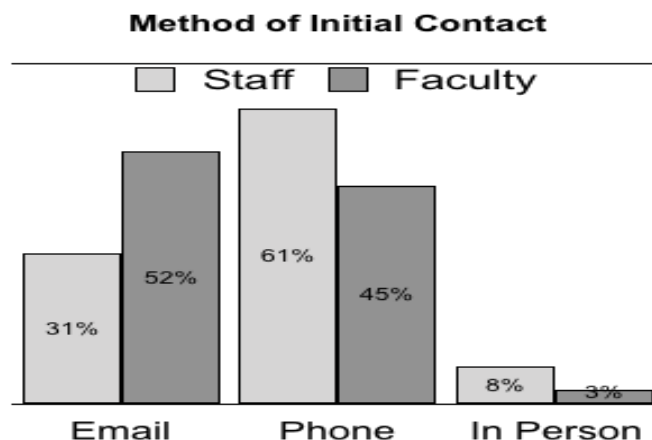
The Faculty & Staff Ombuds is a member of the International Ombudsman Association and was elected to serve on its Board of Directors beginning in April 2018 for a 3-year term. The faculty & staff ombuds has attended four IOA Annual Conferences with three conference presentations: Opening an Ombuds Office From the Ground Up and Beyond (Seattle 2016); Opening an Ombuds Office 2.0 (Minneapolis 2017 with Brett Harris, University of Oregon Ombuds); Translating Mediation Theory into Ombuds Practice (Richmond 2018). Additionally, the Faculty & Staff Ombuds is an active member of the American Bar Association Dispute Resolution Section Ombuds Committee including service as Legislative Sub Committee Chair for 2016 - 18.

## Office Information – Case Data and Post Contact Survey

The NC State Faculty & Staff Ombuds Office collects a range of case data that provides useful information to support the work of the office, provides trend data for the types of cases/issues brought to the office, and demographics of those using the office.

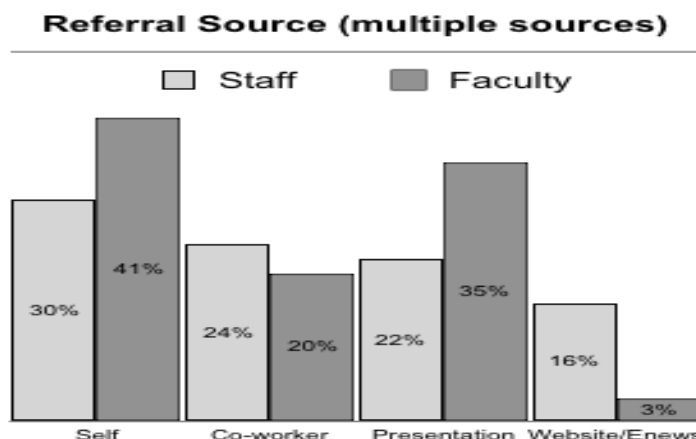
### Activity Data

Activity Data includes office contact, meeting type, referral source and case categories (IOA Reporting Categories). Initial contact with the office shifted depending on whether faculty or



staff. As expected and hoped for, most first meetings were in-person (63% Faculty / 67% Staff) followed by phone (30% Faculty / 23% Staff).

With respect to how faculty and staff members “find” the ombuds office, self-referral, co-worker, presentation, and electronic format are the main contact points. In order to educate and market the staff ombuds pilot expansion and to continue faculty contacts multiple introductory presentations were completed in 2017.

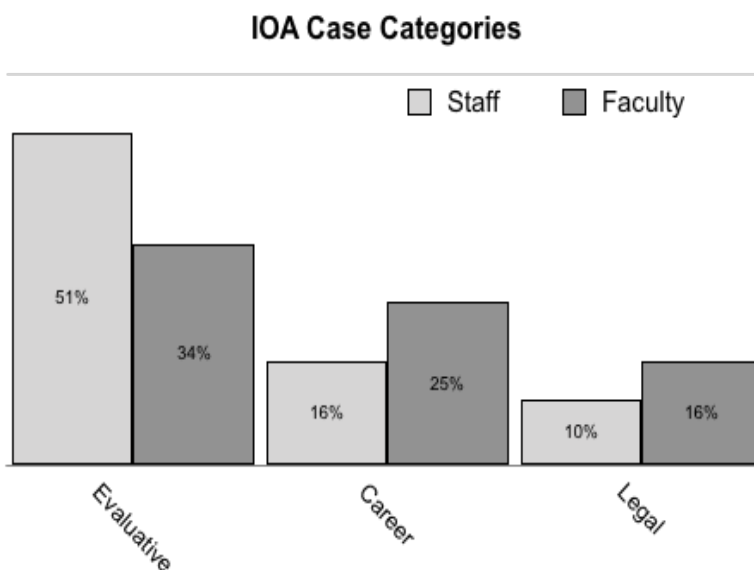


For direct ombuds services the primary activity (combined) for both faculty and staff was consultation/coaching (71%), followed by confidential contact (13%), and referral (12%). A “consultation” typically consists of an in-person meeting lasting an hour or more where a visitor shares their NC State experience and any concerns, the ombuds listens, helps the visitor clarify, and then works with the person to develop and consider options for how to proceed. One option unique to the ombuds office is to make a “confidential contact” - this is where the ombuds office contacts another university office and makes an inquiry on a particular topic without disclosing the specifics of the visitor contact. This information can then be shared with the visitor who can then determine how to proceed.

## Case Categories

Case categories use the IOA Uniform Reporting Categories and each case is assigned a primary and secondary category. The top three primary case categories for both faculty and staff include

Evaluative Relationships, Career Progression & Development, and Legal. These are to be expected as employees bring issues focused on their department or unit leadership, their jobs and future, and legal related considerations.



Much of the ombuds’ work in these areas is to help

the visitor develop options for how to address the situation. Sometimes it also includes referral to existing services. Usually, together the ombuds and visitor generate options to pursue and the visitor leaves with a plan of action.

### **Faculty Member Visitor Demographics**

Who seeks help from the faculty and staff ombuds? In this regard, a range of data is collected including status, role, gender, length of service, ethnicity, and age. See Case Data – Appendix A

A few items to note. With respect to faculty, 53% were Tenured, 14% Tenure Track, and 33% Non-Tenure Track. Gender was fairly evenly split at 46% female to 54% male. For length of service, 56% of faculty members contacting the office served for 10 years or less.

With respect to staff, 66% were SHRA and 31% EHRA non-faculty. Gender was skewed with 86% female to 14% male and most (65%) were employees with no supervisory duties. Matching with faculty, 56% who contacted the office served for 10 years or less.

### **Post Contact Survey Data – Appendix B**

In an effort to gain feedback on operations and to learn about the impact of the Faculty & Staff Ombuds Office, the office conducted multiple Post Contact Surveys for the 2017 calendar year. See PCS results - Appendix B.

As an overview, the survey sought information on the following topics: Office materials, Contact and visiting the office, Physical location and space, Contact with the Ombuds, Actions taken if the Ombuds Office not contacted, Actual actions taken post ombuds contact, and any additional Comments, suggestions, or feedback. The survey was designed to allow anonymous response and the return rate was quite strong at 52% for Faculty and 44% for Staff.

Overall, the survey results were strongly positive towards the office materials, ability to contact and visit, and office location and space. Setting up the office near, but not on campus and with plenty of parking has made visiting the office relatively easy. Similarly, contact with the ombuds was positive although several responses highlight some limitations in terms of perceived impact on the issue/concern presented. This is not unexpected as the ombuds role, particularly, its role as impartial, means the office is supportive, but not an advocate and situations are not always resolved.

At the same time, in terms of office impact, multiple responses indicate that visitors found contacting the ombuds to be helpful in their situation.

For faculty members, Question 4, Contact with the Faculty Ombuds, 88% Strongly Agree / Agree that “the faculty ombuds helped me identify and consider

options to address my concerns,” 92% Strongly Agree / Agree that “the faculty ombuds provided useful/helpful information,” 77% Strongly Agree / Agree that “I was better able to handle my situation following discussion with the Faculty Ombuds,” and 56% Strongly Agree / Agree that “my issue/concern is now resolved or is closer to resolution as a result of contacting the Faculty Ombuds Office.”

For staff members, Question 4, Contact with the Staff Ombuds, 97% Strongly Agree / Agree that “the staff ombuds helped me identify and consider options to address my concerns,” 91% Strongly Agree / Agree that “the staff ombuds provided useful/helpful information,” 78% Strongly Agree / Agree that “I was better able to handle my situation following discussion with the Staff Ombuds,” and 48% Strongly Agree / Agree that “my issue/concern is now resolved or is closer to resolution as a result of contacting the Staff Ombuds Office.”

Finally, two direct impact questions provide interesting data. Question 5 - “If you had not contacted the Faculty / Staff Ombuds Office, what do you think you would have done?” Question 6 – “After contacting the Faculty / Staff Ombuds Office, what did you actually do?” These questions highlighted that contact with the office had a range of significant impacts (see partial results below).

Action	Q5 – if not contacted ombuds office		Q6 – after contacting ombuds office	
	Faculty	Staff	Faculty	Staff
Contacted other university resources	6	3	2	1
Filed grievance or other administrative action	5	2	0	0
Consulted a lawyer to consider filing a lawsuit	4	3	2	0
Left the university	5	7	3	0

In conclusion, the survey results provide helpful feedback to improve functions of the office and also help demonstrate the value of an ombuds office. A similar survey will be conducted each year for feedback and improvement aspects.

## General Considerations / System Issues / Observations

**1. Managing Faculty Transitions** - faculty members shared a range of transition issues including those eligible to retire, those considering offers from outside the university, and those with issues related to changes in department leadership. With respect to retirement, part of the challenge is how to “normalize” planning and discussion around this issue. Phased retirement is an important tool and query whether there may be other tools to better connect and manage the needs of the department with those of the faculty member in order to find and

support “all win” outcomes. With respect to outside offers communication seems to be a key factor as faculty seem more interested in staying as opposed to leaving if there is a sense of departmental support and willingness to engage in future thinking discussion.

**2. Leadership support and consideration of new ideas** – a theme from faculty, that also shows up from staff cases, relates to bringing new ideas forward and not finding an openness or willingness to engage or explore the idea. This observation is not based on whether the idea is a good one or not; instead, there have been enough visits with this issue to warrant attention. Thus, how can the university further support faculty and staff leaders to consider new ideas? Training and organizational development resources may play a significant role and programs such as the New Department Head Orientation/training is an excellent step as are ongoing Office of Faculty Affairs programs. The same is true for the Central HR led Management Essentials training for NC State managers and supervisors. At the same time, is there also an opportunity to provide “executive coaching” support? And, while there are organizational development and training resources available in Central HR, while working with faculty and staff across campus, the issue of cost has, at times, been noted as an obstacle. Is there a way to reduce barriers to such services across both academic and staff units?

**3. Discontinuation of EHRA non-faculty employee** – there are many “at will” employees working at NC State and there are times when services are no longer desired or needed. There can be a range of considerations in this regard and because of the “at will” nature employees can be discontinued in employment. Based on several conversations, is it possible to develop more flexibility in how such discontinuations are handled on the ground? Professional staff that are advised of discontinuation and then escorted off premises shared difficulty with this approach. Each asked if there could be a way for discontinuation with dignity?

**4. Non - Tenure Track Faculty issues** – these issues range from contract specifics, to department duties, to treatment within a department, and promotion considerations. The common theme throughout is the perception by the visitor that their non-tenure track status places them in a “second class” status within the department. There is recognition of differences as to tenure track; however, the visitors expressed interests in being more active members of the department including invitations to attend faculty meetings, provide input on aspects within their focus, and other opportunities for contribution. There is no “one size fits all” solution in this regard and, thus, it is suggested that individual colleges and departments review and consider how to further support and integrate non-tenure track faculty into their work, culture, and community.

**5. Staff Management/Supervision issues** – while not surprising that staff share concerns about managers and supervisors, a theme consistently reported

by visitors was that “managing up” by their manager/supervisor was often so well done that upper management did not really have a “true” sense of the workplace. Thus, query whether some type of 360 evaluation process may provide broader data inputs to support and develop managers/supervisors and further contribute to a workplace that matches the vision of NC State as noted in the current campaign to go from “great” to “extraordinary.”

## **Conclusion**

While 2017 provided another “first” with the expansion of staff ombuds services at NC State, the goal for 2018 will be to solidify and continue this development along with ongoing faculty efforts. The office will continue to serve as a zero-barrier office for university employees to bring issues/concerns and receive confidential, independent, informal, and impartial support to navigate and seek solutions.



## Faulty & Staff Ombuds Office

## APPENDIX A

### Case data for Faculty & Staff Ombuds Office for calendar year 2017

Prepared by: Roy Baroff, NC State Faculty & Staff Ombuds

The NC State Faculty & Staff Ombuds Office collects a range of case data in order to aggregate use patterns, case types, and demographics. This information helps the office understand and improve operations along with surfacing issues for the university. A “case” is established when the office is contacted for assistance.

Case data for calendar year 2017		FACULTY (anyone with a Faculty appointment) 62 cases	STAFF (SHRA and EHRA non-Faculty) 107 cases
<b>A</b>	<b>ACTIVITY DATA</b>		
<b>1</b>	<b>Method of initial contact (can include multiple contacts per case)</b>		
	Email	32 52%	34 31%
	Phone	28 45%	66 61%
	In person	2 3%	9 8%
<b>2</b>	<b>Type of first meeting</b>		
	In person at ombuds office	38 63%	72 67%
	Phone	18 30%	25 23%
	Email	2 3%	1 1%
	Visitor location or other campus location		6 6%
	Off campus		1 1%
	Other (direct referral / not held)	2 4%	2 2%
<b>3</b>	<b>Referred by (can include multiple sources per case)</b>		
	Self	29 41%	35 30%

	Presentation	25 35%	26 22%
	Colleague / Co-worker	14 20%	28 24%
	Print material		4 3%
	Website / E-news	2 3%	19 16%
	Other - internal university / external	1 1%	6 5%
<b>4</b>	<b>International Ombudsman Association Reporting Categories*</b> <b>*primary and secondary categories are assigned by the ombuds to each case based on visitor information with raw numbers plus % of total listed below</b>		
	Evaluative Relationships	19 / 17 34% / 34%	52 / 46 51% / 56%
	Career Progression & Development	14 / 13 25% / 27%	16 / 16 16% / 20%
	Legal, regulatory, financial	9 / 1 16% / 2%	10 / 2 10% / 2%
	Peer & Colleague relationship	8 / 9 14% / 18%	5 / 8 5% / 10%
	Values, Ethics, and Standards	2 / 5 4% / 10%	1 / 1 1% / 1%
	Compensation & Benefits	2 / 1 4% / 2%	3 / 0 3% / 0
	Services/Administrative Issues	1 / 2 2% / 4%	5 / 1 5% / 1%
	Safety, Health, Physical Environment	1 / 0 2% / 0	3 / 1 3% / 1%
	Organizational, Strategic & Mission	0 / 1 0 / 2%	7 / 7 7% / 9%
<b>5</b>	<b>Ombuds Activity (multiple actions per case)(% based on number of actions)</b>		
	Consultation / Information / Coaching	74 66%	138 75%
	Identify other resources	16 14%	20 11%
	Confidential inquiry	14 13%	24 13%
	Facilitated conversation	8 7%	2 1%
	Review written materials		1 .5%
<b>B</b>	<b>DEMOGRAPHICS – FACULTY / STAFF MEMBER VISITOR</b> <b>(person initiating contact with ombuds office with some data unknown)</b>		
<b>1</b>	<b>Status</b>		
	Tenured	31 53%	

	Tenure track	8 14%	
	Non-tenure track	19 33%	
	SHRA		65 66%
	EHRA non-Faculty		30 31%
	Other (grad student, post doc)		3 3%
<b>2</b>	<b>Role</b>		
	Professor	9 15%	
	Associate professor	18 30%	
	Assistant professor	7 12%	
	College and Department leadership	5 8%	
	Other - Professor of Practice, Field / Extension Faculty, Teaching Assistant / Associate Professor, Lecturer, etc.	20 34%	
	Employee (no supervisory duties)		62 65%
	Director / Associate Director		18 19%
	Supervisor / Manager		16 17%
<b>3</b>	<b>Gender</b>		
	Female	27 46%	84 86%
	Male	32 54%	14 14%
<b>4</b>	<b>Ethnicity</b>		
	African American/Black	1 1%	20 19%
	Asian/Pacific Islander	2 4%	4 4%
	Hispanic	3 5%	3 3%
	White	53 90%	73 71%
	Multiracial		3 3%
<b>5</b>	<b>Years of service</b>		
	Less than 5 years	13 22%	34 33%
	5+ - 10 years	20 34%	24 23%

	10+ - 15 years	13 22%	19 18%
	15+ - 20 years	3 5%	8 8%
	20+	9 15%	8 8%
	Unknown		10 10%
<b>6</b>	<b>Age</b>		
	25 – 30		10 10%
	30+ - 40	16 26%	27 26%
	40+ - 50	23 38%	25 25%
	50+ - 60	11 18%	25 25%
	60+ - 70	10 16%	2 2%
	70+	1 2%	1 1%
	Unknown		12 12%

**Post Contact Survey - Faculty & Staff Ombuds Office combined for calendar year 2017****Prepared by Roy Baroff, NC State Faculty & Staff Ombuds**

The NC State Faculty & Staff Ombuds Office utilizes a Post Contact Survey to improve services. Permission to participate is requested and a third-party provider is used to ensure confidentiality. For 2017, the survey was sent to Faculty (52% return rate) and in several batches to Staff (return rate of 44%). (Percent of response and raw numbers included.)

**Question 1 - Faculty / Staff Ombuds Office Materials**

<b>Ombuds Office Materials</b>		<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
Materials were easy to understand and helpful in explaining the office.	Faculty	44.5% (8)	44.5% (8)	11% (2)	0	0
	Staff	43% (9)	57% (12)	0	0	0
The descriptive handout provided helpful information.	Faculty	50% (6)	42% (5)	8% (1)	0	0
	Staff	47% (8)	53% (9)	0	0	0
The Ombuds Office poster provided helpful information.	Faculty	67% (6)	33% (3)	0	0	0
	Staff	43% (6)	57% (8)	0	0	0
The website was easy to navigate.	Faculty	41% (7)	59% (10)	0	0	0
	Staff	37% (7)	63% (12)	0	0	0
The website provided helpful information.	Faculty	44.5% (8)	50% (9)	5.5% (1)	0	0
	Staff	37% (7)	58% (11)	0	3% (1)	0
The website was helpful in planning my contact with the office.	Faculty	56% (10)	33% (6)	11% (2)	0	0
	Staff	40% (8)	55% (11)	5% (1)	0	0

## Question 2 - Contacting / visiting the Faculty / Staff Ombuds Office

Contacting / visiting the Ombuds Office		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
It was easy to contact the office.	Faculty	77% (20)	19% (5)	4% (1)	0	0
	Staff	79% (27)	21% (7)	0	0	0
The Ombuds returned my calls/emails in a timely manner.	Faculty	92% (24)	4% (1)	4% (1)	0	0
	Staff	85% (28)	15% (5)	0	0	0
I was able to speak and/or meet with the Ombuds in a timely manner...	Faculty	88.5% (23)	11.5% (3)	0	0	0
	Staff	82% (27)	18% (6)	0	0	0

## Question 3 - About the Faculty / Staff Ombuds Office

About the Ombuds Office		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The office was easy to find.	Faculty	43% (10)	30% (7)	17% (4)	9% (2)	0
	Staff	45% (13)	31% (9)	14% (4)	10% (3)	0
The office space contributed to a sense of privacy and confidentiality.	Faculty	61% (14)	13% (3)	22% (5)	4% (1)	0
	Staff	59% (17)	24% (7)	14% (4)	0	3% (1)
I liked that it was close, but not on campus.	Faculty	68% (15)	18% (4)	14% (3)	0	0
	Staff	59% (17)	24% (7)	14% (4)	3% (1)	0
Free parking is important for the office.	Faculty	77% (17)	14% (3)	9% (2)	0	0
	Staff	69% (20)	17% (5)	14% (4)	0	0

## Question 4 - Contact with the Faculty / Staff Ombuds

Contact with the Ombuds		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The Ombuds was courteous & respectful to me.	Faculty	96% (24)	4% (1)	0	0	0
	Staff	85% (29)	12% (4)	3% (1)	0	0
The Ombuds explained the ombuds role.	Faculty	96% (24)	4% (1)	0	0	0
	Staff	82% (28)	15% (5)	3% (1)	0	0
I felt comfortable discussing my issue/conflict with the Ombuds.	Faculty	92% (23)	8% (2)	0	0	0
	Staff	76% (25)	18% (6)	6% (2)	0	0
The Ombuds listened carefully to my concerns.	Faculty	92% (23)	8% (2)	0	0	0
	Staff	82% (27)	15% (5)	3% (1)	0	0
The Ombuds helped me identify and consider options to address my concerns.	Faculty	76% (19)	12% (3)	8% (2)	0	4% (1)
	Staff	69% (22)	28% (9)	3% (1)	0	0
The Ombuds provided useful/helpful information.	Faculty	73% (19)	19% (5)	8% (2)	0	0
	Staff	64% (21)	27% (9)	6% (2)	0	3% (1)
I was better able to handle my situation following discussion with the Ombuds.	Faculty	62% (16)	15% (4)	15% (4)	4% (1)	4% (1)
	Staff	41% (13)	37% (12)	16% (5)	3% (1)	3% (1)
My issue/concern is now resolved or is closer to resolution as a result of contacting the Ombuds.	Faculty	36% (9)	20% (5)	16% (4)	16% (4)	12% (3)
	Staff	27% (9)	21% (7)	24% (8)	15% (5)	12% (4)
I felt better about my issue/situation following discussion with the Ombuds.	Faculty	61.5%(16)	19% (5)	11.5%(3)	4% (1)	4% (1)
	Staff	37.5%(12)	37.5% (12)	19% (6)	0	6% (2)
I would recommend/refer others to the Ombuds for assistance.	Faculty	73% (19)	23% (6)	0	0	4% (1)
	Staff	68% (23)	23% (8)	6% (2)	0	3% (1)



**Question 5 - If you had not used the Faculty / Staff Ombuds Office, what do you think you would have done to address your issue/concern? (multiple responses allowed)**

<b>If you had not used the Ombuds Office . . .</b>	<b>Faculty</b>	<b>Staff</b>	<b>Total</b>
Not done anything	2	4	6
Not brought the issue up as quickly	1	2	3
Continued to struggle on my own with the issue/concern	11	18	29
Not talked to anyone about the issue	1	6	7
Contacted other university resources for assistance	6	7	13
Filed a grievance or other administrative action	5	8	13
Consulted with private counsel about filing a lawsuit	4	8	12
Left the university	5	11	16
Other	2	4	6

**Question 6 - After using the Faculty Ombuds Office, what did you actually do to address your issue/concern? (multiple responses allowed) \*This question was not included in the first staff PCS, so does not reflect all staff responses.**

<b>After using . . .</b>	<b>Faculty</b>	<b>Staff*</b>	<b>Total</b>
Did not do anything	2	5	7
Used information and discussions with the faculty ombuds to move my situation forward	11	7	18
Contacted other university resources for assistance	2	1	3
Filed a grievance or other administrative action	0	0	0
Consulted a lawyer to consider filing a lawsuit	2	0	2
Left the university	3	0	3
Other	6	4	10